# READING

# This table represent the expected levels for each trimester

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| **Trimester** |  | | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student has achieved reading success at Level L or below. | | | Student has achieved reading success at Level M. | | Student has achieved reading success at Level N, O & P. | | Student has achieved reading success at Level Q or above. | |
| **2nd** | Student has achieved reading success at Level M or below. | | | Student has achieved reading success at Level N. | | Student has achieved reading success at Level O, P & Q. | | Student has achieved reading success at Level R or above. | |
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| **3rd** | Student has achieved reading success reading success at N or below. | | Student has achieved reading success at Level O. | Student has achieved reading success at Levels P, Q & R. | Student has achieved reading success at Level S or above. |

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

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student is unable to use reading strategies to comprehend text across the curriculum.Summarize ideas from a text and tell how they are related.Use context to derive meaning of new words. | | Student is beginning to use reading strategies to comprehend text across the curriculum. Solve content-specific words using graphics and definitions embedded in the text. | | Student consistently and independently is able to use reading strategies to comprehend text across the curriculum. Solve content-specific words using graphics and definitions embedded in the text. Use the content of a sentence, paragraph or whole text to determine the meaning of a word. Identify important ideas in a text and report them in an organized way. | | On above grade level text:   * Student consistently and independently is able to use reading strategies to comprehend text across the curriculum beyond grade level benchmarks. * Solve content-specific words using graphics and definitions embedded in the text. Use the content of a sentence, paragraph or whole text to determine the meaning of a word. | |
| **2nd** | Student is unable to use reading strategies to comprehend text across the curriculum. | | Student is beginning to use reading strategies to comprehend text across the curriculum. | | Student consistently and independently is able to use reading strategies to comprehend text across the curriculum. | | Student consistently and independently is able to use reading strategies to comprehend text across the curriculum beyond grade level benchmarks. | |
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| **3rd** | Student is unable to use reading strategies to comprehend text across the curriculum. | Student is beginning to use reading strategies to comprehend text across the curriculum. | Student consistently independently is able to use reading strategies to comprehend text across the curriculum. | Student consistently and independently is able to use reading strategies to comprehend text across the curriculum beyond grade level benchmarks. |

2. Reads with comprehension: Literal (main idea, retelling, summarizing).

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| Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea | | | | | | | | |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student demonstrates a  weak literal understanding of texts.   * Retelling may identify few story elements using very few or no text based details. * Student asks and answers few relevant questions about the text, as taught in units of study. * Literal retelling and responses from Level K texts or below. | | Student demonstrates a partial literal understanding of texts.   * Retelling may include some details but not the main idea. * Student compares a few details. * Student asks a few “right there” questions. * Student may describe some story elements using few text- based details, as taught in units of study. * Literal retelling and responses from Level L or M texts. | | Student demonstrates a literal understanding of on-level texts.   * Student describes story elements using relevant text-based details. * Student compares, contrasts, and sequences events from texts. * Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose. * Student asks and answers “right there” questions about facts and information in the text, as taught in units of study. * Literal retelling and responses from Level N texts; student cites specific support to assist in interpretation of text. | | In above-grade-level texts:   * Students demonstrate a thorough literal understanding Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details. * Student asks and answers “right there” questions to compare and contrast story elements and sequence events. * Student describes the stated author’s purpose, as taught in units of study. * Literal retelling and responses from Level O or above texts; student cites specific support to assist in interpretation of text. | |
| **2nd** | * Student demonstrates a weak literal understanding of texts. * Retelling may identify few story elements using very few or no text-based details. * Student asks and answers few relevant questions about the text, as taught in units of study. * Literal retelling and responses from Level M texts or below. | | * Student demonstrates a partial literal understanding of texts. * Retelling may include some details but not the main idea. * Student compares a few details; asks a few “right there” questions. * Student may describe some story elements using few text- based details, as taught in units of study. * Literal retelling and responses from Level N texts. * Summarize ideas from a text and tell how they are related. | | * Student demonstrates a literal understanding of on-level texts. * Student describes story elements using relevant text- based details. * Student compares, contrasts, and sequences events from texts. * Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose. * Student asks and answers “right there” questions about facts and information in the text, as taught in units of study. * Student cites specific support to assist in interpretation of text. * Literal retelling and responses from Level O texts. | | In above-grade-level texts:   * Student demonstrates a thorough literal understanding. * Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text- based details. * Student asks and answers “right there” questions to compare and contrast story elements and sequence events. * Student describes the stated author’s purpose, as taught in units of study. * Student cites specific support to assist in interpretation of text. * Literal retelling and responses from Level P or above texts. | |
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| **3rd** | * Student demonstrates a weak literal understanding of texts. * Retelling may identify few story elements using very few or no text-based details. * Student asks and answers few relevant questions about the text, as taught in units of study. * Literal retelling and responses from Level N texts or below. | * Student demonstrates a partial literal understanding of texts. * Retelling may include some details but not the main idea. * Student compares a few details. * Student asks a few “right there” questions. * Student may describe some story elements using few text- based details, as taught in units of study. * Literal retelling and responses from Level O texts. | * Student demonstrates a literal understanding of on-level texts. * Student describes story elements using relevant text- based details. * Student compares, contrasts, and sequences events from texts. * Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose. * Student asks and answers “right there” questions about facts and information in the text, as taught in units of study. * Student cites specific support to assist in interpretation of text. * Literal retelling and responses from Level P texts. | In above-grade-level texts:   * Student demonstrates a thorough literal understanding. * Student describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details. * Student asks and answers “right there” questions to compare and contrast story elements and sequence events. * Student describes the stated author’s purpose, as taught in units of study. * Student cites specific support to assist in interpretation of text. * Literal retelling and responses from Level Q or above texts. |

