

K – 5 Student Learning Expectations	1	2	3	4
<b>Citizenship</b>	Does not demonstrate respect, self control, following directions or solving conflicts with others	Inconsistently demonstrates respecting self control, follows directions or solving conflict	Consistently shows respect, uses self control, follows directions and solves conflicts with others	Always shows respect, self control, follows directions and takes initiative to solve conflicts with others
<b>Task Completion</b>	Is not motivated to complete tasks	Needs motivational reminders to complete tasks on time	Consistently completes tasks independently and on time	Always completes tasks independently and on time
<b>Organizational Skills</b>	Does not use time wisely, is not prepared for lessons by having appropriate materials or previous assignments/homework	Inconsistently uses time wisely, is not always prepared for lessons, does not always have appropriate materials and assignments/homework may be incomplete	Consistently uses time wisely and is prepared for lessons by having the appropriate materials and completing previous assignments/homework	Always uses time wisely and is prepared for lessons by having the appropriate materials and completing previous assignments/homework
<b>Class Participation</b>	Does not work well with others, listen or contribute to class and small group discussions	Inconsistently works well with others, listens or contributes to class and small group discussions	Consistently works well with others, listens and contributes to class and small group discussions	Always works well with others, listens and contributes to class and small group discussions with higher level ideas
<b>Quality of Work</b>	Does not show effort to create neat or organized work or to meet assignment criteria	Inconsistently uses best effort to create neat or organized work and inconsistently meets assignment criteria	Consistently uses best effort to create work that is neat, well organized and meets assignment criteria	Always uses best effort to create work that is neat and well organized and exceeds assignment criteria
<b>Reading</b>				

<p><b>Reads and comprehends fictional text (RFT, D.1)</b></p>	<p>Reads and comprehends fictional text across genres using DRA Level 28 or below</p>	<p>Reads and comprehends fictional text across genres using DRA Level 38 or below</p>	<p>Independently reads and comprehends fictional text across genres using DRA Level 40/Lexile Level 885 range</p>	<p>Independently reads and comprehends fictional text across genres using DRA Level 50/Lexile Level 980 range</p>
<p><b>Uses text examples to describe story elements (RFT, A.1,2)</b></p>	<p>Identifies story elements using details from the text and with extensive support.</p>	<p>Identifies story elements using details from the text with minimal support</p>	<p>Independently summarizes text using specific details to describe story elements</p>	<p>Independently summarizes text using quotes as evidenced from the text</p>
<p><b>Acquires and uses grade level appropriate vocabulary (RFT, A.1, B.1)</b></p>	<p>Requires support to understand unknown words and phrases</p>	<p>Determines and/or clarifies meaning of unknown words and phrases with support</p>	<p>Determines and/or clarifies meaning of unknown words and phrases independently</p>	<p>Uses grade level vocabulary in dialogue and writing</p>
<p><b>Reads and comprehends non-fictional text (RIT, D.1)</b></p>	<p>Reads and comprehends non-fiction text DRA Level 28 or below</p>	<p>Reads and comprehends non-fiction text DRA Level 30-38 with support</p>	<p>Independently reads and comprehends non-fiction text DRA Level 40/ Lexile Level range 885</p>	<p>Independently reads and comprehends non-fiction text DRA Level 50/Lexile Level range 980</p>
<p><b>Determines main idea and supporting details when reading non-fiction text (RIT, A.2, C.2)</b></p>	<p>Uses specific information from the text to identify the main idea and supporting details with extensive prompting from teacher</p>	<p>Uses specific information from the text to create a scaffolded summary of the text</p>	<p>Uses specific information from the text to write a summary independently</p>	<p>Identifies and uses specific information and quotes from an above grade level text to write a summary independently</p>
<p><b>Determines meaning of content specific words and phrase (RTI B.1)</b></p>	<p>Does not regularly use content specific vocabulary</p>	<p>Use content specific vocabulary with support</p>	<p>Independently uses content specific vocabulary when reading</p>	<p>Independently uses content specific vocabulary when writing and speaking</p>

