

# First Grade Report Card Rubric

**STUDENT NAME** \_\_\_\_\_

**TEACHER** \_\_\_\_\_

**ACADEMIC YEAR** \_\_\_\_\_

**Performance levels are used to reflect the pupil's progress towards meeting each learning standard. The levels are:**

**4-** The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.

**3** - The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.

**2** - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

**1** - The student is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.

**NA** - Not assessed

**M** - The standards for the area indicated have been modified.

## Language Arts - Reading Literature

### AREA OF ASSESSMENT: Describe characters, settings, and major events in a story.

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>independently and consistently</b> identify characters, settings, and <b>some</b> main events in a story with texts read aloud.	Student can <b>independently and consistently</b> identify characters, settings, and <b>some</b> main events in a story with above benchmark texts read.	Student can <b>independently and consistently</b> identify characters, settings, and <b>all</b> main events in a story with <u>above</u> benchmark texts read.
3	Student can <b>consistently</b> identify characters, settings, and <b>at least one</b> main event in a story with texts read aloud.	Student can <b>consistently</b> identify characters, settings, and <b>some</b> main events in a story with benchmark texts read.	Student can <b>consistently</b> identify characters, settings, and <b>all</b> main events in a story with benchmark texts read.
2	<b>With prompting and support</b> , student can identify characters, settings, and <b>at least one</b> main event in a story with <u>texts read aloud</u> .	<b>With prompting and support</b> , student can identify characters, settings, and <b>some</b> main events in a story with <u>texts read aloud</u> .	Students can identify characters, settings, and <b>all</b> main events in a story with <u>below benchmark texts</u> . <b>With prompting and support</b> , student can identify characters, settings, and <b>all</b> main events in a story with benchmark texts read.
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> identifying characters, settings, and <b>at least one</b> main event with <u>texts read aloud</u> .	<b>With consistent prompting and support</b> , student <b>has difficulty</b> identifying characters, settings, and <b>some</b> main events in <u>texts read aloud</u> .	<b>With consistent prompting and support</b> , student <b>has difficulty</b> identifying characters, settings, and <b>all</b> main events in a story with <u>benchmark texts read</u> .

### AREA OF ASSESSMENT: Describe the meaning of illustrations and details in a text (text features).

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>independently and consistently</b> identify multiple nonfiction and/or fiction text features and uses them to locate information within <u>above benchmark</u> texts read.	Student can <b>independently and consistently</b> identify and use multiple nonfiction and/or fiction text features to <u>efficiently</u> locate key facts and information within <u>above</u> benchmark texts read.	Student can <b>independently and consistently</b> identify and use multiple nonfiction and/or fiction text features <u>and/or search tools</u> to efficiently locate key facts and information within above benchmark texts read.
3	Student can <b>consistently</b> identify multiple nonfiction and/or fiction text features within <u>benchmark texts</u> read.	Student can <b>consistently</b> identify multiple nonfiction and/or fiction text features <b>and with support</b> , <u>use them to locate key facts and information</u> within benchmark texts read.	Student can <b>consistently</b> identify and use multiple nonfiction and/or fiction text features to <u>efficiently</u> locate key facts and information within benchmark texts read.
2	<b>With prompting and support</b> , student can identify <b>1-2</b> nonfiction and/or fiction text features within <u>benchmark or below benchmark</u> texts read.	<b>With prompting and support</b> , student can identify <u>and use 1-2</u> nonfiction and/or fiction text features <u>to locate key facts and information</u> within benchmark or below benchmark texts read.	<b>With teacher support</b> , student can identify and <u>use multiple</u> nonfiction and/or fiction text features to <u>efficiently</u> locate key facts and information within benchmark texts read.
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> identifying nonfiction and/or fiction text features within <u>below benchmark</u> texts read.	<b>With consistent prompting and support</b> , student <b>can</b> identify <b>1-2</b> nonfiction and/or fiction text features but <b>has difficulty</b> using them to locate information within <u>below benchmark</u> texts read.	<b>With consistent prompting and support</b> , student <b>can</b> identify <u>multiple</u> nonfiction and/or fiction text features but <b>has difficulty</b> using them to locate key facts and information within benchmark texts read.