## 3. Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

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| Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea | | | | | | | | |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Not assessed at this time | | Not assessed at this time | | Not assessed at this time | | Not assessed at this time | |
| **2nd** | * Student demonstrates little inferential understanding of texts.   + Student makes few relevant inferences from illustrations.   + Student may make some predictions before and during reading, as taught in units of study.   + Inferential retelling and responses from Level M texts or below. | | * Student demonstrates some inferential understanding of texts. * Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study. * Inferential retelling and responses from Level N texts. | | * Student demonstrates an inferential understanding of texts. * Student recognizes some clues that imply ideas or information. * Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose. * Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study. * Inferential retelling and responses from Level O texts. * Student cites specific support to assist in interpretation of higher level | | In above-grade-level texts:   * Student demonstrates an insightful inferential understanding. * Student recognizes and uses clues in the text to make relevant and insightful inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose. * Student synthesizes stated and implied ideas across the text. * Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. * Inferential retelling and responses from Level P or above texts. | |
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| **3rd** | Student demonstrates little  inferential understanding of texts.  Student makes few relevant  inferences from illustrations.  Student may make some  predictions before and during  reading, as taught in units of  study.  Inferential retelling and  responses from Level N texts or  below. | Student demonstrates some inferential understanding of texts.   * Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study. * Inferential retelling and responses from Level O texts. | Student demonstrates an inferential understanding of texts.   * Student recognizes some clues that imply ideas or information. * Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose. * Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study. * Inferential retelling and responses from Level P texts. * Student cites specific support to assist in interpretation of higher level text. | In above-grade-level texts:   * Student demonstrates an insightful inferential understanding of texts. * Student recognizes and uses clues in the text to make relevant and insightful inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose. * Student synthesizes stated and implied ideas across the text. * Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. * Inferential retelling and responses from Level Q or above texts. * Student cites specific support to assist in interpretation of higher level questions with increasing depth. |

4. Identifies elements of fiction, non-fiction and poetry.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **1** | Not assessed at this time | Not assessed at this time | Not assessed at this time | Not assessed at this time |
| **2nd & 3rd** | Student is unable to identify elements of fiction, non-fiction and poetry.e.g.Identify characteristics commonly shared by folktales and fairy tales. Narrative structure including chapters with multiple episodes relating to a single plot.  Plots with detailed episodes  Moral lessons close to the end of the story text with parallel plots, and text with circular plots.  Presentation of multiple topic that represent subtopic of a larger topic or theme.  Underlying structure (description, comparison/contrast, temporal sequence, problem and solution, cause and effect) | Student is beginning to identify elements of fiction, non-fiction and poetry.  e.g. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.  Narrative structure including chapters with multiple episodes relating to a single plot.  Plots with detailed episodes  Moral lessons close to the end of the story text with parallel plots, and text with circular plots.  Presentation of multiple topic that represent subtopic of a larger topic or theme.  Underlying structure (description, comparison/contrast, temporal sequence, problem and solution, cause and effect)  Text organized into a with few simple topics and categories. | Student consistently and independently is able to  **e.g.** Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).  Narrative structure including chapters with multiple episodes relating to a single plot.  Plots with detailed episodes  Moral lessons close to the end of the story text with parallel plots, and text with circular plots.  Presentation of multiple topic that represent subtopic of a larger topic or theme.  Underlying structure (description, comparison/contrast, temporal sequence, problem and solution, cause and effect)  Text with multiple topics and categories within them.  Variety in organization and topic | Student consistently and independently is able to identify elements of fiction, non-fiction and poetry beyond grade level benchmarks.  e.g. Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.  Narrative structure including chapters with multiple episodes relating to a single plot.  Plots with detailed episodes  Moral lessons close to the end of the story text with parallel plots, and text with circular plots.  Presentation of multiple topic that represent subtopic of a larger topic or theme.  Underlying structure (description, comparison/contrast, temporal sequence, problem and solution, cause and effect)  Text with multiple topics and categories within them.  Variety in organization and topic  Variety in non-fiction formats (question/answer, paragraphs, boxes, legends) |

