# 

# READING

# This table represent the expected levels for each trimester

# Enduring Understanding: Students learn and use skills and strategies needed to comprehend literature (fiction) and informational (non-fiction) text.

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| **Trimester** |  | |  |  |  |  |  |  |  |
| **1st** | Student has achieved reading success at Level O or below. | | | Student has achieved reading success at Level P. | | Student has achieved reading success at Level Q, R, and S. | | Student has achieved reading success at Level T or above. | |
| **2nd** | Student has achieved reading success at Level P or below. | | | Student has achieved reading success at Level Q. | | Student has achieved reading success at Level R, S, and T. | | Student has achieved reading success at Level U or above. | |
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| **3rd** | Student has achieved reading success at Level Q or below. | | Student has achieved reading success at Level R. | Student has achieved reading success at Level S, T, U. | Student has achieved reading success at Level V or above. |

1. Uses reading strategies to comprehend text across the curriculum (rereads, visualizes, and draws conclusions).

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| **Trimester** |
| **ALL** | * Student applies few comprehension strategies before, during, and after reading. * Student often does not recognize when meaning has been disrupted. * Student displays little relevant thinking through discussion, notes, and writing about ideas in text. | | * Student is beginning to apply comprehension strategies before, during, or after reading; sometimes recognizes when meaning is disrupted. * Student displays some relevant thinking about ideas through discussion, notes, and writing. * Responses demonstrate a partial understanding of texts. | | * Student consistently and independently applies comprehension strategies before, during, and after reading of grade-level texts. * Discussion, notes, and writing reveal relevant thinking and understanding of texts. * Student recognizes when meaning is disrupted, chooses and uses fix-up strategies. | | * Student consistently and independently applies comprehension strategies to extend and enhance thinking before, during, and after reading of above-grade-level texts. * Student displays relevant and original thinking about ideas in texts through discussion, notes, and writing. * Student recognizes when meaning is disrupted and applies multiple fix-up strategies. | |

## Reads with comprehension: Literal (discerns main idea and concepts in text).

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| **Trimester** |
| **1st** | * Student demonstrates little or no understanding of nonfiction texts. * Student demonstrates a weak understanding of fictional texts. * Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text. * Student does not apply target grade-level comprehension skills. * Student asks and answers a few literal questions. * Literal retelling and responses from Level O texts or below. | | * Student demonstrates a partial literal understanding of nonfiction texts. * Student demonstrates a partial understanding of fictional texts. * Retelling and responses to below-grade-level texts include some relevant details that are stated in the text. * Student identifies and minimally describes some story elements. * Student inconsistently uses text features and applies skill. * Student asks and answers some literal questions. * Literal retelling and responses from Level P text. | | * Student consistently and independently demonstrates a literal understanding of grade-level nonfiction and fictional texts. * Retelling and responses identify relevant ideas and details stated in the text. * Student uses text features and applies target grade-level skills. * Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text. * Student identifies the genres of stories read. * Student cites specific support to assist in interpretation of text. * Literal retelling and responses from Level Q, R, or S texts. | | In above-grade-level texts:   * Student consistently and independently demonstrates a thorough literal understanding of above-grade-level nonfiction and fictional texts. * Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. * Student describes, compares, and explains story structure, elements, and how they change across the text. * Student analyzes text features and applies above-grade-level skills. * Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts. * Student cites specific support to assist in interpretation of text. * Literal retelling and responses from Level T or above texts. | |

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| **2nd** | * Student demonstrates little or no understanding of nonfiction texts. * Student demonstrates a weak understanding of fictional texts. * Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text. * Student does not apply target grade-level comprehension skills. * Student asks and answers a few literal questions. * Literal retelling and   responses from Level P texts or below. | * Student demonstrates a partial literal understanding of nonfiction texts. * Student demonstrates a partial understanding of fictional texts. * Retelling and responses to below-grade-level texts include some relevant details that are stated in the text. * Student identifies and minimally describes some story elements. * Student inconsistently uses text features and applies skill. * Student asks and answers some literal questions. * Literal retelling and   responses from Level Q text. | * Student consistently and independently demonstrates a literal understanding of grade-level nonfiction and fictional texts. * Retelling and responses identify relevant ideas and details stated in the text. * Student uses text features and applies target grade-level skills. * Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text. * Student identifies the genres of stories read. * Literal retelling and   responses from Level R, S, T texts.   * Student cites specific support to assist in   interpretation of text. | In above-grade-level texts:   * Student consistently and independently demonstrates a thorough literal understanding of nonfiction and fictional texts. * Retelling and responses   explain and extend thinking about relevant ideas and  details stated in the text.   * Student describes, compares, and explains story structure, elements, and how they   change across the text.   * Student analyzes text   features and applies above- grade-level skills.   * Student asks and answers   literal questions to identify main ideas, relevant details, the author’s purpose, and  author’s message within sections of the text and in two related texts.   * Student cites specific support to assist in interpretation of text. * Literal retelling and   responses from Level U or above texts. | |
| **3rd** | * Student demonstrates little or no understanding of nonfiction texts. * Student demonstrates a weak understanding of fictional texts. * Retelling and responses of below- grade- level   texts include a few minor and unrelated details that | * Student demonstrates a partial literal understanding of nonfiction texts. * Student demonstrates a partial understanding of fictional texts. * Retelling and responses to below-grade-level texts include some relevant details | * Student consistently and independently demonstrates a literal understanding of grade-level nonfiction and fictional texts. * Retelling and responses identify relevant ideas and details stated in the text. * Student uses text features and applies target grade-level |  | In above-grade-level texts:   * Student consistently and independently demonstrates a thorough literal understanding of nonfiction and fictional texts. * Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. * Student describes, compares, and explains story structure, elements, and how they   change across the text.   * Student analyzes text   features and applies above- grade-level skills.   * Student asks and answers   literal questions to identify main ideas, relevant details, the author’s purpose, and  author’s message within sections of the text and in two related texts.   * Student cites specific support to assist in interpretation of text. * Literal retelling and * responses from Level U or above texts. |
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|  | are stated in the text.   * Student does not apply target grade-level comprehension skills. * Student asks and answers a few literal questions. * Literal retelling and responses from Level Q texts or below. | that are stated in the text.   * Student identifies and minimally describes some story elements. * Student inconsistently uses text features and applies skill. * Student asks and answers some literal questions. * Literal retelling and responses from Level R text. | skills.   * Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text. * Student identifies the genres of stories read. * Literal retelling and responses from Level S, T or U texts. * Student cites specific support to assist in interpretation of text. | * Student describes, compares, and explains story structure, elements, and how they change across the text. * Student analyzes text features and applies above-grade-level skills. * Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts. * Student cites specific support to assist in interpretation of text. * Literal retelling and responses from Level V or above texts. |
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## Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