**AREA OF ASSESSMENT: Identify the main idea in a text with details**

Score	Trimester 1	Trimester 2	Trimester 3
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4	Student can <b>consistently and independently</b> determine the author's message in <u>above benchmark texts</u> , citing at least one piece of evidence.	Student can <b>consistently and independently</b> determine the author's message in above benchmark texts citing two or more pieces of evidence.	Student can <b>consistently and independently</b> determine the author's message in above benchmark texts citing evidence and explaining how it relates to the theme.
3	Student can <b>consistently</b> determine the author's message in <u>benchmark texts</u> .	Student can <b>consistently</b> determine the author's message in benchmark texts and cite one piece of evidence.	Student can <b>consistently</b> determine the author's message in benchmark texts and cite two or more pieces of evidence.
2	<b>With prompting and support</b> , student <b>attempts to determine</b> the author's message in <u>benchmark and below benchmark texts</u> with inconsistent results.	<b>With prompting and support</b> , student <b>can determine</b> the author's message in <u>benchmark and below benchmark texts</u> with inconsistent results.	<b>With prompting and support</b> , student <b>can determine</b> the author's message in <u>benchmark and below benchmark texts</u> and <u>cite one piece of evidence</u> with inconsistent results.
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> determining the author's message in <u>below benchmark texts</u> .		<b>With consistent prompting and support</b> , student <b>has difficulty</b> determining the author's message in <u>below benchmark texts</u> and in <u>citing one piece of evidence</u> .

**AREA OF ASSESSMENT: Makes connections to a given text.**

Score	Trimester 1	Trimester 2	Trimester 3
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4	Student can <b>independently and consistently</b> make <u>text to self</u> , <u>text to text</u> , and <u>text to world</u> connections with texts read aloud.	Student can <b>independently and consistently</b> make <u>text to self</u> , <u>text to text</u> , and <u>text to world</u> connections with <u>above benchmark texts read</u> .	
3	Student can <b>consistently</b> make <u>text to self</u> connections with <u>texts read</u> aloud.	Student can <b>consistently</b> make <u>text to self</u> and <u>text to text</u> connections with <u>benchmark texts read</u> .	Student can <b>consistently</b> make <u>text to self</u> , <u>text to text</u> , and <u>text to world</u> connections with <u>benchmark texts read</u> .
2	<b>With teacher prompting and support</b> , student can make <u>text to self</u> connections with <u>texts read aloud</u> .	<b>With teacher prompting and support</b> , student can make <u>text to self</u> and <u>text to text</u> connections with <u>benchmark texts read aloud</u> .	Student can make <u>text to self</u> , <u>text to text</u> , and <u>text to world</u> connections with <u>below benchmark texts read</u> . <b>With teacher prompting and support</b> , student can make <u>text to self</u> , <u>text to text</u> , and <u>text to world</u> connections with benchmark texts read.
1	<b>With consistent prompting and support</b> , the student <b>has difficulty</b> making <u>text to self</u> connections with texts read aloud.	<b>With consistent prompting and support</b> , the student <b>has difficulty</b> making <u>text to self</u> and <u>text to text</u> connections with <u>benchmark texts read aloud</u> .	<b>With consistent prompting and support</b> , the student <b>has difficulty</b> making <u>text to self</u> , <u>text to text</u> , and <u>text to world</u> connections with <u>benchmark texts read</u> .

