

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 A.1,2,3)</b></p>	<p>Does not demonstrate comprehension by summarizing text, determining theme, finding evidence in text, quoting accurately, and comparing and contrasting without substantial support</p>	<p>Demonstrates comprehension by summarizing text, determining theme, finding evidence in text, quoting accurately, and comparing and contrasting with support</p>	<p>Independently demonstrates comprehension by summarizing text, determining theme, finding evidence in text, quoting accurately, and comparing and contrasting</p>	<p>Demonstrates in-depth comprehension by summarizing text, determining theme, finding evidence in text, quoting accurately, and comparing and contrasting</p>
<p><b>Reads independently at grade-level (RFT, D.1,2)</b></p>	<p>Reads independently at DRA Level 38 and below</p>	<p>Reads independently at DRA Level 40</p>	<p>Reads independently at DRA level 50/Lexile Level range 980</p>	<p>Reads independently DRA Level 60</p>
<p><b>Uses comprehension strategies (RFT, A.1,2,3, RIT, A.1,2,3)</b></p>	<p>Does not use a variety of metacognitive skills while reading such as: Inferences (makes conclusions), questions predicts, makes connections and visualizes</p>	<p>Practices using a variety of metacognitive skills while reading such as: Inferences (makes conclusions), questions predicts, makes connections and visualizes</p>	<p>Uses a variety of metacognitive skills while reading such as: Inferences (makes conclusions), questions predicts, makes connections and visualizes</p>	<p>Uses all the metacognitive strategies to analyze, synthesize and evaluate content</p>
<p><b>Reads and comprehends informational text (RIT, A 1, 2)</b></p>	<p>Does not determine two or more main ideas and explain how they are supported by key details, summarize the text and quote evidence accurately without substantial support</p>	<p>Practicing determining two or more main ideas and explaining how they are supported by key details, summarizing the text and quoting evidence accurately</p>	<p>Independently able to determine two or more main ideas and explain how they are supported by key details, summarize the text and fins evidence to support ideas, quote evidence accurately</p>	<p>Quotes and cites evidence from the text and analyzes main ideas and key details, summarizing and quoting in depth</p>

<p><b>Reads on-level text with accuracy, expression and fluency to support comprehension (FS, B.1)</b></p>	<p>Does not demonstrate application of decoding skills, word analysis, contextual clues, and self-correction (rereads as necessary) to read with automaticity and expression.</p>	<p>Applies decoding skills, word analysis, contextual clues, and self-correction (rereads as necessary) to read with automaticity and expression with below grade-level text.</p>	<p>Applies decoding skills, word analysis, contextual clues, and self-correction (rereads as necessary) to read with automaticity and expression with on grade-level text.</p>	<p>Applies decoding skills, word analysis, contextual clues, and self-correction (rereads as necessary) to read with automaticity and expression with above grade-level text.</p>
<p><b>Engages effectively in a range of collaborative discussions (SL, A.1, 2,3)</b></p>	<p>Student rarely contributes effectively to collaborative discussions by being prepared, building on others' ideas, supporting ideas with reasons and evidence, drawing conclusions from key ideas expressed</p>	<p>Student occasionally contributes effectively to collaborative discussions by being prepared, building on others' ideas, supporting ideas with reasons and evidence, drawing conclusions from key ideas expressed</p>	<p>Student contributes effectively to collaborative discussions by being prepared, building on others' ideas, supporting ideas with reasons and evidence, drawing conclusions from key ideas expressed</p>	<p>Student always contributes effectively to collaborative discussions by being prepared, building on others' ideas, supporting ideas with reasons and evidence, drawing conclusions from key ideas expressed</p>
<p><b>Presentation of knowledge and ideas (SL, B.1,2)</b></p>	<p>Does not orally report, or tell a story, in an organized manner using key details/facts to support main ideas, speaking clearly, and using multimedia when appropriate to enhance main ideas</p>	<p>Able to orally report, or tell a story, in a partially organized manner, sometimes using key details/facts to support main ideas, speaking clearly, and using multimedia when appropriate to enhance main ideas</p>	<p>Able to orally report, or tell a story, in an organized manner using key details/facts to support main ideas, speaking clearly, and using multimedia when appropriate to enhance main ideas</p>	<p>Able to orally report, or tell a story, in a highly polished manner using pertinent details and facts to support main ideas and themes, speaking clearly, and using multimedia when appropriate to enhance main ideas</p>
<p><b>Use strategies to determine or clarify meanings of unfamiliar words and phrases (L, B.1,3)</b></p>	<p>Does not demonstrate use of strategies to determine or clarify meanings of unfamiliar words and phrases (context clues, Greek and Latin roots and reference materials)</p>	<p>With support uses strategies to determine or clarify meanings of unfamiliar words and phrases (context clues, Greek and Latin roots and reference materials)</p>	<p>Independently uses strategies to determine or clarify meanings of unfamiliar words and phrases (context clues, Greek and Latin roots and reference materials)</p>	<p>Uses strategies to determine or clarify meanings of unfamiliar words and phrases and incorporates new words and phrases in speaking and writing</p>