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|  |  | **1** |  | **2** |  | **3** |  | **4** |
| **Trimester** |
| **1st** | * Student demonstrates a weak inferential understanding of below-grade-level texts. * Student makes few relevant predictions or inferences. * Student does not find or use clues to identify implied ideas and information. | | * Student is beginning to demonstrate inferential understanding of below-grade-level texts. * Student finds some text-based clues. * Student explains a few implied ideas. * Student makes some relevant connections, predictions, and inferences. | | * Student consistently and independently demonstrates inferential understanding of grade-level texts. * Student finds and uses text- based clues to uncover and explain implied or partially stated ideas. * Student makes relevant inferences and draws conclusions to analyze text. | | In above-grade-level texts:   * Student consistently and independently demonstrates insightful inferential understanding. * Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text. | |

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|  | * Inferential retelling and responses from Level O text or below. | | * Student is beginning to apply some inferential thinking skills. * Inferential retelling and responses from Level P texts. | | * Student consistently and independently applies inferential thinking skills and evaluates stated ideas in texts. * Inferential retelling and responses from Level Q, R, and S texts. * Student cites specific support to assist in interpretation of higher level text. | | * Student consistently and independently evaluates ideas and information that are implied or partially stated. * Student applies above-grade- level inferential thinking skills. * Student cites specific support to assist in interpretation of higher level questions with increasing depth. * Inferential retelling and responses from Level T or above texts. | |
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| **2nd** | * Student demonstrates a weak inferential understanding of below-grade-level texts. * Student makes few relevant predictions or inferences. * Student does not find or use clues to identify implied ideas and information. * Inferential retelling and responses from Level P texts or below. | * Student is beginning to demonstrate some inferential understanding of below-grade-level texts. * Student finds some text-based clues. * Student explains a few implied ideas. * Student makes some relevant connections, predictions, and inferences. * Student applies some inferential thinking skills. * Inferential retelling and responses from Level Q text. | * Student consistently and independently demonstrates inferential understanding of grade-level texts. * Student finds and uses text- based clues to uncover and explain implied or partially stated ideas. * Student makes relevant inferences and draws conclusions to analyze text. * Student applies inferential thinking skills and evaluates stated ideas in texts. * Inferential retelling and responses from Level R, S, and T texts. * Student cites specific support to assist in interpretation of higher level text. | In above-grade-level texts:   * Student consistently and independently demonstrates insightful inferential understanding. * Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text. * Student evaluates ideas and information that are implied or partially stated. * Student applies above-grade- level inferential thinking skills. * Student cites specific support to assist in interpretation of higher level questions with increasing depth. * Inferential retelling and responses from Level U or above texts. |

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| **3rd** | * Student demonstrates a weak inferential understanding of below-grade-level texts. * Student makes few relevant predictions or inferences. * Student does not find or use clues to identify implied ideas and information. * Inferential retelling and responses from Level Q texts or below. | * Student is beginning to demonstrate some inferential understanding of below-grade-level texts. * Student finds some text-based clues. * Student explains a few implied ideas. * Student makes some relevant connections, predictions, and inferences. * Student applies some inferential thinking skills. * Inferential retelling and responses from Level R texts. | * Student consistently and independently demonstrates inferential understanding of grade-level texts. * Student finds and uses text- based clues to uncover and explain implied or partially stated ideas. * Student makes relevant inferences and draws conclusions to analyze text. * Student applies inferential thinking skills and evaluates stated ideas in texts. * Inferential retelling and responses from Level S, T, and U texts. * Student cites specific support to assist in interpretation of higher level text. | In above-grade-level texts:   * Student consistently and independently demonstrates insightful inferential understanding of above-grade- level texts. * Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text. * Student evaluates ideas and information that are implied or partially stated. * Student applies above-grade- level inferential thinking skills. * Student cites specific support to assist in interpretation of higher level questions with increasing depth. * Inferential retelling and responses from Level V or above texts. |
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1. Written responses include supportive evidence from the text.

