Grading Benchmarks Second Grade

Reading

1. Uses various strategies to decode text (pictures, context, phonics).

Trimester	1	2	3	4
ALL	Student is unable or rarely able to use phonics skills, picture clues, or context clues to figure out unknown words.	Student sometimes uses phonics skills, picture clues, or context clues to figure out unknown words.	Student consistently uses phonics skills, picture clues, or context clues to figure out unknown words.	Student is able to use phonics skills, picture clues, or context clues to figure out unknown text with above grade level text.

2. Reads and responds with LITERAL comprehension (main idea or theme, characters, setting, details, retells accurately).

Trimester	1	2	3	4
	Student rarely	Student sometimes	Student demonstrates	Student demonstrates
	demonstrates literal	demonstrates literal	literal understanding of	literal understanding of
	understanding of stories.	understanding of stories.	stories.	stories in above grade
				level text.
	Retellings and responses	Retellings and responses	Retellings and responses	
	demonstrate little	demonstrate a partial	demonstrate an	Retellings and responses
	understanding of the	understanding of the	understanding of the	demonstrate a thorough
1	text; are generally based	text.	text.	understanding of the
-	on pictures.			above grade level text.
		Student demonstrates	Student demonstrates	
	Student does not use	partial application of	application of target	Student demonstrates an
	target comprehension	target comprehension	comprehension skills.	application of target
	skills.	skills.		comprehension skills.
			Student has achieved a	
	Student has achieved a	Student has achieved a	STAR Reading Scaled	Student has achieved a
	STAR Reading Scaled	STAR Reading Scaled	Score between 224 and	STAR Reading Scaled
	Score between 0-106.	Score between 107 and	322.	Score of 323 and above.
		223.		

	Student rarely	Student sometimes	Student demonstrates	Student demonstrates
	demonstrates literal	demonstrates literal	literal understanding of	literal understanding of
	understanding of stories.	understanding of stories.	stories.	stories in above grade level text.
	Retellings and responses	Retellings and responses	Retellings and responses	
	demonstrate little	demonstrate a partial	demonstrate an	Retellings and responses
	understanding of the	understanding of the	understanding of the	demonstrate a thorough
2	text; are generally based	text.	text.	understanding of the
_	on pictures.			above grade level text.
		Student demonstrates	Student demonstrates	
	Student does not use	partial application of	application of target	Student demonstrates an
	target comprehension	target comprehension	comprehension skills.	application of target
	skills.	skills.		comprehension skills.
			Student has achieved a	
	Student has achieved a	Student has achieved a	STAR Reading Scaled	Student has achieved a
	STAR Reading Scaled	STAR Reading Scaled	Score between 240-370.	STAR Reading Scaled
	Score between 0-161.	Score between 162-239.		Score of 371 and above.
	Student rarely	Student sometimes	Student demonstrates	Student demonstrates
	demonstrates literal	demonstrates literal	literal understanding of	literal understanding of
	understanding of stories.	understanding of stories.	stories.	stories in above grade
		_ ,		level text.
	Retellings and responses	Retellings and responses	Retellings and responses	
	demonstrate little	demonstrate a partial	demonstrate an	Retellings and responses
	understanding of the	understanding of the	understanding of the	demonstrate a thorough
3	text; are generally based	text.	text.	understanding of the
	on pictures.		04 10 14 10 10 10 14 14 14 14 14 14 14 14 14 14 14 14 14	above grade level text.
	Ctudent deservet use	Student demonstrates	Student demonstrates	Student demonstrates on
	Student does not use	partial application of	application of target	Student demonstrates an
	target comprehension skills.	target comprehension skills.	comprehension skills.	application of target
	SKIIIS.	SKIIIS.	Student has achieved a	comprehension skills.
	Student has achieved a	Student has achieved a	STAR Reading Scaled	Student has achieved a
	STAR Reading Scaled	STAR Reading Scaled	Score between 291-426.	STAR Reading Scaled
	Score between 0-217.	Score between 218-290.	55516 Between 231-420.	Score of 427 and above.
	Costo Botticon o 2111			3333 31 427 and above