## 5 Demonstrates stamina during independent reading.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student is unable or rarely able to sustain attention for less than 10 minutes. | | Student is approaching reading stamina of 20 minutes with comprehension. | | Student consistently sustains attention during independent reading for 30 minutes reading at grade level with comprehension. | | Student consistently sustains attention during independent reading for 40 minutes, reading at grade level with comprehension. | |
| **2nd** | Student is unable or rarely able to sustain attention for 15 minutes. | | Student is approaching reading stamina of 25 minutes with comprehension. | | Student consistently sustains attention during independent reading for 35 minutes reading at grade level with comprehension. | | Student consistently sustains attention during independent reading for 45 minutes reading at grade level with comprehension. | |
| **3rd** | Student is unable or rarely able to sustain attention for 20 minutes. | | Student is approaching reading stamina of 30 minutes with comprehension. | | Student consistently sustains attention during independent reading for 40 minutes reading at grade level with comprehension. | | Student consistently sustains attention during independent reading for more than 50 minutes reading at grade level with comprehension. | |

## 6 Responses to reading include supportive evidence from the text.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | Student’s written response reflects little or no understanding of the text read. Verbal strategies include:   1. Asks and answers questions about key details in a text. 2. Retells stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describes characters, settings, and major events in a story, using key details. 4. Uses the illustrations and details in a text to describe its key ideas. | | Student’s written response reflects beginning understanding of the text read and contains little text evidence.   1. Asks and answers such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. 2. Describes how characters in a story respond to major events and challenges. 3. Explains how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | Student’s written response reflects a literal understanding of the text read, supported by some text evidence.   1. Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recounts stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describes characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4. Uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | | Student’s written response reflects literal and inferential understanding of above-level text read, with text evidence.   1. Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determines a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 4. Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | |

## **Foundational Skills**

1. Knows and applies grade level phonics and word analysis skills.

Grading

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| **Trimester** | **1** | **2** | **3** | **4** |
| **1st** | Student is unable to apply grade level phonics and word analysis skills. | Student is beginning to apply grade level phonics and word analysis skills.  **.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Decode multisyllable words. | Student independently and consistently knows and applies grade level phonics and word analysis skills.  Know and apply grade-level phonics and word analysis skills in decoding words.  a. Decode multisyllable words.  b. Read grade-appropriate irregularly spelled words. | Student consistently and independently knows and applies grade level phonics and word analysis skills beyond grade level benchmark in all daily written classwork.  Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode multisyllable words.  c. Read grade-appropriate irregularly spelled words. |
| **2nd** | Student is unable to apply grade level phonics and word analysis skills. | Student is beginning to apply grade level phonics and word analysis skills.  **.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Decode multisyllable words.  b. Read grade-appropriate irregularly spelled words. | Student independently and consistently knows and applies grade level phonics and word analysis skills.  **.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode multisyllable words.  c. Read grade-appropriate irregularly spelled words. | Student consistently and independently knows and applies grade level phonics and word analysis skills beyond grade level benchmark and applies to all daily written work..  **.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelled words. |
| **3rd** | Student is rarely able to apply grade level phonics and word analysis skills in decoding words.  a. Decode multisyllable words.  b. Read grade-appropriate irregularly spelled words. | Student is beginning to apply grade level phonics and word analysis skillsin decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode multisyllable words.  c. Read grade-appropriate irregularly spelled words. | Student independently and consistently knows and applies grade level phonics and word analysis skills.  in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelled words. | Student consistently and independently knows and applies grade level phonics and word analysis skills beyond grade level benchmark.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

**2. Reads with accuracy and fluency to support comprehension.**

Grading

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| **Trimester** | **1** | **2** | **3** | **4** |
| **All** | Student reads with sufficient accuracy and fluency to support comprehension.  a. At his/her instructional level with purpose and understanding.  b. At his/her instructional level, reads prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary. | Student is beginning to read with accuracy and fluency to support comprehension.    a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Student independently and consistently is able to read with accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Student independently and consistently is able to read with accuracy and fluency to support comprehension beyond grade level benchmarks.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**Written Language**