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| **Trimester** |
| **ALL** | Student’s written response reflects little understanding of the text read and contains little text evidence. | | Student’s written response reflects a literal understanding of the text read, supported by some text evidence. | | Student’s written response consistently reflects literal and inferential understanding of the text read, with text evidence. | | Student’s consistently and independently written response reflects an interpretive, deeper meaning of the text read, supported by text evidence. | |

## Demonstrates stamina during independent reading.

**Trimester 1 2**

**1st** Student is unable or rarely able to Student is approaching reading sustain attention for 40 minutes. stamina of 40 minutes.

**3**

Student consistently sustains attention during independent reading for 40 minutes.

**4**

Student consistently sustains attention during independent reading for 40 minutes.

**2nd**

Student is unable or rarely able to Student is approaching reading

sustain attention for 45 minutes. stamina of 45 minutes.

Student consistently sustains

attention during independent reading for 45 minutes.

Student consistently sustains

attention during independent reading for 45 minutes.

**3rd**

Student is unable or rarely able to Student is approaching reading

sustain attention for 50 minutes. stamina of 50 minutes.

Student consistently sustains

attention during independent reading for 50 minutes.

Student consistently sustains

attention during independent reading for more than 50 minutes.

## 6) Reads with fluency (expression, phrasing, rate, accuracy).

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| **Trimester** |  |  |  |  | |
| **ALL** | * Lack of fluent reading is evident. * Reading of leveled texts is very choppy and slow. | * Reading is somewhat fluent. * Student reads either very slowly or very quickly. | * Student consistently demonstrates fluent reading. * Student reads accurately. |  | In above-grade-level texts:   * Student demonstrates fluent reading of above-level text. |
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|  | * Student attends to some spaces between words or to ending punctuation. | * Reading is choppy some of the time. * Student may inaccurately phrase words. * Student attends to some ending punctuation. * Student uses very little or no expression matched to meaning. | * Student uses phrases to read longer sentences. * Student attends to some internal punctuation and most ending punctuation. * Expression is matched to text. | * Reading is fluid and accurate. * Student attends to and uses phrasing to read longer and more complex sentences. * Student attends to internal and ending punctuation. * Expression supports understanding. |

7) Knows and applies grade level phonics and word analysis skills in decoding words.

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|  |  | **1** |  | **2** |  | **3** |  | **4** |
| **Trimester** |
| **ALL** | * Rarely applies grade level phonics and word analysis skills in decoding skills. | | * Sometimes applies grade level phonics and word analysis skills in decoding skills. | | * Student consistently and independently applies grade level phonics and word analysis skills in decoding skills. | |  | * Rarely applies grade level phonics and word analysis skills in decoding skills. |

# WRITING

## Demonstrates stamina in independent writing.

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| **Trimester** | **1** | | **2** | | **3** | | **4** | |
| **1st** | Student is unable to write independently for 30 minutes. | | Student is approaching an independent writing stamina of 30 minutes. | | Student consistently and independently writes for 30 minutes. | | Student consistently and independently writes for more than 30 minutes. | |
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| **2nd** | Student is unable to write independently for 35 minutes. | Student is approaching an independent writing stamina of 35 minutes. | Student consistently and independently writes for 35 minutes. | Student consistently and independently writes for more than 35 minutes. |
| **3rd** | Student is unable to write independently for more than 40 minutes. | | Student is approaching an independent writing stamina of more than 40 minutes. | | Student consistently and independently writes for more than 40 minutes. | | Student consistently and independently writes for more than 40 minutes. | |

## Uses Writer’s Notebook, mini-lessons, and conferences as tools to develop writing ability.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student does not use Writer’s Notebook, mini-lessons, or conferences as tools to collect and expand on ideas and develop writing skills taught in units of study. | Student rarely uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop writing skills taught in units of study. | Student consistently and independently uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop grade- appropriate writing skills taught in units of study. | * Student consistently and independently uses Writer’s Notebook, and applies mini- lessons and conferences as tools to collect and expand on sophisticated ideas. * Student consistently applies writing skills taught in units of study, independently. |

## Writes with organization, focus, and clarity.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student does not use an organizational pattern or format relevant to units of study. * Student does not generate or   rarely generates, supports, or elaborates on ideas for writing from personal experience, informational text, or imagined experiences.   * Beginnings and endings are   either not evident or very weak.   * Few ideas are in logical order. * Student uses few complete sentences. | * Student uses some organizational patterns and formats relevant to units of study. * Student uses some supports   and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.   * Student uses a brief beginning   or ending.   * Some ideas are in logical order. * Student uses some complete sentences. * Student uses few compound or complex sentences. | * Student consistently and independently uses organizational patterns relevant to units of study. * Student generates, supports,   and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.   * Student uses a relevant   beginning, middle, and conclusion.   * Ideas are organized in logical   order.   * Student uses complete simple and compound sentences. * Sentences are organized into well-ordered paragraphs. * Student uses some transition words to connect idea. | * Student consistently and independently chooses and uses varied organizational patterns and formats that are well- suited to units of study. * Student uses an engaging   introduction, body or middle, and conclusion.   * Ideas are organized in logical order. * Student uses complete simple, compound, and complex sentences. * Sentences are organized into   well-ordered paragraphs and sections.   * Student uses transition words   to connect sentences and paragraphs. |