3. Reads and responds with INFERENTIAL comprehension (predictions, inferences, conclusions).

Trimester	1	2	3	4
	Student notices few	Student inconsistently	Student notices details	Student consistently
	details or clues in	notices some details or	or clues in pictures and	analyzes details or clues
	pictures and text.	clues in pictures and	text.	in pictures and text in
		text.		above grade level text.
	Student does not extend		Student extends thinking	
	thinking by describing	Student sometimes	by describing clues to	Student extends thinking
	clues.	extends thinking by	characters, events, and	by describing and
1		describing a few clues.	ideas beyond what is	explaining clues to
_	Student does not		stated in the text.	analyze and evaluate
	demonstrate inferential	Student demonstrates a		characters, events,
	understanding of text.	limited inferential	Student demonstrates an	ideas, setting, and
		understanding of text.	inferential understanding	author's purpose.
	Student has achieved a		of text.	
	STAR Reading Scaled	Student has achieved a		Student demonstrates an
	Score between 0-106.	STAR Reading Scaled	Student has achieved a	insightful inferential
		Score between 107 and	STAR Reading Scaled	understanding of text.
		223.	Score between 224 and	
			322.	Student has achieved a
				STAR Reading Scaled
				Score of 323 and above.
	Student notices few	Student inconsistently	Student notices details	Student consistently
	details or clues in	notices some details or	or clues in pictures and	analyzes details or clues
	pictures and text.	clues in pictures and	text.	in pictures and text in
		text.		above grade level text.
	Student does not extend		Student extends thinking	
	thinking by describing	Student sometimes	by describing clues to	Student extends thinking
2	clues.	extends thinking by	characters, events, and	by describing and
		describing a few clues.	ideas beyond what is	explaining clues to
	Student does not		stated in the text.	analyze and evaluate
	demonstrate inferential	Student demonstrates a		characters, events,
	understanding of text.	limited inferential		ideas, setting, and
		understanding of text.		author's purpose.

	Student has achieved a STAR Reading Scaled Score between 0-161.	Student has achieved a STAR Reading Scaled Score between 162-239	Student demonstrates an inferential understanding of text. Student has achieved a STAR Reading Scaled Score between 240-370	Student demonstrates an insightful inferential understanding of text. Student has achieved a STAR Reading Scaled Score of 371 and above.
	Student notices few details or clues in pictures and text. Student does not extend thinking by describing clues. Student does not	Student inconsistently notices some details or clues in pictures and text. Student sometimes extends thinking by describing a few clues.	Student notices details or clues in pictures and text. Student extends thinking by describing clues to characters, events, and ideas beyond what is stated in the text.	Student consistently analyzes details or clues in pictures and text in above grade level text. Student extends thinking by describing and explaining clues to analyze and evaluate
3	demonstrate inferential understanding of text. Student has achieved a STAR Reading Scaled Score between 0-217.	Student demonstrates a limited inferential understanding of text. Student has achieved a STAR Reading Scaled Score between 218-290	Student demonstrates an inferential understanding of text. Student has achieved a STAR Reading Scaled Score between 291-426	characters, events, ideas, setting, and author's purpose. Student demonstrates an insightful inferential understanding of text. Student has achieved a STAR Reading Scaled Score of 427 and above.

4. Reads and responds with INFORMATIONAL comprehension (uses text features such as table of contents, photos, captions, inset pictures or text, index).