**1. Writes Narrative pieces with details to describe and event using sequence**

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| **Trimester** | **1** | **2** | **3** | **4** |
| **All** | Student is able to write narratives in which they recount two or more appropriatly sequences events, includes some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | Student is able to write narratives in which they recount a well-elaborated event or short sequences of events include details to describe actions, thoughts, and feelings, using temporal words to signal event order , and provide a sense of closure. | Student consistenty and independently and consistently able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure. | Student consistently independently and consistently able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences beyond grade level benchmarks.  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words and phrases to manage the sequence of events.  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events. |

**2. Writes informative/Explanatory pieces using facts to support topic.**

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| **Trimester** | **1** | **2** | **3** | **4** |
| **All** | Student is able to name a topic supply some facts about the topic and provide some sense of closure. | Student is able to introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. | Student consistently and independently writes informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details.  c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.  d. Provide a concluding statement or section. | Student consistently and independently Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented. |

**3. Writes opinion pieces with reasons for support.**

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| **Trimester** | **1** | **2** | **3** | **4** |
| **1** | Not assessed at this time | Not assessed at this time | Not assessed at this time | Not assessed at this time |
| **2nd and 3rd** | Student is able to write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | Student is able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. | Student consistently and independently writes opinion pieces on topics or texts, supporting a point of view with reasons.  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  b. Provide reasons that support the opinion.  c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.  d. Provide a concluding statement or section. | Student consistently and independently writes opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  b. Provide reasons that are supported by facts and details.  c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*).  d. Provide a concluding statement or section related to the opinion presented. |

**4. Uses figurative language in poems, descriptions, and stories.**

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

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| **1** | Not assessed at this time | Not assessed at this time | Not assessed at this time | Not assessed at this time |

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| **2nd and 3rd** | * Student uses simple, below- grade-level vocabulary. * Student repeats words. * Student’s writing reveals little expression, support, or elaboration and little of the writer’s feelings and voice. | * Student uses some grade-level vocabulary. * Student’s writing reveals some expression, support, and elaboration, as well as some of the writer’s feelings and voice. * Student uses some words that give details and are appropriate to the topic and genre. | * Student uses grade-level vocabulary that gives details and descriptions and that is appropriate to the topic and genre. * Student uses words that are specific, interesting, and vivid. * Student’s writing is expressive, supportive, and elaborative and reveals the writer’s feelings, personality, and interests. | * Student uses interesting and sophisticated, above-grade- level vocabulary. * Student chooses words and   phrases that are specific, interesting, and vivid.   * Student uses figurative   language, expression,  support, and elaboration.   * The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing, as taught in units of study for each. |

**5. Shows evidence of revision.**

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | Student rarely rereads or revises his/her writing, as taught in units of study. | | * Student sometimes rereads and revises part of his/her writing. * Student may add or delete a few words to support meaning of part of the writing, as taught in units of study. | | * Student rereads whole text and parts of text for revision. * Student adds, deletes, moves, and substitutes words to support the meaning and the organization, as taught in units of study. | | * Student rereads and revises whole text and parts of text periodically during and after drafting. * Student adds, deletes, rearranges, and substitutes words, phrases, and sentences to enhance the meaning and the organization, as taught in units of study. | |