## Elaborates by using details and descriptions.

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| **Trimester** | | **1** | | | **2** | | | **3** | | | **4** | | |
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| **ALL** | | * Student uses simple, below- grade-level vocabulary. * Student repeats words and phrases. * Student’s writing reveals little of the writer’s feeling or personality. * Tone or style of writing is not evident. | * Student uses some grade-level vocabulary. * Student’s writing reveals some of the writer’s feelings or personality. * Student uses some words, phrases, or other techniques to partially reveal tone and style. * Expression and style may be partially appropriate to the genre. | * Student consistently and independently uses grade-level vocabulary that is appropriate. * Student uses words that are specific, interesting, and vivid. * Word choice and expression are appropriate to the genre or topic. * Student uses figurative language. * Student’s writing maintains consistency in style and tone, as taught in units of study. | * Student consistently and independently tries out and uses interesting and sophisticated above-grade- grade level. * Student chooses and uses words and phrases that are specific, interesting, and vivid. * Student uses figurative language. * The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing level vocabulary. |
| * Student chooses and uses words and phrases that are specific, interesting, and vivid. * Student uses figurative language. * The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing. |
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1. Applies grade-appropriate mechanics and grammar.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **1st** | Student rarely applies correct grade- level grammar usage, including:   * Sentence structure (simple, compound, and complex sentences). * Commas before conjunctions in compound sentences. * Capitalization (proper nouns/adjectives, official titles, family members). * Pronoun usage (relative pronouns). * Quotation marks (dialogue). * Order adjectives within sentences according to conventional patterns. * Form and use prepositional phrases. | Student is beginning to apply correct grade-level grammar usage, including:   * Sentence structure (simple, compound, and complex sentences). * Commas before conjunctions in compound sentences. * Capitalization (proper nouns/adjectives, official titles, family members). * Pronoun usage (relative pronouns). * Quotation marks (dialogue). * Order adjectives within sentences according to conventional patterns. * Form and use prepositional phrases. | Student consistently and independently applies correct grade-level grammar usage, including:   * Sentence structure (simple, compound, and complex sentences; recognizes fragments and run-ons). * Commas before conjunctions in compound sentences. * Capitalization (proper nouns/adjectives, official titles, family members). * Pronoun usage (relative pronouns). * Quotation marks (dialogue). * Order adjectives within sentences according to conventional patterns. * Form and use prepositional phrases. | Student consistently and independently consistently applies above- grade-level grammar, usage, and mechanics skills in all daily written work. |
| **2nd** | Student rarely applies correct grade- level grammar usage, including:   * Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases). * New paragraphs (dialogue, setting, separate topics, topic changes). * Capitalization (titles, pronoun “I,” proper nouns and adjectives, first word in direct quote). * Quotation marks (quotes from text). * Parts of speech (concrete noun use, abstract nouns, adverbs). * Precise word choice. | Student is beginning to apply correct grade-level grammar usage, including:   * Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases). * New paragraphs (dialogue, setting, separate topics, topic changes). * Capitalization (titles, pronoun “I,” proper nouns and adjectives, first word in direct quote). * Quotation marks (quotes from text). * Parts of speech (concrete noun use, abstract nouns, adverbs). * Precise word choice. | Student consistently and independently applies correct grade-level grammar usage, including:   * Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases). * New paragraphs (dialogue, setting, separate topics, topic changes). * Capitalization (titles, pronoun “I,” proper nouns and adjectives, first word in direct quote). * Quotation marks (quotes from text). * Parts of speech (concrete noun use, abstract nouns, adverbs). * Precise word choice. | Student consistently and independently applies above- grade-level grammar, usage, and mechanics skills in all daily written work. |

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| **3rd** | Student rarely applies correct grade-level grammar usage, including:   * Sentence structure (dashes/colons, elaboration, punctuation for effect). * New paragraphs (speaker changes). * Quotation marks (direct quote). * Parts of speech (subject/object pronouns, adverbs, verb tenses). | Student is beginning to apply correct grade-level grammar usage, including:   * Sentence structure (dashes/colons, elaboration, punctuation for effect). * New paragraphs (speaker changes). * Quotation marks (direct quote). * Parts of speech (subject/object pronouns, adverbs, verb tenses). | Student applies correct grade-level grammar usage, including:   * Sentence structure (dashes/colons, elaboration, punctuation for effect). * New paragraphs (speaker changes). * Quotation marks (direct quote). * Parts of speech (subject/object pronouns, adverbs, verb tenses). | Student consistently and independently applies above- grade-level grammar, usage, and mechanics skills in all daily written work. |

## Spells grade appropriate words correctly, using references as needed.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student rarely uses reference materials as needed to support correct spelling in written work. * Student rarely applies patterns and generalizations to spell words correctly. * Student rarely uses the word wall as a tool to apply correct spelling to his/her work. | * Student is beginning to use reference materials as needed to support correct spelling in written work. * Student is beginning to apply patterns and generalizations to spell words correctly. * Student is beginning to use the word wall as a tool to apply correct spelling to his/her work. | * Student consistently and independently uses reference materials as needed to support correct spelling in written work. * Student applies patterns and generalizations to spell words correctly. * Student uses the word wall as a tool to apply correct spelling to his/her work. | Student consistently and independently applies patterns and generalizations above grade level to spell words correctly in written work. |