## Language Arts - Foundational Skills

**AREA OF ASSESSMENT: Understand basic parts of a sentence (first word capitalization, punctuation).**

Score	Trimester 1	Trimester 2	Trimester 3
4	The student demonstrates <b>all criteria</b> of recognizing basic parts of a sentence as well as demonstrating the ability to create complex sentences with proper punctuation.		
3	The student is independently able to recognize the basic parts of a sentence.		
2	The student is showing progress towards recognizing the basic parts of a sentence.		
1	Even with teacher support, the student is showing limited progress or is unable to recognize the basic parts of a sentence.		

**AREA OF ASSESSMENT: Understand letters and their sounds (e.g., cat, mop, fit), Identify common beginning blends (e.g., tr, sl, br,**

**st) and digraphs and their sounds (e.g., wh, ch, th, sh), and read and identify long vowels (Applies grade level phonics).**

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>independently and consistently</b> use knowledge of consonant blends, digraphs, final -e and common long vowel teams to decode one and two-syllable words, and determine the number of syllables in a <u>multisyllabic</u> word.	Student can <b>independently and consistently</b> use knowledge of consonant blends, digraphs, final -e and common long vowel teams to decode <u>and spell</u> one and two-syllable words, <b>as well as</b> read words with inflectional endings and grade level irregularly spelled words.	Student can <b>independently and consistently</b> use knowledge of consonant blends, digraphs, final -e and common long vowel teams to decode and spell one and two-syllable words, as well as read words with inflectional endings, grade level irregularly spelled words, <b>and</b> words containing prefixes and suffixes.
3	Student can <b>consistently</b> use knowledge of CVC* words and digraphs to decode <u>regularly spelled one-syllable</u> words.  *CVC - consonant, vowel, consonant	Student can <b>consistently</b> use knowledge of consonant blends, final -e and common long vowel teams to decode <u>and spell</u> one-syllable words, read words with inflectional endings, <b>and</b> determine the number of syllables in a multisyllabic word.	Students can <b>consistently</b> use knowledge of consonant blends, final -e and common long vowel teams to decode and spell <u>one and two-syllable</u> words, read words with inflectional endings <b>and</b> <u>grade level irregularly spelled words</u> , as well as determine the number of syllables in a multisyllabic word.
2	<b>With teacher prompting and support</b> , student can use knowledge of CVC* words and digraphs to decode <u>regularly spelled one-syllable</u> words.  *CVC - consonant, vowel, consonant	<b>With teacher prompting and support</b> , student can use knowledge of consonant blends, final -e and common long vowel teams to decode <u>and spell</u> one-syllable words, read words with inflectional endings, <b>and</b> determine the number of syllables in a multisyllabic word.	<b>With teacher prompting and support</b> , student can use knowledge of consonant blends, final -e and common long vowel teams to decode and spell <u>one and two-syllable</u> words, read words with inflectional endings <b>and</b> <u>grade level irregularly spelled words</u> , as well as determine the number of syllables in a multisyllabic word.
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> using knowledge of CVC* words and digraphs to decode <u>regularly spelled one-syllable</u> words.  *CVC - consonant, vowel, consonant	<b>With consistent prompting and support</b> , student <b>has difficulty</b> using knowledge of consonant blends, final -e and common long vowel teams to decode <u>and spell</u> one-syllable words, reading words with inflectional endings, <b>and</b> determining the number of syllables in a multisyllabic word.	<b>With consistent prompting and support</b> , student <b>has difficulty</b> using knowledge of consonant blends, final -e and common long vowel teams to decode and spelling <u>one and two-syllable</u> words, reading words with inflectional endings, <b>and</b> <u>grade level irregularly spelled words</u> , as well as determining the number of syllables in a multisyllabic word.