Trimester	1	2	3	4
	Student notices and	Student inconsistently	Student notices and	Student consistently
	uses few text features in	notices and uses text	uses text features in	analyzes text features in
	pictures and text.	features in pictures and	pictures and text.	pictures and text in
		text.		above grade level text.
	Student does not extend		Student extends thinking	
	thinking by using text	Student sometimes	by using text features.	Student extends thinking
	features.	extends thinking by		by using text features to
1		using text features.	Student demonstrates an	analyze and evaluate
-	Student does not	_	informational	information.
	demonstrate	Student demonstrates a	understanding of text.	
	informational	limited informational	_	Student demonstrates an
	understanding of text.	understanding of text.	Student has achieved a	insightful informational
	_	_	STAR Reading Scaled	understanding of text.
	Student has achieved a	Student has achieved a	Score between 224 and	
	STAR Reading Scaled	STAR Reading Scaled	322.	Student has achieved a
	Score between 0-106.	Score between 107 and		STAR Reading Scaled
		223.		Score of 323 and above.
2	Student notices and	Student inconsistently	Student notices and	Student consistently
_	uses few text features in	notices and uses text	uses text features in	analyzes text features in
	pictures and text.	features in pictures and	pictures and text.	pictures and text in
	-	text.		above grade level text.
	Student does not extend		Student extends thinking	
	thinking by using text	Student sometimes	by using text features.	Student extends thinking
	features.	extends thinking by		by using text features to
		using text features.	Student demonstrates an	analyze and evaluate
	Student does not		informational	information.
	demonstrate	Student demonstrates a	understanding of text.	
	informational	limited informational		Student demonstrates an
	understanding of text.	understanding of text.	Student has achieved a	insightful informational
		-	STAR Reading Scaled	understanding of text.
	Student has achieved a	Student has achieved a	Score between 240-370	
	STAR Reading Scaled	STAR Reading Scaled		Student has achieved a
	Score between 0-161.	Score between 162-239		STAR Reading Scaled
				Score of 371 and above.

3	Student notices and	Student inconsistently	Student notices and	Student consistently
	uses few text features in	notices and uses text	uses text features in	analyzes text features in
	pictures and text.	features in pictures and	pictures and text.	pictures and text in
		text.		above grade level text.
	Student does not extend		Student extends thinking	
	thinking by using text	Student sometimes	by using text features.	Student extends thinking
	features.	extends thinking by		by using text features to
		using text features.	Student demonstrates an	analyze and evaluate
	Student does not		informational	information.
	demonstrate	Student demonstrates a	understanding of text.	
	informational	limited informational		Student demonstrates an
	understanding of text.	understanding of text.	Student has achieved a	insightful informational
			STAR Reading Scaled	understanding of text.
	Student has achieved a	Student has achieved a	Score between 291-426	_
	STAR Reading Scaled	STAR Reading Scaled		Student has achieved a
	Score between 0-217.	Score between 218-290		STAR Reading Scaled
				Score of 427 and above.

5. Reads with fluency (expression, phrasing, rate, accuracy).

Trimester	1	2	3	4
	Student does not	Student sometimes	Student consistently	Student consistently
	demonstrate fluency	demonstrates fluency	demonstrates fluency	demonstrates fluency
	when reading target	with target high-	with target high-	with above grade level,
	high-frequency and	frequency and decodable	frequency and decodable	high-frequency, and
	decodable words.	words.	words.	decodable words.
	Student is not fluent	Student is somewhat	Student is fluent during	Student is fluent during
ALL	during independent	fluent during	independent reading.	independent reading of
	reading.	independent reading.		above grade level text.
			Student reading of	
	Student reading of	Student reading of	leveled text is fluent.	Student reading of
	leveled text is not fluent,	leveled text is somewhat		leveled text that is
	very choppy and slow.	fluent (may be choppy	Student consistently	above grade level text is
		some of the time, too	attends to word spacing	fluent.
		quick and sometimes	and ending punctuation.	

Student does not attend to spaces between words or to ending punctuation.	inaccurate, or too slow and sometimes inaccurate).	Student reads with expression.	Student attends to word spacing and ending punctuation with above grade level text.
Student reads without expression.	Student does not consistently attend to word spacing or to		Student reads above grade level text with
	ending punctuation. Student reads with little expression.		expression.