<p><b>Demonstrates understanding of figurative language, word relationships, nuances of word meanings (L, B. 2)</b></p>	<p>Does not demonstrate interpretation or explain similes, metaphors, idioms, adages and proverbs.</p>	<p>Interprets and explains similes, metaphors, idioms, adages and proverbs with support</p>	<p>Interprets and explains similes, metaphors, idioms, adages and proverbs.</p>	<p>Interprets and explains similes, metaphors, idioms, adages and proverbs, as well as personification, and connotations of words.</p>
<p><b>Acquire and use grade-appropriate academic and content-specific vocabulary (L, B. 3)</b></p>	<p>Does not demonstrate acquisition or use of grade-appropriate academic and content-specific vocabulary</p>	<p>With support, acquires and uses grade-appropriate academic and content-specific vocabulary</p>	<p>Consistently acquires and uses grade-appropriate academic and content-specific vocabulary</p>	<p>Consistently uses grade-appropriate academic and content-specific vocabulary and incorporates new vocabulary in speaking and writing</p>
<p><b>Spell grade-appropriate words correctly (Writing Standards Grade 4, CSE, 12.e)</b></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>Scores in the middle stage of the Derivational Relations of the Words Their Way spelling continuum</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>
<p><b>Develops writing through the use of the writing process (B. 5)</b></p>	<p>Does not strengthen writing through the use of the writing process</p>	<p>Attempts to strengthen writing by planning, revising, editing, rewriting or trying a new approach</p>	<p>Strengthens writing by planning, revising, editing, rewriting or trying a new approach</p>	<p>Significantly strengthens writing by planning, revising, editing, rewriting or trying a new approach</p>

<p><b>Uses technology to produce and publish writing (B. 6)</b></p>	<p>Does not use technology to produce and publish writing, typing less than a page of writing in one setting</p>	<p>With increased support, uses technology to produce and publish a piece of writing, and is able to type one page in a single setting</p>	<p>With support, uses technology to produce and publish a piece of writing, and is able to type two pages in a single setting</p>	<p>Independently use technology to produce and publish a piece of writing, and is able to type more than two pages in a single setting</p>
<p><b>Summarizes and paraphrases information to conduct short research projects to increase and present knowledge (C. 7, 8)</b></p>	<p>Uses one print or digital source to locate information, not able to summarize or paraphrase information, and does not include a bibliography of sources used</p>	<p>Uses two print or digital sources to locate information, inconsistently able to summarize or paraphrase information, and attempts to include a bibliography of sources used</p>	<p>Uses three print and/or digital sources to locate information, summarizes and paraphrases information, and provides a bibliography of sources used</p>	<p>Conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate and draws evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Uses common spelling patterns in written work (E. 11)</b></p>	<p>Misspells most grade appropriate words and only with support is able to use dictionary to check spelling</p>	<p>Spells some grade appropriate words correctly and with support, is able to use dictionary to check spelling</p>	<p>Spells all grade level appropriate words correctly, and is able to use dictionary to independently check spelling</p>	<p>Spells above grade level appropriate words correctly and is able to use a dictionary to independently check spelling</p>
<p><b>Demonstrates use of conventions of standard English capitalization and punctuation (E. 1. a, b, c, d, e)</b></p>	<p>Does not use capitalization, punctuation, quotations and/or commas in written work with inaccurate use of verb tense throughout written piece</p>	<p>Partial use of capitalization, punctuation, quotations and commas in written piece with partially accurate use of verb tense throughout piece</p>	<p>Accurately uses capitalization, punctuation, quotations and commas in written work with accurate use of verb tense throughout a written piece</p>	<p>Accurately uses capitalization, punctuation, quotations and commas in written work with accurate use of verb tense throughout a written piece and semi colons and colons in written work</p>
<p><b>Math</b></p>				