<p><b>Present a report on a content-specific topic (SL, B)</b></p>	<p>Report on a topic using minimal facts with extensive teacher support</p>	<p>Report on a topic using relevant facts with support from the teacher</p>	<p>Independently reports on a topic using relevant facts which support the main idea</p>	<p>Independently reports on a topic or text using relevant supporting details, clear presentation and organized product that is creative, evaluative and is a clear analysis of the topic</p>
<p><b>Interpret information presented visually, orally or quantitatively (RIT, C.1)</b></p>	<p>Makes minimal use of text features and/or visual supports without extensive prompting</p>	<p>Explains how text features and/or visual supports contribute to their understanding of the text with prompting</p>	<p>Independently explains how text features and/or visual supports contribute to their understanding of the text</p>	<p>Independently incorporates text features and/or visual supports into a paper or presentation</p>
<p><b>Spell grade-appropriate words correctly (Writing Standards, CSE, 12.e)</b></p>	<p>Scores in the early range of the Within Word stage of the Words Their Way spelling continuum</p>	<p>Scores in the late range of the Within Word stage of the Words Their Way spelling continuum</p>	<p>Scores in the middle stage of the Syllables and Affixes of the Words Their Way spelling continuum</p>	<p>Scores in the late stage of the Syllables and Affixes of the Words Their Way spelling continuum</p>
<p><b>Effectively engage by listening to collaborative discussions (SL, A.1)</b></p>	<p>Requires additional strategies to maintain focus</p>	<p>Listen effectively with refocusing support</p>	<p>Effectively engages by listening to collaborative discussions on a consistent basis</p>	<p>Independently explores topic of collaborative discussions and reports findings</p>
<p><b>Express ideas effectively when participating in discussions (SL, A.1)</b></p>	<p>Requires support when orally responding to collaborative discussions</p>	<p>Expresses ideas accurately when asked questions to the collaborative discussion</p>	<p>Independently expresses effective, accurate ideas in collaborative discussions with reciprocal dialogue</p>	<p>Independently paraphrases a speaker, identifying the key evidence that the speaker provided</p>
<p><b>Writing</b></p>				
<p><b>Writes an opinion, narrative and informative piece (A, 1, 2, 3)</b></p>	<p>Writing lacks an introduction, body and/or conclusion, and there is not use of transitions</p>	<p>Introduction, body and/or conclusion are weakly developed, and use of transitions are limited</p>	<p>Writing includes an introduction, clearly developed idea, facts or events, a conclusion and transition words that tie the piece together</p>	<p>Writing includes an engaging and highly creative introduction, highly developed ideas, facts or events, a powerful conclusion, and highly effective transition words or phrases that tie the piece together</p>

Develop writing by planning, revising and editing (B. 5)	Student does not strengthen written piece by planning, revising and editing	Student attempts to strengthen a piece of writing by planning, revising and editing	Able to strengthen a written piece by planning, revising and editing	Able to strengthen a written piece by planning, revising, editing, rewriting, or trying a new approach
Uses technology to produce and publish writing (B. 6)	Does not use technology to produce or publish a piece of writing, typing less than a half in a single setting	With continued support, uses technology to produce and publish a piece of writing, and types less than one page in a single setting	With some support, uses technology to produce and publish a piece of writing and types one page in a single setting	With little or no support, uses technology to produce and publish a piece of writing and types two pages in a single setting
Takes notes, categorizes information and provides list of sources to conduct a research project (C. 8)	Does not take notes or provide list of sources to conduct a research project	With support, takes notes from print and digital sources, organizes findings into categories, and provides a list of sources used	Independently takes notes from print and digital sources, organizes findings into categories and provides a list of sources used	Takes notes from 3 or more print and digital sources, summarizes and paraphrases information and provides a bibliography of sources used
Uses common spelling patterns in writing (E. 12. e)	Misspells most grade appropriate words and only with support is able to use classroom references to check spelling	Spells some grade appropriate words correctly and with support, is able to use classroom reference to check spelling	Spells all grade level appropriate words correctly, and is able to use classroom references to check spelling	Spells above grade level appropriate words correctly and is able to use classroom references and a dictionary to independently check their spelling
Demonstrates use of conventions of standard English and capitalization and punctuation (E. 12. a, b, c, d)	Does not demonstrate use of conventions of standard English and capitalization and punctuation	Partially demonstrates use of conventions of standard English and capitalization and punctuation	Accurate use of conventions of standard English, capitalization, end of sentence punctuation, commas in dialogue, series and before a coordinating conjunction	Accurate use of conventions of standard English, capitalization, end of sentence punctuation, commas in dialogue, series and before a coordinating conjunction and uses quotations in dialogue
Math				