6. Applies rules of grammar, usage, and mechanics.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student rarely demonstrates the ability to:   * Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives. * Use end punctuation in writing. | | Student sometimes demonstrates the ability to:   * Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives. | | Student demonstrates the ability to:   * Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives. | | * Student consistently applies above-grade-level grammar, usage, and mechanics skills. * Student consistently edits independently. | |
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|  | * Use end punctuation in writing. * Write simple sentences. * Capitalize at the beginning of sentences. | * Use end punctuation in writing. * Write simple sentences. * Capitalize at the beginning of sentences. | * Use end punctuation in writing. * Write simple sentences. * Capitalize at the beginning of sentences. |  |
| **2nd** | Student rarely demonstrates the ability to:   * Use parts of speech including correctly conjugated verbs. * Write compound sentences using coordinators. * Use precise vocabulary (synonyms). * Capitalize proper nouns. * Use verb tenses correctly. * Correctly use pronoun- antecedent agreement. * Use commas in a series, between city and state, and between day and year. | Student sometimes demonstrates the ability to:   * Use parts of speech including correctly conjugated verbs. * Write compound sentences using coordinators. * Use precise vocabulary (synonyms). * Capitalize proper nouns. * Use verb tenses correctly. * Correctly use pronoun- antecedent agreement. * Use commas in a series, between city and state, and between day and year. | Student demonstrates the ability to:   * Use parts of speech including correctly conjugated verbs. * Write compound sentences using coordinators. * Use precise vocabulary (synonyms). * Capitalize proper nouns. * Use verb tenses correctly. * Correctly use pronoun- antecedent agreement. * Use commas in a series, between city and state, and between day and year. | * Student consistently applies above-grade-level grammar, usage, and mechanics skills. * Student consistently edits independently. |
| **3rd** | Student rarely demonstrates the ability to:   * Write complex sentences. * Correctly use and punctuate dialogue in writing. * Capitalize titles correctly. * Use subject-verb agreement. * Use apostrophes in contractions and possessives, including plural possessives. * Indent when setting or speaker changes. | Student sometimes demonstrates the ability to:   * Write complex sentences. * Correctly use and punctuate dialogue in writing. * Capitalize titles correctly. * Use subject-verb agreement. * Use apostrophes in contractions and possessives, including plural possessives. * Indent when setting or speaker changes. | Student demonstrates the ability to:   * Write complex sentences. * Correctly use and punctuate dialogue in writing. * Capitalize titles correctly. * Use subject-verb agreement. * Use apostrophes in contractions and possessives, including plural possessives. * Indent when setting or speaker changes. | * Student consistently applies above-grade-level grammar, usage, and mechanics skills. * Student consistently edits independently. |

## Learns and applies spelling patterns.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | * Student rarely demonstrates the ability to use reference materials as needed to support spelling. * Student rarely applies patterns and generalizations to spell words. * Student rarely uses or adds to word wall to learn high- frequency words. | | * Student sometimes demonstrates the ability to use reference materials as needed to support spelling. * Student sometimes applies patterns and generalizations to spell words. * Student sometimes uses and adds to word wall to learn high-frequency words. | | * Student uses reference materials as needed to support spelling. * Student applies patterns and generalizations to spell words. * Student uses and adds to word wall to learn high-frequency words. | | Student consistently applies above- grade-level spelling rules, patterns, and generalizations. | |

1. Demonstrates stamina during independent writing time.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student is unable to write independently for 10 minutes. | | Student is approaching an independent writing stamina of 20 minutes. | | Student can consistently write independently for 30 minutes. | | Student consistently writes independently for more than 40 minutes. | |
| **2nd** | Student is unable to write independently for 15 minutes. | | Student is approaching an independent writing stamina of 25 minutes. | | Student can consistently write independently for 35 minutes. | | Student consistently writes independently for more than 45 minutes. | |
| **3rd** | Student is unable to write independently for more than 20 minutes. | | Student is approaching an independent writing stamina of more than 30 minutes. | | Student can consistently write independently for more than 40 minutes. | | Student consistently writes independently for more than 50 minutes. | |

# SPEAKING and LISTENING

## 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 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** |
|  |  |  |  |  |  |  |  |  |
| **ALL** | * Student can rarely report on a topic. * Student rarely recounts stories or experiences with appropriate facts and descriptive details. * Student rarely asks/answers questions about presentations, offering appropriate details. | * Student can occasionally report on a topic. * Student occasionally recounts stories or experiences with appropriate facts and descriptive details. * Student occasionally asks/answers questions about presentations, offering appropriate details. | * Student can report on a topic. * Student recounts stories or experiences with appropriate facts and descriptive details. * Student asks/answers questions about presentations, offering appropriate details. | * Student can report on events, topics, or text in an organized manner. * Student can pose and respond to questions, as well as build on the ideas of previous speakers. * Student can acknowledge new information provided by others and incorporate it into his/her own thinking as appropriate. |

## Participates in group discussions actively and appropriately.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | * Student rarely engages in group discussions. * Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. * Student rarely asks for clarification and further explanation as needed. * Student rarely extends his/her ideas and understanding in light of the discussion. | | * Student occasionally engages in group discussions. * Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. * Student occasionally asks for clarification and further explanation as needed. * Student occasionally extends his/her ideas and understanding in light of the discussion. | | * Student consistently engages in group discussions. * Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. * Student consistently asks for clarification and further explanation as needed. * Student consistently extends his/her ideas and understanding in light of the discussion. | | * Student consistently engages and extends in group discussions. * Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. * Student consistently asks for clarification and further explanation as needed. * Student consistently extends his/her ideas and understanding in light of the discussion. * Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. | |