6. Demonstrates stamina during independent reading.

Trimester	1	2	3	4
	Student is unable or	Student is approaching	Student consistently	Student consistently
_	rarely able to read	reading independently	reads independently for	reads independently for
1	independently for 10	for 15 minutes.	15 minutes.	20 minutes.
	minutes.			
2	Student is unable or	Student is approaching	Student consistently	Student consistently
_	rarely able to read	reading independently	reads independently for	reads independently for
	independently for 15	for 20 minutes.	20 minutes.	25 minutes.
	minutes.			
3	Student is unable or	Student is approaching	Student consistently	Student consistently
	rarely able to read	reading independently	reads independently for	reads independently for
	independently for 20	for 25 minutes.	25 minutes.	30 minutes.
	minutes.			

<u>Writing</u>

1. Narrative: organizes ideas with a clear beginning, middle, ending and uses details.

Trimester	1	2	3	4
	Student responds to	Student responds to	Student responds to all	Student responds
	some or no parts of	most parts of prompts or	parts of prompts or	skillfully to all parts of
	prompts or assignments.	assignments.	assignments.	prompts or assignments.
	Student fails to recount	Student attempts to	Student recounts a well-	Student establishes a
	an event or a short	recount an event or a	elaborated event or a	situation in a well-
	series of events.	short series of events;	short sequence of	elaborated recount of an
		missing information may	events.	event or a short series of
A	Student does not use	create confusion.		events.
ALL	temporal words or only		Student uses temporal	
	uses temporal words	Student uses a limited	words to signal event	Student uses temporal
	without events.	amount of temporal	order.	words and phrases to
		words to signal event		signal event order.
	Student does not provide	order.	Student provides a sense	
	closure.		of closure.	Student provides clear
		Student attempts to		closure.
	Student does not use	provide closure.	Student includes details	
	sufficient details or has		that describe actions,	Student includes vivid
	no details.	Student includes few or	thoughts and feelings.	details that describe
		irrelevant details to		actions, thoughts, or
		describe action,		feelings.
		thoughts, and feelings.		

2. Opinion: supports a point of view with reasons and information.

Trimester	1	2	3	4
ALL	Student responds to some or no parts of prompts or assignments.	Student responds to most parts of prompts or assignments.	Student responds to all parts of prompts or assignments.	Student responds skillfully to all parts of prompts or assignments.
	Student does not state an opinion and/or demonstrates little or no understanding of topic/text.	Student states an opinion that demonstrates limited understanding of topic/text.	Student states an opinion that demonstrates an understanding of topic/text.	Student states an opinion that demonstrates an insightful understanding of topic/text.
	Student does not introduce the topic and/or does not state an opinion.	Student introduces the topic and states an unclear opinion.	Student introduces the topic and states a clear opinion.	Student introduces the topic, states a clear opinion, and creates an organizational structure.
	Student does not supply reasons to support the opinion.	Student supplies reasons that may not all support the opinion. Student uses at least	Student supplies reasons that support the opinion. Student uses linking words to connect	Student supplies insightful reasons that support the opinion.
	Student does not use linking words. Student does not provide	one linking word but it may be incorrect or ineffective.	opinion to reasons. Student provides a clear concluding statement or	Student uses linking words and phrases to connect opinion to reasons.
	a conclusion. Student does not support opinion with relevant	Student provides an unclear concluding statement.	Student supports opinion with relevant reasons.	Student provides a clear, skillful concluding statement or section.
	reasons.	Student supports opinion with minimal and/or irrelevant reasons.		Student supports opinion with substantial and relevant reasons.

3. Informative: organizes and conveys facts clearly.

Trimester	1	2	3	4
	Student responds to some or no parts of prompts or assignments.	Student responds to most parts of prompts or assignments.	Student responds to all parts of prompts or assignments.	Student responds skillfully to all parts of prompts or assignments.
ALL	Student does not demonstrate an understanding of topic/text. Student organizes with no evidence of paragraph structure. Student uses no linking words. Student uses few to no facts or definitions.	Student demonstrates limited understanding of topic/text. Student organizes ideas and information in an incomplete paragraph structure (e.g. missing conclusion). Student attempts to use some simplistic linking words to connect ideas.	Student demonstrates an understanding of topic/text. Student organizes ideas and information into paragraph structure using a clear topic sentence, facts/definitions, and concluding sentence. Student uses effective linking words to connect	Student demonstrates a strong understanding of topic/text. Student organizes ideas and information into paragraph structure using a clear topic sentence, facts/definitions grouped by related information, and concluding sentence.
		Student develops the topic with limited facts and definitions.	ideas. Student develops the topic with facts and definitions.	Student uses effective linking words and phrases to connect ideas. Student develops the topic skillfully with facts, definitions, and details.