Reads, writes, and compares whole numbers to 1,000,000. (Numbers and Place Value, a)	Reads, writes, and compares whole numbers less than 1,000.	Read, writes, and compares whole numbers to 1,000.	Reads, writes, and compares whole numbers to 1,000,000.	Reads, writes, and compares whole numbers to 1,000,000,000.
Reads, writes, and models proper fractions with denominators of 2, 3, 4, 5, 6, 8, and 10 using number lines, regions, and sets. (Numbers and Place Value, f)	Identifies the fractions $1/2$ , $1/3$ , $1/4$ , $1/6$ , and $1/8$ in regions.	Read, writes, and models the fractions $1/2$ , $1/3$ , $1/4$ , $1/6$ , and $1/8$ using regions and sets.	Reads, writes, and models proper fractions with denominators of 2, 3, 4, 5, 6, 8, and 10 using number lines, regions, and sets.	Solves problems involving fractions using all operations.
Reads, writes, and compares decimal numbers to the hundredths.	Reads and writes decimal numbers to the tenths.	Reads and writes decimal numbers to the hundredths.	Reads, writes, and compares decimal numbers to the hundredths.	Reads, writes, and compares decimal numbers to the thousandths.
Demonstrates automaticity with multiplication facts through $10 \times 10$ and proficiency with related division facts. (Able to complete 25 unmixed facts in 1 minute.) (Operations, d)	Completes 25 multiplication or division facts to $10 \times 10$ in more than three minutes.	Completes 25 multiplication or division facts to $10 \times 10$ in three minutes.	Completes 25 multiplication or division facts to $10 \times 10$ in one minute.	Completes 25 multiplication or division facts to $12 \times 12$ in one minute.
Solves addition and subtraction problems with whole numbers and decimals to the hundredths. (Numbers and Place Value, g)	Solves addition and subtraction problems with whole numbers to 1,000.	Solves addition and subtraction problems with whole numbers to 1,000 and decimals to the tenths.	Solves addition and subtraction problems with whole numbers and decimals to the hundredths.	Solves addition and subtraction problems with whole numbers and decimals to the thousandths.

<p>Solves addition and subtraction problems with positive fractional numbers with like denominators. (Operations, c)</p>	<p>Requires teacher support to accurately solve addition or subtraction problems with fractional numbers with like denominators.</p>	<p>Solves addition or subtraction problems with positive fractional numbers with like denominators.</p>	<p>Solves addition and subtraction problems with positive fractional numbers with like denominators.</p>	<p>Solves addition and subtraction problems with positive fractional numbers with unlike denominators.</p>
<p>Solves multiplication and division problems with 2-digit multipliers and 1-digit divisors. (Operations, f)</p>	<p>Requires teacher support to solve multiplication or division problems.</p>	<p>Uses multiple strategies to solve 2-2-digit multiplication problems or 1-digit division problems</p>	<p>Uses multiple strategies (ex: algorithms, mental math, models) to solve problems involving multiplications and division (multiplication involving 2-2-digit numbers and division limited to 1-digit divisors)</p>	<p>Student consistently understands and uses operations (+, -, *, ÷) appropriately to find solutions to math problems with whole numbers.</p>
<p>Solves problems for one unknown variable using the four operations and conventional equation notation. (Patterns, Functions and Algebra, b)</p>	<p>Requires teachers supports to solves problems for one unknown variable using any of the four operations and conventional equation notation.</p>	<p>Solves problems for one unknown variable using the four operations and inconsistently using conventional equation notation.</p>	<p>Solves problems for one unknown variable using the four operations and conventional equation notation.</p>	<p>Student consistently solves and explains problems using letter variable, parentheses, and orders of operation.</p>
<p>Makes measurements involving length, mass, and volume and converts measurements within a single system. (Measurement, Data and Probability, a)</p>	<p>Requires teachers support to make measurements involving length, mass, and volume and converts measurements within a single system.</p>	<p>Makes measurements involving length, mass, and volume.</p>	<p>Makes measurements involving length, mass, and volume and converts measurements within a single system.</p>	<p>Makes measurements involving length, mass, and volume and converts measurements within two systems.</p>
<p>Determines perimeter of polygons and area of rectangles. (Geometry, c)</p>	<p>Requires teacher support to determines the perimeter of polygons, and the area of rectangles, polygons, or irregular shapes based on the properties of their lines and angles.</p>	<p>Determines the perimeter of polygons or the area of rectangles, polygons, or irregular shapes based on the properties of their lines and angles.</p>	<p>Determines the perimeter of polygons, and the area of rectangles, polygons, or irregular shapes based on the properties of their lines and angles.</p>	<p>Determines the area and perimeter of 2- and 3-dimensional shapes and graphs points on a coordinate plane.</p>