1. Shows evidence of revision.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student rarely rereads or revises writing. | * Student is beginning to reread and revise parts of writing. * Student may add or delete a few words to support meaning of part of writing. * Student requires teacher and/or support. | * Student consistently and independently rereads whole text and parts of text for revision. * Student analyzes writing and adds, deletes, moves, and substitutes words to support meaning and organization. * Student moves sentences to support organization, as taught in teacher-modeled lesson. | * Student consistently and independently rereads and revises whole text and parts of text periodically during and after drafting. * Student evaluates writing and rearranges and substitutes words, phrases, and sentences to enhance meaning and organization. * Student independently explains how revision improves writing. |

## Applies handwriting skills to write legibly.

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| **Trimester** | | **1** | **2** | **3** | **4** |
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|  | **ALL** | Student does not write or rarely writes legibly in cursive and print. | Student is approaching legible cursive and print. | Student writes legibly in cursive and print. | Student consistently writes legibly in cursive and print. |
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# LISTENING AND SPEAKING

## Expresses ideas clearly and effectively.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student rarely uses grade- appropriate academic vocabulary. * Student rarely uses grade- appropriate conventions of standard English grammar and usage. * Student rarely makes effective choices about language and sentence structure for meaning and style. | * Student occasionally uses grade-appropriate academic vocabulary. * Student occasionally uses grade-appropriate conventions of standard English grammar and usage. * Student occasionally makes effective choices about language and sentence structure for meaning and style. | * Student consistently and independently uses grade-appropriate academic vocabulary. * Student consistently uses grade-appropriate conventions of standard English grammar and usage. * Student consistently makes effective choices about language and sentence structure for meaning and style. | Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use. |

## Demonstrates listening skills for information and understanding.

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| **Trimester** | **1** | | **2** | | **3** | | **4** | |
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| **ALL** | * Student rarely reports on events, topics, or text in an organized manner. * Student rarely poses or responds to questions or builds on the ideas of previous speakers. * Student rarely acknowledges new information provided by others or incorporates it into his/her own thinking as appropriate. | * Student occasionally reports on events, topics, and text in an organized manner. * Student occasionally poses and responds to questions, and builds on the ideas of previous speakers. * Student occasionally acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. | * Student consistently and independently reports on events, topics, and text in an organized manner. * Student consistently poses and responds to questions, and builds on the ideas of previous speakers. * Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. | Student has achieved grade-level expectations, and draws conclusions based on the ideas of others and incorporates them into his/her own thinking as appropriate. |

## Paraphrases key information presented in various forms and subject areas.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student can rarely paraphrase the key information or ideas presented graphically, visually, orally, or multi-modally. | Student can occasionally paraphrase the key information or ideas presented graphically, visually, orally, or multi-modally. | Student consistently and independently paraphrases the key information or ideas presented graphically, visually, orally, or multi-modally. | Student has achieved grade-level expectations and extends details to support ideas presented graphically, visually, orally, or multi-modally. |

1. Comes to discussions prepared, focused, and ready to communicate ideas.

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| **Trimester** | **1** | **2** | **3** | **4** |

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| **ALL** | Student rarely comes to discussions prepared, focused and able to communicate their ideas. | Student occasionally comes discussions prepared, focused and able to communicate their ideas. | Student consistently and independently comes to discussions prepared, focused and able to communicate their ideas. | Student has achieved grade-level expectations and comes to discussions prepared, focused and able to communicate their ideas. |

# SCIENCE/RESEARCH

## Demonstrates knowledge of facts and understanding of concepts; applies vocabulary; applies scientific process skills (observing, recording data, experimenting, interpreting results, communicating); applies knowledge to classroom discussions and activities.

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| Trimester 1 - EARTH SCIENCE: Weather and the Water Cycle | | | | |
| Grading | **1** | **2** | **3** | **4** |
| **All** | * Student is unable or rarely able to demonstrate understanding of key concepts through class participation, and project based assessments. * Student is unable or rarely able to communicate using acquired vocabulary associated with the science topics. * Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). * Student rarely adds meaningful contributions to classroom discussions and activities. | * Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts through class participation and project based assessments. * Student is beginning to communicate or sometimes communicates using acquired vocabulary associated with the science topics. * Student is beginning to learn through discovery. * Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). * Student sometimes adds meaningful contributions to classroom discussions and activities. | * Student consistently and independently demonstrates understanding of key concepts through class participation, and project based assessments. * Student consistently and independently communicates both verbally and in written language using acquired vocabulary associated with the science topics. * Student learns through discovery. * Student consistently and independently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). * Student consistently and independently adds meaningful contributions to classroom discussions and activities. | * Student consistently and independently meets standards and extends understanding demonstrated through application to real-life situations, class participation, and project based assessments. * Student extends scientific understanding to problem-solving situations. * Student consistently and independently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations. |

# SOCIAL STUDIES/RESEARCH

## Demonstrates knowledge of facts and understanding of concepts; applies vocabulary; applies skills to locate and use appropriate resources for the task; and applies knowledge to classroom discussions and activities.