4. Applies conventions of grammar and usage.

Trimester	1	2	3	4
	Student uses adjectives and adverbs inappropriately or not at all.	Student uses simple adjectives and adverbs appropriately.	Student uses adjectives and adverbs appropriately.	Student uses a variety of adjectives and adverbs strategically.
ALL	Student uses pronouns incorrectly or not at all. Student uses verb	Student uses prior and current grade level pronouns correctly some of the time.	Student uses prior and current grade level pronouns correctly (e.g. I, me, my, they, them, their, myself).	Student uses a variety of prior and current grade level pronouns correctly. Student uses verb tenses
	tenses and plural nouns incorrectly. Student produces mostly	Student uses some regular verb tenses and common plural nouns correctly.	Student uses verb tenses and plural nouns correctly, including some	and plural nouns correctly, including irregular forms.
	incorrect sentences.	Student uses mostly correct and complete sentences.	irregular forms (e.g. is/was, child/ children). Student produces correct simple and compound sentences.	Student produces correct simple, compound, and complex sentences.

5. Applies conventions of capitalization, punctuation, and spelling.

Trimester	1	2	3	4
ALL	Student capitalizes incorrectly with many errors. Student uses commas, apostrophes, and end punctuation incorrectly	Student capitalizes correctly and consistently with some errors (e.g. first word in a sentence, "I", proper nouns, and titles).	Student capitalizes correctly and consistently with a minor error (e.g. first word in a sentence, "I", proper nouns, and titles).	Student capitalizes correctly and consistently with no errors (e.g. first word in a sentence, "I", proper nouns, and titles).
	or not at all. Student misapplies grade-level spelling rules through phonetic	Student uses commas, apostrophes, and end punctuation correctly some of the time.	Student uses commas, apostrophes, and end punctuation correctly most of the time.	Student uses commas, apostrophes, and end punctuation correctly all of the time.

readability. rules and patterns correctly; some errors and phonetic spelling interfere with readability. rules and patterns correctly (references core sound spelling resources); few to no errors. readability. patterns correctly including irregular high- to no errors. errors.
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6. Applies revision and editing strategies.

Trimester	1	2	3	4
	Student does not reread	Student sometimes	Student rereads and	Student consistently
	or revise his/her writing.	rereads and revises	revises his/her writing	rereads and revises
		some of his/her writing	independently and with	his/her writing
ALL	Student does not reread	with a teacher and	partners.	independently.
	his/her writing to edit for	partners.		
	capitalization,		Student revises to make	Student consistently
	punctuation, and	Student adds or deletes	writing look and sound	revises to make writing
	spelling.	a few words.	better by adding,	look and sound better by
			deleting, and changing	adding, deleting, and
		Student sometimes	some words and details.	changing some words
		attempts to edit		and details.
		capitalization,	Student rereads his/her	
		punctuation, and spelling	writing to edit	Student consistently
		with teacher	capitalization and	rereads his/her writing to
		encouragement.	punctuation.	edit capitalization and
				punctuation.
			Student consults	
			reference materials to	Student consistently
			check and correct	consults reference
			spelling.	materials to check and
				correct spelling.

7. Applies handwriting skills.

Trimester	1	2	3	4
ALL	Student does not write legibly.	Student sometimes writes legibly.	Student writes legibly.	Student consistently writes legibly.

<u>Math</u>

1. Represents and solves problems with addition.

Trimester	1	2	3	4
	Student is unable or	Student sometimes uses	Student consistently	Student consistently
All math concepts taught	rarely able to use	manipulatives, pictures,	uses manipulatives,	solves complex addition
when indicated in the	manipulatives, pictures,	and equations to solve	pictures, or equations to	problems independently
math program.	or equations to solve	addition problems.	solve addition problems.	through a variety of
	addition problems.			strategies.