<p><b>Communicates mathematical information using correct vocabulary and mathematical symbols.</b></p>	<p>Requires teachers support to communicates mathematical information using correct vocabulary and mathematical symbols.</p>	<p>Communicates mathematical information using correct vocabulary or mathematical symbols.</p>	<p>Communicates mathematical information using correct vocabulary and mathematical symbols.</p>	<p>Communicates mathematical information using grade 5 vocabulary and mathematical symbols.</p>
<p><b>Health</b></p> <p>Students will understand the importance of taking care of their body. Units taught include</p> <p><b>Brainstorms: Your Central Nervous System, Love your Lungs, Growing Up , Bones and Muscles: On The Move. About Blood and HIV , and All The Right Stuff.</b></p>	<p>Student does not participate or understand concepts being taught.</p>	<p>Student participates in activities being taught.</p>	<p>Student participates in activities and understands concepts being taught.</p>	<p>Student participates in activities and makes real-life connections to concepts being taught.</p>
<p>Students will learn to be safe at home and away from home. Units taught include First Aid Facts, and Danger Ahead, The Truth About Drugs.</p>	<p>Student does not participate or understand concepts being taught.</p>	<p>Student participates in activities being taught.</p>	<p>Student participates in activities and understands concepts being taught.</p>	<p>Student participates in activities and makes real-life connections to concepts being taught.</p>
<p>Students will learn that healthy foods, good eating habits, exercise and emotional care help maintain healthy bodies. Units taught include You Are What You Eat, those Crazy Mixed Up Emotions, and bones and muscles: On The Move</p>	<p>Student does not participate or understand concepts being taught.</p>	<p>Student participates in activities being taught.</p>	<p>Student participates in activities and understands concepts being taught.</p>	<p>Student participates in activities and makes real-life connections to concepts being taught.</p>

Art				
Demonstrates skill of media, tools, and techniques.	Demonstrates some skill of media, tools, and techniques with teacher support.	Demonstrates skill in two of the following: Media, tools, or techniques	Demonstrates skill of media, tools, and techniques.	Demonstrates exceptional skill of media, tools, techniques, and composition.
Creates art that is inspired by a specific art style.	Unable to create art that is inspired by a specific art style.	Creates art that is inspired by a specific art style with teacher support.	Creates art that is inspired by a specific art style.	Creates art that is inspired by a specific art style can use art vocabulary to describe the style.
Creates art that is inspired from different times and cultures.	Unable to create art that is inspired from different times and cultures with teacher support.	Creates art that is inspired from different times and cultures with teacher support.	Creates art that is inspired from different times and cultures.	Creates art that is inspired from different times and cultures and makes connections with the present time.
Creates artwork that focuses on form.	Unable to creates art work that focuses on form with teacher support.	Creates art work that focuses on form with teacher support.	Creates artwork that focuses on form.	Creates artwork that focuses on form using exceptional care when painting, glazing, or embellishing the outside of the form.
Music				
Student recognizes treble and bass clef staff notes.	Student does not recognize treble and bass clef staff notes.	Student recognizes treble or bass clef staff notes.	Student recognizes treble and bass clef staff notes.	Student recognizes treble and bass clef staff notes and uses these notes to compose original songs.
Student identifies traditional instruments of the band and orchestra.	Student does not identify traditional instruments of the band and orchestra.	Student identifies some traditional instruments of the band and orchestra.	Student identifies traditional instruments of the band and orchestra.	Student identifies traditional instruments of the band and orchestra and is able to aurally discriminate subtle differences in timbre.

<p><b>Student sings using parallel harmonies, partner songs and rounds.</b></p>	<p>Student does not sing using parallel harmonies, partner songs and rounds.</p>	<p>Student sings using partner songs and rounds.</p>	<p>Student sings using parallel harmonies, partner songs and rounds.</p>	<p>Student independently sings using parallel harmonies, partner songs and rounds.</p>
<p><b>Physical Education</b></p>				
<p><b>Student identifies the benefits of physically fit activities and components of health related fitness.</b></p>	<p>Identifies less than 0-1 benefits of physical activity and 0-2 components of health-related fitness.</p>	<p>Identifies at least 2-4 benefits of physical activity and 3-4 components of health-related fitness.</p>	<p>Identifies 5 benefits of physical activity and identify 5 components of health-related fitness.</p>	<p>Identifies 6 benefits of physical activity and able to name 6 components of health-related fitness.</p>
<p><b>Student demonstrates mature loco and non loco-motor skills and apply these skills to enhance movement and physical performance.</b></p>	<p>Demonstrates movement patterns and combined skills with teacher support.</p>	<p>Demonstrates movement patterns or combined skills with teacher support.</p>	<p>Demonstrates movement patterns and combined skills. Examples: dribble and pass to a receiver or jump rope patterns.</p>	<p>Demonstrates independent utilization of combination movement patterns and combined skills in a modified game or game environment.</p>
<p><b>Student demonstrates personal and social behavior in a physical setting.</b></p>	<p>Demonstrates appropriate communication skills and describe any communication skills that can enhance team cooperation and effort with teacher support.</p>	<p>Demonstrates or describes appropriate communication skills in a variety of physical activities.</p>	<p>Demonstrates and describe appropriate communication skills and how it can enhance team dynamics.</p>	<p>Demonstrates and models for peers by using appropriate communication skills to enhance team dynamics.</p>