# SCIENCE

## Demonstrates knowledge of facts and understanding of concepts.

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| EARTH SCIENCE: Earth Systems | | | | | | | | |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student is rarely able to demonstrate understanding of vocabulary and key concepts, including:   * How rocks and minerals are formed. * What fossils tell us about the Earth. * How solids, liquids, and gasses are different from each other. * The systems of the Earth. | | Student is beginning to demonstrate understanding of vocabulary and key concepts, including:   * How rocks and minerals are formed. * What fossils tell us about the Earth. * How solids, liquids, and gasses are different from each other. * The systems of the Earth. | | Student demonstrates understanding of vocabulary and key concepts, including:   * How rocks and minerals are formed. * What fossils tell us about the Earth. * How solids, liquids, and gasses are different from each other. * The systems of the Earth. | | Student consistently and independently extends understanding through application. | |

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| PHYSICAL SCIENCE: Energy Sources and Transference | | | | | | | | |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **2nd** | Student is rarely able to demonstrate understanding of vocabulary and key concepts, including:   * What energy is. * How energy is transferred. * How objects move. * How we measure gravity. * The functions of magnets and electricity. | | Student is beginning to demonstrate understanding of vocabulary and key concepts, including:   * What energy is. * How energy is transferred. * How objects move. * How we measure gravity. * The functions of magnets and electricity. | | Student demonstrates understanding of vocabulary and key concepts, including:   * What energy is. * How energy is transferred. * How objects move. * How we measure gravity. * The functions of magnets and electricity. | | Student consistently and independently extends understanding through application. | |

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| LIFE SCIENCE: Structures of Life | | | | | | | | |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **3rd** | Student is rarely able to demonstrate understanding of vocabulary and key concepts, including:   * The life cycle of organisms. * How organisms interact with each other and their habitats. * Why organisms look and act the way they do. * How all organisms are similar. | | Student is beginning to demonstrate understanding of vocabulary and key concepts, including:   * The life cycle of organisms. * How organisms interact with each other and their habitats. * Why organisms look and act the way they do. * How all organisms are similar. | | Student demonstrates understanding of vocabulary and key concepts, including:   * The life cycle of organisms. * How organisms interact with each other and their habitats. * Why organisms look and act the way they do. * How all organisms are similar. | | Student consistently and independently extends understanding through application. | |

## Applies knowledge to solve scientific investigations.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
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| **ALL** | Student is rarely able to use scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). | * 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 learns through discovery. * Student consistently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). | Student consistently and independently extends scientific understanding to problem-solving situations and/or applications to real-life situations. |

# SOCIAL STUDIES

## Demonstrates knowledge of facts and understanding of concepts.

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| UNIT 1: Colonial America and New Jersey | | | | | | | | |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student rarely demonstrates knowledge of facts and understanding of key concepts of colonial America and New Jersey, including:   * Reasons why people left their homes in Europe to settle the east coast of the United States. * Comparing and contrasting modern lifestyles to colonial lifestyles (e.g., work, homes, etc.). * Understanding New Jersey’s unique history. * Comparing the lives of the Native Americans with the colonists. | | Student is beginning to demonstrate knowledge of facts and understanding of key concepts of colonial America and New Jersey, including:   * Reasons why people left their homes in Europe to settle the east coast of the United States. * Comparing and contrasting modern lifestyles to colonial lifestyles (e.g., work, homes, etc.). * Understanding New Jersey’s unique history. * Comparing the lives of the Native Americans with the colonists. | | Student demonstrates knowledge of facts and understanding of key concepts of colonial America and New Jersey, including:   * Reasons why people left their homes in Europe to settle the east coast of the United States. * Comparing and contrasting modern lifestyles to colonial lifestyles (e.g., work, homes, etc.). * Understanding New Jersey’s unique history. * Comparing the lives of the Native Americans with the colonists. | | Student meets standards and is able to extend key concepts to real-life experiences. | |

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| UNIT 2: New Jersey and the American Revolution | | | | | | | | |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **2nd** | Student rarely demonstrates knowledge of facts and understanding of key concepts of New Jersey and the American Revolution, including:   * Understanding events leading to the Declaration of   Independence and Revolutionary War.   * Learning the parts of the   Declaration of Independence and its history.   * Understanding how New   Jersey’s geographical location influenced the Revolutionary War. | | Student is beginning to demonstrate knowledge of facts and understanding of key concepts of New Jersey and the American Revolution, including:   * Understanding events leading to the Declaration of   Independence and Revolutionary War.   * Learning the parts of the   Declaration of Independence and its history.   * Understanding how New   Jersey’s geographical location influenced the Revolutionary War. | | Student demonstrates knowledge of facts and understanding of key concepts of New Jersey and the American Revolution, including:   * Understanding events leading to the Declaration of Independence and   Revolutionary War.   * Learning the parts of the Declaration of Independence and its history. * Understanding how New Jersey’s geographical location   influenced the Revolutionary War. | | Student meets standards and is able to extend key concepts to real-life experiences. | |