2. Represents and solves problems with subtraction.

Trimester	1	2	3	4
	Student is unable or	Student sometimes uses	Student consistently	Student consistently
	rarely able to use	manipulatives, pictures,	uses manipulatives,	solves complex
	manipulatives, pictures,	and equations to solve	pictures, or equations to	subtraction problems
	or equations to solve	subtraction problems.	solve subtraction	independently through a
	subtraction problems.		problems.	variety of strategies.

3. Adds within 20 with speed and accuracy.

Trimester	1	2	3	4
	Student is unable or	Student is sometimes	Student is consistently	Student is consistently
	rarely able to add 1 digit	able to add 1 digit	able to add 1 digit	able to add 1 digit
	numbers up to 20.	numbers up to 20.	numbers up to 20.	numbers up to 20.
	(consistently scores	(consistently scores	(consistently scores	(consistently scores
	below 60% when tested)	between 60-79% when	between 80-100% when	100% when tested)
		tested)	tested)	

4. Subtracts within 20 with speed and accuracy.

Trimester	1	2	3	4
	Student is unable or	Student is sometimes	Student is consistently	Student is consistently
	rarely able to subtract 1	able to subtract 1 digit	able to subtract 1 digit	able to subtract 1 digit
	digit numbers up to 20.	numbers up to 20.	numbers up to 20.	numbers up to 20.
	(consistently scores	(consistently scores	(consistently scores	(consistently scores
	below 60% when tested)	between 60-79% when	between 80-100% when	100% when tested)
		tested)	tested)	

5. Works with equal groups of objects for the foundation of multiplication.

Trimester	1	2	3	4
	Student is unable or	Student sometimes uses	Student consistently	Student consistently
	rarely able to use	properties and strategies	uses properties and	applies and extends
	properties and strategies	(e.g. repeated addition,	strategies (e.g. repeated	multiplication strategies
	(e.g. repeated addition,	building arrays, and	addition, building arrays,	independently.
	building arrays, and	drawing pictures) to	and drawing pictures) to	
	drawing pictures) to	solve multiplication	solve multiplication	
	solve multiplication	problems.	problems.	
	problems.			

6. Understands place value.

Trimester	1	2	3	4
	Student is unable or	Student sometimes	Student understands	Student consistently
	rarely able to understand	understands place value	place value in numbers	understands place value
	place value in numbers	in numbers up to 1000.	up to 1000.	in numbers up to 1000.
	up to 1000.			
		Student sometimes	Student recognizes	Student consistently
	Student is unable or	recognizes patterns on	patterns on 100's charts	recognizes patterns on
	rarely able to recognize	100's charts up to 1000.	up to 1000.	100's charts up to 1000.
	patterns on 100's charts			
	up to 1000.	Student sometimes	Student compares and	Student consistently
		compares and orders	orders numbers up to	compares and orders
		numbers up to 1000.	1000.	numbers up to 1000.

Student is unable or		
rarely able to compa	·e	
and order numbers u	o to	
1000.		

7. Uses addition with regrouping.

Trimester	1	2	3	4
	Student is unable or rarely able to use mental	Student sometimes uses mental math strategies	Student uses mental math strategies to add 2	Student consistently uses mental math
	math strategies to add 2	to add 2 or 3 digit	or 3 digit numbers.	strategies to add 2 or 3
	or 3 digit numbers.	numbers.	Student adds 1 digit	digit numbers.
	Student is unable or	Student sometimes adds	numbers to 2 or 3 digit	Student consistently
	rarely able to add 1 digit numbers to 2 or 3 digit	1 digit numbers to 2 or 3 digit numbers with	numbers with regrouping.	adds 1 digit numbers to 2 or 3 digit numbers with
	numbers with	regrouping.	Ctudent odde 9 en 9 dinit	regrouping.
	regrouping.	Student sometimes adds	Student adds 2 or 3 digit numbers with	Student consistently
	Student is unable or	2 or 3 digit numbers with	regrouping.	adds 2 or 3 digit
	rarely able to add 2 or 3 digit numbers with	regrouping.		regrouping.
	regrouping.			