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| Trimester 1: Northeast Region; Map Skills | | | | |
| **Grading** | **1** | **2** | **3** | **4** |
| **All** | * Student rarely demonstrates knowledge of facts and understanding of key concepts of social studies topics. * Student is unable or rarely able to communicate using acquired vocabulary associated with the science topics. * Student rarely adds meaningful contributions to classroom discussions and activities. | * Student is beginning to demonstrate knowledge of some facts and understanding of some key social studies topics. * Student is beginning to communicate or sometimes communicates using acquired vocabulary associated with the science topics. * Student sometimes adds meaningful contributions to classroom discussions and activities. | * Student consistently and independently demonstrates knowledge of facts and understanding of key social studies topics. * Student consistently and independently communicates both verbally and in written language using acquired vocabulary associated with the science topics. * Student consistently and independently adds meaningful contributions to classroom discussions and activities. | * Student meets standards and is able to extend key concepts to real-life experiences and project based learning. * Student consistently and independently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations. |

MATHEMATICS

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| **Trimester** | **1** | **2** | **3** | **4** |

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| Solves multi-step word problems:   * Student is unable or rarely able to solve multi-step word problems. |  | Solves multi-step word problems:  Student can sometimes solve multi-step word problems. |  | Solves multi-step word problems: Student can consistently and independently solve multi-step word problems |  | Solves multi-step word problems:  Student consistently and independently uses a variety of processes including problem solving and reasoning. Student independently challenges him/herself. |
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## Solves multi-step word problems using the four operations.

## Assess the reasonableness of answers.

## Knows multiplication facts and related division facts through 12 x 12

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| Student is unable or rarely able to assess the reasonableness of answers using mental computation and estimations strategies. |  | Student is sometimes able to assess the reasonableness of answers using mental computation and estimations strategies. |  | Student consistently and independently assess the reasonableness of answers using mental computation and estimations strategies. |  | Student consistently and independently assess the reasonableness of answers using mental computation and estimations strategies and independently challenges him/herself. |

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| Student is unable or rarely able to solve multiplication and related division facts through 12 x 12 |  | Student is able to solve multiplication and related division facts through 12 x 12 |  | Student consistently and independently able to solve multiplication and related division facts through 12 x 12 |  | Student consistently and independently able to solve multiplication and related division facts through 12 x 12 |
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## Generates patterns for a given rule.

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| Patterns and Expressions: Student is unable or rarely able to demonstrate understanding of patterns and expressions. | Patterns and Expressions: Student sometimes demonstrates understanding of patterns and expressions. | Patterns and Expressions:   * Student consistently understands the concept of a variable as a symbol that stands for a number in an algebraic expression. * Student creates a number or shape pattern that follows a rule. * Student works with variables in a table. * Student determines a rule for   numbers in a table and writes an expression.   * Student uses a pattern to   identify the relationship between two quantities.   * Student determines the value   of an unknown in simple addition, subtraction, multiplication, and division equations. | Patterns and Expressions: Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself. |

## Recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place value to its right.

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| **1st** |  | Student is unable or rarely able to demonstrate or explain that a digit in one place represents ten times what it represents in the place value to its right. |  | Student sometimes demonstrates or explains that a digit in one place represents ten times what it represents in the place value to its right. |  | Student demonstrates or explains that a digit in one place represents ten times what it represents in the place value to its right. |  | Student consistently demonstrates or explains that a digit in one place represents ten times what it represents in the place value to its right. |

## Math Skill Fluency: Add within 1,000,000

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| **1st** |  | Addition of Whole Numbers: Student is unable or rarely able to use concepts of addition of whole numbers. |  | Addition of Whole Numbers: Student sometimes uses concepts of addition of whole numbers. |  | Addition of Whole Numbers:  Student fluently adds multi-digit whole numbers using the standard  algorithm. |  | Addition of Whole Numbers: Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself. |

## Math Skill Fluency: Subtract within 1,000,000

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| Subtraction of Whole Numbers: Student is unable or rarely able to use concepts of subtraction of whole numbers. |  | Subtraction of Whole Numbers: Student sometimes uses concepts of subtraction of whole numbers. |  | Subtraction of Whole Numbers:  Student fluently subtracts multi-digit whole numbers using the standard algorithm. |  | Subtraction of Whole Numbers: Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself. |

## Reads/writes whole numbers to a million using base-ten numerals, number names and expanded form.

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| **1st** |  | Student is unable or rarely able to read and write whole numbers to a million using base-ten numerals, number names and expanded form. |  | Student sometimes to read and write whole numbers to a million using base-ten numerals, number names and expanded form. |  | Student fluently adds multi-digit whole numbers using the standard algorithm. |  | Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself. |

## 

## Compares two-digit numbers based on place value by using the symbols >, < or =.

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| **1st** |  | Student is unable or rarely able to round compare two digit numbers based on place value by using the symbols >, <, or =. |  | Student sometimes to round compare two digit numbers based on place value by using the symbols >, <, or =. |  | Student consistently and independently to round compare two digit numbers based on place value by using the symbols >, <, or =. |  | Student consistently and independently to round compare two digit numbers based on place value by using the symbols >, <, or = and independently challenges him/herself. |

## Rounds multi-digit numbers to a given place.

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| **1st** |  | Student is unable or rarely able to round multi-digit numbers to a given place. |  | Student sometimes rounds multi-digit numbers to a given place. |  | Student consistently and independently rounds multi-digit numbers to a give place. |  | Student consistently and independently rounds multi-digit numbers to a give place and independently challenges him/herself. |

Trimester 2

Gain familiarity with factors and multiples.