**AREA OF ASSESSMENT: Read with fluency and accuracy to support comprehension with grade level text.**

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>consistently and independently</b> read <u>above benchmark texts</u> at an <b>accelerated rate</b> with accuracy, fluency, and expression to support comprehension.	Student can <b>consistently and independently</b> read <u>above benchmark texts</u> at an <b>accelerated rate</b> with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to <b>self-correct</b> for word recognition and understanding.	
3	Student can <b>consistently</b> read <u>benchmark texts</u> at an <b>appropriate rate</b> with accuracy, fluency, and expression to support comprehension.	Student can <b>consistently</b> read <u>benchmark texts</u> at an <b>appropriate rate</b> with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to <b>self-correct</b> for word recognition and understanding.	
2	Student can read <u>benchmark texts</u> at a rate that <b>hinders</b> their ability to demonstrate comprehension.	Student can read <u>benchmark texts</u> at a rate that <b>hinders</b> their ability to demonstrate comprehension. <b>With prompting and support</b> , student can use context and rereading to correct for word recognition and understanding.	
1	Student can read <u>below benchmark texts</u> at a rate that <b>hinders</b> their ability to demonstrate comprehension. <b>With consistent prompting and support</b> , student <b>has difficulty</b> using context and rereading to correct for word recognition and understanding.		



**AREA OF ASSESSMENT: Read high-frequency and sight words**

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>independently and consistently read <u>all grade level</u></b> high-frequency and sight words.	Student can <b>independently and consistently read <u>above grade level</u></b> high-frequency and sight words.	Student can <b>independently, consistently, and accurately read <u>above grade level</u></b> high-frequency and sight words <u>with automaticity</u> within texts, <u>and transfer</u> high frequency and sight words correctly <u>into</u> writing.
3	Student can <b>recognize</b> all grade level high-frequency and sight words <b>taught to date</b> with automaticity.	Student can <b>recognize</b> all grade level high-frequency and sight words <b>taught to date</b> , and <u>read them with automaticity</u> within texts.	Student can <b>consistently and accurately read all</b> grade level high-frequency and sight words with automaticity within text.
2	Student can <b>recognize more than half</b> of the grade level high-frequency and sight words <b>taught to date</b> with automaticity.		Student can <b>recognize more than half</b> of the grade level high-frequency and sight words <u>taught</u> throughout the year with automaticity.
1	Student can recognize <b>less than half</b> the grade level high-frequency sight words <b>taught to date</b> with automaticity.		Student can <b>recognize less than half</b> of the grade level high-frequency and sight words <u>taught</u> throughout the year.

## Language Arts - Writing

### AREA OF ASSESSMENT: Writes grade levels pieces across the curriculum (narrative, informational, and opinion)

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>independently and consistently</b> write <b>more than 4</b> sentences across the curriculum with demonstrated application of writing strategies when composing <u>narrative, informative, or opinion</u> texts.	Student can <b>independently and consistently</b> write <b>more than 4</b> sentences across the curriculum with demonstrated application of writing strategies, <u>using higher level vocabulary, and descriptive language.</u> ( <u>narrative, informative, or opinion</u> texts)	Student can <b>independently and consistently</b> write <b>6 or more</b> sentences across the curriculum with demonstrated application of writing strategies, <u>using higher level vocabulary,</u> and descriptive language. ( <u>narrative, informational, or opinion</u> texts)
3	Student can <b>consistently</b> write <b>3-4</b> sentences across the curriculum with demonstrated application of writing strategies when composing <u>narrative, informative, or opinion</u> texts.	Student can <b>consistently</b> write <b>more than 4</b> sentences across the curriculum with demonstrated application of writing strategies. ( <u>narrative, informative, or opinion</u> texts)	Student can <b>consistently</b> write <b>6 or more</b> sentences across the curriculum with demonstrated application of writing strategies. ( <u>narrative, informational, or opinion</u> texts)
2	Student can write <b>1-2</b> sentences across the curriculum with demonstrated application of writing strategies when composing <u>narrative, informative, or opinion</u> texts.	Student can write <b>2-3</b> sentences across the curriculum with demonstrated application of writing strategies. ( <u>narrative and informational</u> texts)	Student can write <b>4-5</b> sentences across the curriculum with demonstrated application of writing strategies. ( <u>narrative, informational, or opinion</u> texts)
1	<b>With consistent prompting and support,</b> student <b>has difficulty</b> writing <b>one</b> sentence across the curriculum with demonstrated application of writing strategies when composing <u>narrative, informative, or opinion</u> texts.	<b>With consistent prompting and support,</b> student <b>has difficulty</b> writing more than <b>1-2</b> sentences across the curriculum with demonstrated application of writing strategies. ( <u>narrative, informational, or opinion</u> texts)	<b>With consistent prompting and support,</b> student <b>has difficulty</b> writing <b>more than 3</b> sentences across the curriculum with demonstrated application of writing strategies. ( <u>narrative, informational, or opinion</u> texts)