8. Uses subtraction with regrouping.

Trimester	1	2	3	4
	Student is unable or	Student sometimes uses	Student uses mental	Student consistently
	rarely able to use mental	mental math strategies	math strategies to	uses mental math
	math strategies to	to subtract 2 or 3 digit	subtract 2 or 3 digit	strategies to subtract 2
	subtract 2 or 3 digit	numbers.	numbers.	or 3 digit numbers.
	numbers.			
		Student sometimes	Student subtracts 1 digit	Student consistently
	Student is unable or	subtracts 1 digit	numbers from 2 or 3 digit	subtracts 1 digit
	rarely able to subtract 1	numbers from 2 or 3 digit		numbers from 2 or 3 digit

digit numbers from 2 or 3	numbers with	numbers with	numbers with
digit numbers with	regrouping.	regrouping.	regrouping.
regrouping.			
	Student sometimes	Student subtracts 2 or 3	Student consistently
Student is unable or	subtracts 2 or 3 digit	digit numbers with	subtracts 2 or 3 digit
rarely able to subtract 2	numbers with	regrouping.	numbers with
or 3 digit numbers with	regrouping.		regrouping.
regrouping.		Student checks the	
	Student sometimes	subtraction work by	Student consistently
Student is unable or	checks the subtraction	writing the related	checks the subtraction
rarely able to check the	work by writing the	addition problem.	work by writing the
subtraction work by	related addition problem.		related addition problem.
writing the related			
addition problem.			

9. Measures and estimates lengths in standard units.

Trimester	1	2	3	4
	Student is unable or	Student sometimes uses	Student uses	Student consistently
	rarely able to use	conventional, defined	conventional, defined	uses conventional,
	conventional, defined	lengths to measure and	lengths to measure and	defined lengths to
	lengths to measure and	estimate with standard	estimate with standard	measure and estimate
	estimate with standard	units.	units.	with standard units.
	units.			

10. Understands and applies concepts of money.

Trimester	1	2	3	4
	Student is unable or	Student sometimes	Student identifies the	Student consistently
	rarely able to identify the	identifies the value of a	value of a group of coins	identifies the value of a
	value of a group of coins	group of coins (including	(including half-dollars,	group of coins (including
	(including half-dollars,	half-dollars, quarters,	quarters, dimes, nickels,	half-dollars, quarters,
	quarters, dimes, nickels,	dimes, nickels, pennies).	pennies).	dimes, nickels, pennies).
	pennies).			
		Student sometimes	Student counts	Student consistently
	Student is unable or	counts combinations of	combinations of dollar	counts combinations of
	rarely able to count	dollar bills and coins.	bills and coins.	dollar bills and coins.
	combinations of dollar			
	bills and coins.	Student sometimes	Student represents the	Student consistently
		represents the same	same amount of money	represents the same
	Student is unable or	amount of money using	using different	amount of money using
	rarely able to represent	different combinations of	combinations of	different combinations of
	the same amount of	coins/bills.	coins/bills.	coins/bills.
	money using different			
	combinations of			
	coins/bills.			

11. Understands and applies concepts of time.

Trimester	1	2	3	4
	Student is unable or	Student is sometimes	Student is able to tell	Student is consistently
	rarely able to tell time in	able to tell time in 5, 15,	time in 5, 15, and 30	able to tell time in 5, 15,
	5, 15, and 30 minute	and 30 minute	minute increments.	and 30 minute
	increments.	increments.		increments.
			Student is able to	
	Student is unable or	Student is sometimes	tell/show the same time	Student is consistently
	rarely able to tell/show	able to tell/show the	using an analog clock	able to tell/show the
	the same time using an	same time using an	and a digital clock.	same time using an
	analog clock and a	analog clock and a		analog clock and a
	digital clock.	digital clock.	Student is able to	digital clock.
			identify time before and	
	Student is unable or	Student is sometimes	after the hour using	Student is consistently
	rarely able to identify	able to identify time	conventional time	able to identify time