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| --- | --- | --- | --- |
| Student is unable or rarely able to find all factor pairs from 1-100. | Student is sometimes able to find all factor pairs from 1-100. | Student consistently and independently finds all factor pairs from 1-100. | Student consistently and independently find all factor pairs from 1-100 and independently challenges him/herself. |

Gain familiarity with prime and composite numbers.

|  |  |  |  |
| --- | --- | --- | --- |
| Student is unable or rarely able to identify prime and composite numbers from 1-100. | Student is sometimes able to identify prime and composite numbers from 1-100. | Student consistently and independently identifies prime and composite numbers from 1-100. | Student consistently and independently identifies prime and composite numbers from 1-100 and independently challenges him/herself. |

Multiplies multi-digit whole numbers

|  |  |  |  |
| --- | --- | --- | --- |
| Student is unable or rarely able to use strategies taught to multiply a whole number of up to four digits by a one -digit whole number and multiply two - two digit numbers. | Student is sometimes able use strategies taught to multiply a whole number of up to four digits by a one -digit whole number and multiply two - two digit numbers. | Student consistently and independently use strategies taught to multiply a whole number of up to four digits by a one -digit whole number and multiply two - two digit numbers. Student illustrates and explains the calculation by using strategies taught. | Student consistently and independently use strategies taught to multiply a whole number of up to four digits by a one -digit whole number and multiply two - two digit numbers. Student independently challenges him/herself by illustrating and explaining calculations by using strategies taught. |

Divides whole-number quotients and divisors.

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| --- | --- | --- | --- |
| Student is unable or rarely able to demonstrate understanding of dividing whole number quotients with remainders with up to four-digit dividends and one-digit divisors. | Student is sometimes able to demonstrate understanding of dividing whole number quotients with remainders with up to four-digit dividends and one-digit divisors. | Student consistently and independently able to demonstrate understanding of dividing whole number quotients with remainders with up to four-digit dividends and one-digit divisors. Student illustrates and explains the calculation by using strategies taught. | Student consistently and independently able to demonstrate understanding of dividing whole number quotients with remainders with up to four-digit dividends and one-digit divisors. Student independently challenges him/herself by illustrating and explaining calculations by using strategies taught. |

Converts measurement from a larger unit to a small unit

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| --- | --- | --- | --- |
| Student is unable or rarely able to use customary and metric units to estimates, measure length, capacity, and weight. | Student is sometimes able to use customary and metric units to estimates, measure length, capacity, and weight. | Student consistently and independently uses customary and metric units to estimates, measure length, capacity, and weight. | Student consistently and independently uses customary and metric units to estimates, measure length, capacity, and weight. Student independently challenges him/herself. |

Solves word problems involving measurement and data

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| --- | --- | --- | --- |
| Student is unable or rarely able to use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. | Student is sometimes able to use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money | Student consistently and independently use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money | Student consistently and independently use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Student independently challenges him/herself. |

Creates and measures angles

|  |  |  |  |
| --- | --- | --- | --- |
| Student is unable or rarely able to create and measure angles in whole number degrees using a protractor. | Student is sometimes able to create and measure angles in whole number degrees using a protractor. | Student consistently and independently creates and measures angles in whole number degrees using a protractor. | Student consistently and independently creates and measures angles in whole number degrees using a protractor. Student independently challenges him/herself. |

Solves addition and subtraction problems to find unknown angles

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| --- | --- | --- | --- |
| Student is unable or rarely able to find unknown angles by repeating smaller units as well as adding and subtracting. | Student is sometimes able to find unknown angles by repeating smaller units as well as adding and subtracting. | Student consistently and independently finds unknown angles by repeating smaller units as well as adding and subtracting. | Student consistently and independently finds unknown angles by repeating smaller units as well as adding and subtracting. Student independently challenges him/herself. |

Draws and identifies point, lines and angles

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| --- | --- | --- | --- |
| Student is unable or rarely able to identify and name points, lines, line segments, perpendicular lines, rays, and angles in two dimensional figures. | Student is sometimes able to identify and name points, lines, line segments, perpendicular lines, rays, and angles in two dimensional figures. | Student consistently and independently identifies and names points, lines, line segments, perpendicular lines, rays, and angles in two dimensional figures. | Student consistently and independently identifies and names points, lines, line segments, perpendicular lines, rays, and angles in two dimensional figures Student independently challenges him/herself. |

Classifies two – dimensional figures based on attributes (parallel lines, perpendicular lines, angles)

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| --- | --- | --- | --- |
| Student is unable or rarely able to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines and/or angles. | Student is sometimes able to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines and/or angles. | Student consistently and independently classifies two- dimensional figures based on the presence or absence of parallel or perpendicular lines and/or angles. | Student consistently and independently classifies two- dimensional figures based on the presence or absence of parallel or perpendicular lines and/or angles. Student independently challenges him/herself. |

Gathers and categorizes information; takes notes and provides a list of resources

|  |  |  |  |
| --- | --- | --- | --- |
| Student is unable or rarely able to recognize and draw a line of symmetry for two-dimensional shapes. | Student is sometimes able to recognize and draw a line of symmetry for two-dimensional shapes. | Student consistently and independently recognizes and draw a line of symmetry for two-dimensional shapes. | Student consistently and independently recognizes and draw a line of symmetry for two-dimensional shapes. Student independently challenges him/herself. |

Trimester 3

Identifies and generates equivalent fractions

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| --- | --- | --- | --- |
| Student is unable or rarely able to recognize and generate equivalent fractions. | Student is sometimes able to recognize and generate equivalent fractions. | Student consistently and independently recognizes and generates equivalent fractions. | Student consistently and independently recognizes and generates equivalent fractions and independently challenges him/herself. |

Compares and orders fractions with different denominators.