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## Applies knowledge to classroom discussions and activities.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
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| **ALL** | Student rarely adds meaningful contributions to classroom discussions and activities. |  | Student sometimes adds meaningful contributions to classroom discussions and activities. | Student consistently adds meaningful contributions to classroom discussions and activities. | | Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations. | |
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# ART

## 1) Demonstrates understanding of skills and concepts.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | Elements and Principles of Art: Student needs support in the following areas:   * Student is unable to create 2- and 3- dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture. * Student rarely differentiates the differences between various art techniques such as stippling, blending, and overlapping.   Art History/Art Appreciation: Student needs support in the following areas:   * Student rarely identifies and distinguishes differences   between basic  characteristics of artists and movements. | | Elements and Principles of Art: Student is approaching standards in the following areas:   * Student is developing the skills needed to create 2- and   3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture.   * Student is beginning to understand and differentiate the differences between various art techniques such as stippling, blending, and overlapping.   Art History/Art Appreciation: Student is approaching standards in the following areas:   * Student is beginning to identify and distinguish differences between basic characteristics of artists and movements. | | Elements and Principles of Art: Student meets standards in the following areas:   * Student is able to create 2- and 3- dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture. * Student understands and differentiates the differences between various art techniques such as stippling, blending, and overlapping.   Art History/Art Appreciation: Student meets standards in the following areas:   * Student identifies and distinguishes differences between basic   characteristics of artists and movements. | | Elements and Principles of Art: Student exceeds standards in the following areas:   * Student creates 2- and   3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture.   * Student understands and differentiates the differences between various art techniques such as stippling, blending, and overlapping.   Art History/Art Appreciation: Student exceeds standards in the following areas:   * Student consistently identifies and distinguishes differences between basic   characteristics of artists and movements. | |

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|  |  | * Student rarely identifies characteristics of artworks from diverse cultures such as themes and symbols. * Student rarely identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs.   3-dimensional, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale.   * Student rarely identifies the basic elements of art and principles of design in diverse types of artwork.   Creative Process:  Student needs support in the following areas:   * Student rarely applies use of elements of art and a variety of media in his/her artwork. * Student rarely demonstrates the application of visual literacy. * Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. |  | * Student is beginning to understand and identify characteristics of artworks from diverse cultures such as themes and symbols. * Student is beginning to identify and apply visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and   1. dimensional vs.   2. dimensional, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale. * Student is beginning to understand and identify the basic elements of art and principles of design in diverse types of artwork.   Creative Process:  Student is approaching standards in the following areas:   * Student is beginning to apply use of elements of art and a variety of media in his/her artwork. * Student is beginning to understand and demonstrate the application of visual literacy. * Student is beginning to create works of art based on observation of the physical world that illustrates how art is a part of everyday life. |  | * Student understands and can identify characteristics of artworks from diverse cultures such as themes and symbols. * Student identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and   1. dimensional vs.   2. dimensional, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale. * Student understands and identifies the basic elements of art and principles of design in diverse types of artwork.   Creative Process:  Student meets standards in the following areas:   * Student applies use of elements of art and a variety of media in his/her artwork. * Student understands and demonstrates the application of visual literacy. * Student creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. |  | * Student consistently identifies characteristics of artworks from diverse cultures such as themes and symbols. * Student consistently identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and   1. dimensional vs.   2. dimensional, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale. * Student consistently understands and identifies the basic elements of art and principles of design in diverse types of artwork.   Creative Process:  Student exceeds standards in the following areas:   * Student consistently applies use of elements of art and a variety of media in his/her artwork. * Student understands and consistently demonstrates the application of visual literacy. * Student consistently creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. |
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|  | * Student rarely uses art media/ tools appropriate to the production of art.   Aesthetic Response and Critique Methodologies:  Student needs support in the following areas:   * Student is rarely able to compare and contrast culturally and historically diverse works of art. * Student is rarely able to use evaluative tools such as rubrics for self-assessment. * Student rarely uses visual art terminology to evaluate the strengths and weaknesses of selected artwork. | * Student is beginning to use a wide array of art media/tools appropriate to the production of art.   Aesthetic Response and Critique Methodologies:  Student is approaching standards in the following areas:   * Student is beginning to learn how to compare and contrast culturally and historically diverse works of art. * Student is beginning to use evaluative tools such as rubrics for self-assessment. * Student is beginning to use visual art terminology to evaluate the strengths and weaknesses of selected artwork. |  | * Student uses a wide array of art media/tools appropriate to the production of art. * Student demonstrates creative expression of ideas.   Aesthetic Response and Critique Methodologies:  Student meets standards in the following areas:   * Student is able to compare and contrast culturally and historically diverse works of art. * Student is able to use evaluative tools such as rubrics for self-assessment. * Student is able to use visual art terminology to evaluate the strengths and weaknesses of selected artwork. |  | * Student consistently utilizes a wide array of art media/tools appropriate to the production of art. * Student consistently demonstrates creative expression of ideas.   Aesthetic Response and Critique Methodologies:  Student exceeds standards in the following areas:   * Student is consistently able to compare and contrast culturally and historically diverse works of art. * Student is able to use evaluative tools such as rubrics for self-assessment. * Student is consistently able to use visual art terminology to evaluate the strengths and weaknesses of selected artwork. |
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# MUSIC