<p><b>Student uses problem solving strategies. (Problem Solving)</b></p>	<p>Student seldom uses appropriate problem solving strategies including logical reasoning, making a table, organized lists, manipulatives, and guess and check part of the time.</p>	<p>Student uses appropriate problem solving strategies including logical reasoning, making a table, organized lists, manipulatives, and guess and check part of the time.</p>	<p>Student consistently uses appropriate problem solving strategies including logical reasoning, making a table, organized lists, manipulatives, and guess and check.</p>	<p>Student makes sense of problems and preservers in solving them using abstract and quantitative reasoning, constructing viable arguments, using models and tools strategically while attending to precision.</p>
<p><b>Student understands and uses four operations to find solutions to math problems with whole numbers. (Numbers and Place Value, a)</b></p>	<p>Student seldom uses operations (+, -, *, ÷) appropriately to find solutions to math problems with whole numbers.</p>	<p>Student uses operations (+, -, *, ÷) appropriately to find solutions to math problems whole numbers part of the time.</p>	<p>Student consistently understands and uses operations (+, -, *, ÷) appropriately to find solutions to math problems with whole numbers.</p>	<p>Applies and extends understandings of multiplication and division to the system of rational numbers.</p>
<p><b>Students understands and uses the four operations to find solutions to problems with fractions, percents and decimals. (Numbers and Place Value, a)</b></p>	<p>Seldom understands and uses operations (+, -, *, ÷) appropriately to find solutions to math problems with fractions, percents, and decimals.</p>	<p>Understands and uses operations (+, -, *, ÷) appropriately to find solutions to math problems with fractions, percents, and decimals part of the time.</p>	<p>Consistently understands and uses operations (+, -, *, ÷) appropriately to find solutions to math problems with fractions, percents, and decimals.</p>	<p>Applies and extends understandings of multiplication and division to divide fractions by fractions.</p>
<p><b>Student demonstrates automaticity with math facts. (Operations, c)</b></p>	<p>Student demonstrates automaticity with math facts (*, ÷) through 12 * 12; fewer than 19 facts in one minute.</p>	<p>Student demonstrates automaticity with math facts (*, ÷) through 12 * 12; 20 - 24 facts in one minute.</p>	<p>Student demonstrates automaticity with math facts (*, ÷) through 12 * 12; 25 facts in one minute.</p>	<p>Student demonstrates automaticity with math facts beyond 12*12.</p>

Student solves and explains problems using letter variables, parentheses, and order of operations. (Patterns, Functions, and Algebra, d)	Student seldom solves and explains problems using letter variable, parentheses, and orders of operation.	Student solves and explains problems using letter variable, parentheses, and orders of operation part of the time.	Student consistently solves and explains problems using letter variable, parentheses, and orders of operation.	Applies and extends previous understanding of arithmetic to algebraic expressions, reasons and solves one-variable equations and inequalities and represents and analyzes quantitative relationships between dependent and independent variables.
Student consistently identifies and describes two and three dimensional shapes and attributes, identifies and measures angles, identifies and determines perimeter and area, and graphs points on a coordinate plane. (Geometry, 1. a, e, 3.b)	Student is seldom able to identify and describe two and three dimensional shapes and attributes, identify and measure angles, and identify and determine perimeter and area, and graph points on a coordinate plane part of the time.	Student will be able to identify and describe two and three dimensional shapes and attributes, identify and measure angles, and identify and determine perimeter and area, and graph points on a coordinate plane part of the time.	Student is consistently able to identify and describe two and three dimensional shapes and attributes, identify and measure angles, identify and determine perimeter and area, and graph points on a coordinate plane.	Solve real-world and mathematical problems involving area, surface area, and volume.
Students understand measurement and uses appropriate strategies to measure and understands the relationship between units of measurement. (Measurement, a, b)	Student seldom understands measurement, uses appropriate strategies to measure accurately, or understands the relationships between units of measurement.	Student understands measurement and uses appropriate strategies to measure accurately, and understands the relationships between units of measurement part of the time.	Student consistently understands measurement and uses appropriate strategies to measure accurately, and understands the relationships between units of measurement.	Student converts measurement from one unit to another independently.
Student organizes, uses and graphs given and collected data. (Probability, 1)	Student seldom organizes, uses and graphs given and collected data.	Student organizes, uses and graphs given and collected data part of the time.	Student consistently organizes, uses and graphs given and collected data.	Student creates multiple examples of graphs using collected data.
Health				