time before and after the	before and after the hour	language (before the	before and after the hour
hour using conventional	using conventional time	hour, after the hour,	using conventional time
time language (before	language (before the	quarter of, quarter to,	language (before the
the hour, after the hour,	hour, after the hour,	quarter past, and half	hour, after the hour,
quarter of, quarter to,	quarter of, quarter to,	past).	quarter of, quarter to,
quarter past, and half	quarter past, and half		quarter past, and half
past).	past).		past).

12. Creates and interprets tables, charts, and graphs.

Trimester	1	2	3	4
St ra an ab a t pic St rai da tal	student is unable or arely able to interpret and answer questions about data contained in a table, tally chart, sictograph, or bar graph. Student is unable or arely able to organize ata by creating a table, ally chart, pictograph, or bar graph.	Student is sometimes able to interpret and answer questions about data contained in a table, tally chart, pictograph, or bar graph. Student is sometimes able to organize data by creating a table, tally chart, pictograph, or bar graph.	Student is able to interpret and answer questions about data contained in a table, tally chart, pictograph, or bar graph. Student is able to organize data by creating a table, tally chart, pictograph, or bar graph.	Student is consistently able to interpret and answer questions about data contained in a table, tally chart, pictograph, or bar graph. Student is consistently able to organize data by creating a table, tally chart, pictograph, or bar graph. Student is able to apply data charts to other areas for data collection and analysis.

13. Reasons with shapes and their attributes.

Trimester	1	2	3	4
	Student is unable or	Student is sometimes	Student is able to	Student is consistently
	rarely able to describe,	able to describe,	describe, classify, draw,	able to describe,
	classify, draw, and	classify, draw, and	and analyze the	classify, draw, and
	analyze the attributes of	analyze the attributes of	attributes of 2 and 3	analyze the attributes of
	2 and 3 dimensional	2 and 3 dimensional	dimensional objects.	2 and 3 dimensional
	objects.	objects.		objects.
			Student is able to	
	Student is unable or	Student is sometimes	combine shapes to make	Student is consistently
	rarely able to combine	able to combine shapes	new shapes.	able to combine shapes
	shapes to make new	to make new shapes.		to make new shapes.
	shapes.		Student is able to	
		Student is sometimes	decompose shapes into	Student is consistently
	Student is unable or	able to decompose	other shapes.	able to decompose
	rarely able to	shapes into other		shapes into other
	decompose shapes into	shapes.	Student is able to	shapes.
	other shapes.		partition shapes into	
		Student is sometimes	equal shares and label	Student is consistently
	Student is unable or	able to partition shapes	one half, one third, or	able to partition shapes
	rarely able to partition	into equal shares and	one fourth.	into equal shares and
	shapes into equal shares	label one half, one third,		label one half, one third,
	and label one half, one	or one fourth.		or one fourth.
	third, or one fourth.			

Listening and Speaking

1. Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
	Student is rarely able to	Student is occasionally	Student is consistently	Student consistently
	retell key ideas	able to retell key ideas	able to retell key ideas	reports and extends on a
	presented orally or	presented orally or	presented orally or	topic.
	through media.	through media.	through media.	
ALL				Student consistently
ALL	Student rarely	Student occasionally	Student consistently	recounts stories or
	asks/answers questions	asks/answers questions	asks/answers questions	experiences with
	about information	about information	about information	appropriate facts and
	presented orally or	presented orally or	presented orally or	descriptive details.
	visually in order to	visually in order to	visually in order to	
	deepen understanding.	deepen understanding.	deepen understanding.	Student consistently
				asks/answers questions
				about presentations,
				offering appropriate
				details.

2. Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	Student rarely expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student occasionally expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student consistently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student consistently uses and extends 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.

3. Participates in group discussions actively and appropriately.

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 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.