## 1) Demonstrates understanding of skills and concepts.

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| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | Performance:  Student needs support in the following areas:   * Student is unable to sing music from complex notation using partner songs and rounds in extended range. * Student is unable to sing alone and with others using all Kodaly syllables. * Student is unable to play the soprano recorder from low D to high D using proper tonguing and fingering techniques. * Student is unable to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, and all corresponding rests. * Student is unable to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi. | | Performance:  Student is approaching standards in the following areas:   * Student is developing the ability to sing music from complex notation using partner songs and rounds in extended range. * Student is developing the ability to sing alone and with others using all Kodaly syllables. * Student is developing the ability to play the soprano recorder from low D to high D using proper tonguing and fingering techniques. * Student is developing the ability to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, as well as corresponding rests. * Student is developing the ability to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi. | | Performance:  Student meets standards in the following areas:   * Student is able to sing music from complex notation using partner songs and rounds in extended range. * Student is able to sing alone and with others using all Kodaly syllables. * Student is able to play the soprano recorder from low D to high D using proper tonguing and fingering techniques. * Student is able to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, as well as corresponding rests. * Student is able to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi. | | Performance:  Student exceeds standards in the following areas:   * Student is consistently able to sing music from complex notation using partner songs and rounds in extended range. * Student is consistently able to sing alone and with others using all Kodaly syllables. * Student is consistently able to play the soprano recorder from low D to high D using proper tonguing and fingering techniques. * Student is consistently able to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, as well as corresponding rests. * Student is consistently able to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi. | |

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|  | Listen and Respond: Student needs support in the following areas:   * Student is unable to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology. * Student is unable to critique musical performance using evaluative tools.   Create: Student is unable to improvise, notate, and perform melodic patterns on the recorder.  Reading and Notating: Student needs support in the following areas:   * Student is unable to read notes on the treble clef. * Student is unable to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests. * Student is unable to identify 2/4, 3/4, and 4/4 time signatures. | Listen and Respond:  Student is approaching standards in the following areas:   * Student is beginning to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology. * Student is beginning to critique musical performance using evaluative tools.   Create: Student is beginning to learn how to improvise, notate, and perform melodic patterns on the recorder.  Reading and Notating:  Student is approaching standards in the following areas:   * Student is beginning to read notes on the treble clef. * Student is beginning to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests. * Student is beginning to identify 2/4, 3/4, and 4/4 time signatures. | Listen and Respond:  Student meets standards in the following areas:   * Student is able to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology. * Student is able to critique musical performance using evaluative tools.   Create: Student is able to improvise, notate and perform melodic patterns on the recorder.  Reading and Notating: Student meets standards in the following areas:   * Student is able to read notes on the treble clef. * Student is able to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests. * Student is able to identify 2/4, 3/4, and 4/4 time signatures. | Listen and Respond:  Student exceeds standards in the following areas:   * Student is consistently able to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology. * Student is consistently able to critique using evaluative tools.   Create: Student is consistently able improvise, notate, and perform melodic patterns on the recorder.  Reading and Notating:  Student exceeds standards in the following areas:   * Student is consistently able to read on the treble clef. * Student is consistently able to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests. * Student is consistently able to identify 2/4, 3/4, and 4/4 time signatures. |