<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>
<p><b>Art</b></p> <p>Demonstrates skill of media, tools, and techniques.</p>	<p>Demonstrates some skill of media, tools, and techniques with teacher support.</p>	<p>Demonstrates skill in two of the following: Media, tools, or techniques</p>	<p>Demonstrates skill of media, tools, and techniques.</p>	<p>Demonstrates exceptional skill of media, tools, techniques, and composition.</p>

	Uses size, scale, placement, overlapping and color to create an illusion of depth	Uses size, scale, placement, overlapping and color to create an illusion of depth w/ teacher support	Uses two of the following size, scale, placement, overlapping and color to create an illusion of depth	Uses size, scale, placement, overlapping and color to create an illusion of depth	Uses size, scale, placement, overlapping color, and value to create an illusion of depth
Discusses artwork from a variety of past and present cultures.	Unable to discuss artwork from a variety of past and present cultures.	Discusses artwork from a variety of past and present cultures with teacher support.	Discusses artwork from a variety of past and present cultures.	Discusses artwork from a variety of past and present cultures and makes connections with the present time.	
Creates realistic artwork that focuses on form.	Unable to create realistic artwork that focuses on form.	Creates realistic artwork that focuses on form with teacher support.	Creates realistic artwork that focuses on form.	Creates realistic artwork that focuses on form by using crosshatching, stippling, and value scale.	
Demonstrates knowledge of the color wheel and effective color mixing practices.	Unable to demonstrate knowledge of the color wheel and effective color mixing practices.	Demonstrates knowledge of the color wheel and effective color mixing practices with teacher support.	Demonstrates knowledge of the color wheel and effective color mixing practices.	Demonstrates knowledge of the color wheel and effective color mixing practices w/ explanation.	
<b>Music</b>					
Student sings using parallel harmonies, partner songs, rounds and unison.	Student does not sing using parallel harmonies, partner songs, rounds and unison.	Student sings using rounds and unison.	Student sings using parallel harmonies, partner songs, rounds and unison.	Student independently sings using parallel harmonies, partner songs, rounds and unison.	
Student reads/comprehends notation using melody and rhyme.	Student does not read/comprehend notation using melody and rhyme.	Student read some notation and comprehends melody and rhyme.	Student reads/comprehends notation using melody and rhyme.	Student uses standard notation, melodic contour and rhyme to compose original songs..	
Student performs using simple movements, singing, pitch, and simple meter.	Student does not perform using simple movements, singing, pitch, and simple meter.	Student performs using 0-2 simple movements, singing, pitch, and simple meter.	Student performs using simple movements, singing, pitch, and simple meter.	Student performs using simple movements, singing, pitch, and simple meter and models these skills for peers.	
<b>Band</b>					

<p><b>Student identifies established notes and rhythms in music and plays them correctly.</b></p>	<p>Identifies and performs 1-2 notes/rhythms correctly.</p>	<p>Identifies and plays half of the required Notes and rhythms.</p>	<p>Identifies all learned notes/rhythms and plays them correctly.</p>	<p>Identifies more than the established notes and rhythms and plays them correctly.</p>
<p><b>Student plays instrument using good posture, proper hand position, embouchure, and breath support.</b></p>	<p>Uses one of the following: good posture, hand position, embouchure, or breath support.</p>	<p>Uses 2-3 of the following: good posture, hand position, embouchure, or breath support.</p>	<p>Uses all of the following: good posture, proper hand position, embouchure, and breath support.</p>	<p>Uses good posture, proper hand position, embouchure, breath support and memorization of song.</p>
<p><b>Student participates in the ensemble with responsibility of instrument and necessary materials.</b></p>	<p>Reminders are needed for bringing in instrument and necessary materials</p>	<p>Reminders are needed for bringing in instrument or necessary materials.</p>	<p>Brings in instrument and necessary materials to participate in the ensemble.</p>	<p>Brings in instrument, Necessary materials and additional resources to participate in the ensemble.</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>Identify less than 1-2 benefits of physical activity and 2-3 components of health-related fitness.</p>	<p>Identifies at least 3-5 benefits of physical activity and 4-5 components of health-related fitness.</p>	<p>Identifies 6 benefits of physical activity and identify 6 components of health-related fitness.</p>	<p>Identifies 7 benefits of physical activity and able to name 7 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>With teacher support demonstrates movement patterns and combined skills.</p>	<p>With teacher support demonstrates movement patterns or combined skills.</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>With teacher support demonstrates appropriate communication skills and describe any communication skills that can enhance team cooperation and effort.</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>