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| --- | --- | --- | --- |
| Student is unable or rarely able to compare two fractions with different denominators by creating common denominators or by comparing to a benchmark fraction. | Student is sometimes able to compare two fractions with different denominators by creating common denominators or by comparing to a benchmark fraction. | Student consistently and independently compares two fractions with different denominators by creating common denominators or by comparing to a benchmark fraction. | Student consistently and independently compares two fractions with different denominators by creating common denominators or by comparing to a benchmark fraction. Student independently challenges him/herself. |

Represents a fraction as the sum of smaller fractions.

|  |  |  |  |
| --- | --- | --- | --- |
| Student is unable or rarely able to decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition with an equation. | Student is sometimes able to decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition with an equation. | Student consistently and independently decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition with an equation. | Student consistently and independently decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition with an equation. Student independently challenges him/herself. |

Adds and subtracts mixed numbers with like denominators.

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| --- | --- | --- | --- |
| Student is unable or rarely able to understands concepts of adding and subtracting mixed numbers with like denominators by replacing each mixed number with an equivalent fraction. | Student is sometimes able to understands concepts of adding and subtracting mixed numbers with like denominators by replacing each mixed number with an equivalent fraction. | Student consistently and independently understands concepts of adding and subtracting mixed numbers with like denominators by replacing each mixed number with an equivalent fraction. | Student consistently and independently understands concepts of adding and subtracting mixed numbers with like denominators by replacing each mixed number with an equivalent fraction. Student independently challenges him/herself. |

Solves word problems involving fractions.

|  |  |  |  |
| --- | --- | --- | --- |
| Student is unable or rarely able to solve word problems involving addition, subtraction, and multiplication of fractions referring to the same whole and having like denominators. | Student is sometimes able to solve word problems involving addition, subtraction, and multiplication of fractions referring to the same whole and having like denominators. | Student consistently and independently solves word problems involving addition, subtraction, and multiplication of fractions referring to the same whole and having like denominators. | Student consistently and independently solves word problems involving addition, subtraction, and multiplication of fractions referring to the same whole and having like denominators. Student independently challenges him/herself. |

Multiplies a fraction by a whole number.

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| --- | --- | --- | --- |
| Student is unable or rarely able to apply and extend previous understandings of multiplication to multiply a fraction by a whole number. | Student is sometimes able to apply and extend previous understandings of multiplication to multiply a fraction by a whole number. | Student consistently and independently applies and extends previous understandings of multiplication to multiply a fraction by a whole number. | Student consistently and independently applies and extends previous understandings of multiplication to multiply a fraction by a whole number. Student independently challenges him/herself. |

Converts fractions to decimals.

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| Student is unable or rarely able to understand how to name and write fractions as decimals and decimals as fractions. | Student is sometimes able to understand how to name and write fractions as decimals and decimals as fractions. | Student consistently and independently understands how to name and write fractions as decimals and decimals as fractions. | Student consistently and independently understands how to name and write fractions as decimals and decimals as fractions. Student independently challenges him/herself. |

Uses decimal notation for fractions with denominators 10 or 100

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| --- | --- | --- | --- |
| Student is unable or rarely able to use equivalent fractions to write fractions as decimals. For example: 3/10 = 30/100 which is equivalent to 0.3 = 0.30 | Student is sometimes able to use equivalent fractions to write fractions as decimals. For example: 3/10 = 30/100 which is equivalent to 0.3 = 0.30 | Student consistently and independently uses equivalent fractions to write fractions as decimals. For example: 3/10 = 30/100 which is equivalent to 0.3 = 0.30 | Student consistently and independently uses equivalent fractions to write fractions as decimals. For example: 3/10 = 30/100 which is equivalent to 0.3 = 0.30 Student independently challenges him/herself. |

Compares decimals to the hundredths place

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| --- | --- | --- | --- |
| Student is unable or rarely able to compare two decimals to the hundredths place using comparison symbols (> , =, or <) | Student is sometimes able to compare two decimals to the hundredths place using comparison symbols (> , =, or <) | Student consistently and independently compares two decimals to the hundredths place using comparison symbols (> , =, or <) | Student consistently and independently compares two decimals to the hundredths place using comparison symbols (> , =, or <) Student independently challenges him/herself. |

Applies area and perimeter formulas to solve problems involving rectangles

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| Student is unable or rarely able to apply the area and perimeter formulas for rectangles in real-world and mathematical problems. | Student is sometimes able to apply the area and perimeter formulas for rectangles in real-world and mathematical problems. | Student consistently and independently applies the area and perimeter formulas for rectangles in real-world and mathematical problems. | Student consistently and independently applies the area and perimeter formulas for rectangles in real-world and mathematical problems. . Student independently challenges him/herself. |

Creates a line plot to display data in fractions of a unit

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| Student is unable or rarely able to construct and interpret a line plot to display a data set of measurements in fractions of a unit. | Student is sometimes able to construct and interpret a line plot to display a data set of measurements in fractions of a unit. | Student consistently and independently constructs and interprets a line plot to display a data set of measurements in fractions of a unit. | Student consistently and independently constructs and interprets a line plot to display a data set of measurements in fractions of a unit. . Student independently challenges him/herself. |