**AREA OF ASSESSMENT: Begins to edit and improve writing**

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>consistently</b> self-edit for mechanics, respond to questions and suggestions, and add supporting details to strengthen writing.	Student can <b>consistently and accurately</b> self-edit for mechanics, respond to questions and suggestions, and add many supporting details to strengthen writing.	Student can <b>independently, consistently and accurately</b> self-edit for mechanics, respond to questions and suggestions, and add many supporting details to strengthen writing.
3	Student can <b>consistently</b> edit writing for mechanics, respond to questions and suggestions, and add details to strengthen writing.		
2	<b>With prompting and support</b> , student can edit for mechanics and add details to strengthen writing.		
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> editing for mechanics (capitalization, punctuation, spelling) <b>and</b> adding details to strengthen writing.		

**AREA OF ASSESSMENT: Uses standard capitalization, punctuation, grammar, and spelling when writing**

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>independently and consistently</b> use conventional spelling, capital letters, grammar, and apply ending punctuation when writing complex sentences.	Student can <b>independently and consistently</b> <u>spell frequently used irregular words</u> , use capital letters, grammar, and apply <u>correct punctuation</u> consistently when writing complex sentences.	
3	Student can <b>consistently</b> spell words <u>phonetically</u> , apply grammar, include ending punctuation for sentences, and use capital letters for beginning of sentences, names, and dates.	Student can <b>consistently</b> use <u>conventional spelling</u> for words with common spelling patterns and/or frequently occurring irregular words, capitalize proper nouns, apply grammar, and apply appropriate ending punctuation.	Student can <b>consistently</b> use conventional spelling for words with common spelling patterns and/or frequently occurring irregular words, <u>capitalize proper nouns</u> , apply grammar, apply appropriate ending punctuation, <b>and</b> <u>place commas appropriately in dates</u> and when writing nouns in a series.
2	Student <b>inconsistently</b> spells words <u>phonetically</u> . <b>With prompting and support</b> , student can include ending punctuation for sentences, apply grammar, and uses capital letters for beginning of sentences, names, and dates.	<b>With prompting and support</b> , student can use <u>conventional spelling</u> for words with common spelling patterns and/or frequently occurring irregular words, apply grammar, capitalize proper nouns, and apply appropriate ending punctuation.	<b>With prompting and support</b> , student uses conventional spelling for words with common spelling patterns and/or frequently occurring irregular words, apply grammar, <u>capitalize proper nouns</u> , and apply appropriate ending punctuation. <u>Commas are inconsistently placed in dates and when writing nouns</u> in a series.
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> spelling words <u>phonetically</u> , use capitals for names and dates, applying grammar, and including ending punctuation for sentences.	<b>With consistent prompting and support</b> , student <b>has difficulty</b> using <u>conventional spelling</u> for words with common spelling patterns and/or frequently occurring irregular words. Student <b>inconsistently</b> uses capital letters, grammar, and ending punctuation.	<b>With consistent prompting and support</b> , student <b>has difficulty</b> using conventional spelling for words with common spelling patterns and/or frequently occurring irregular words. Student <b>inconsistently</b> uses capital letters, grammar, and ending punctuation. <u>Commas are inconsistently placed in dates and when writing nouns</u> in a series.

## Language Arts - Speaking and Listening

**AREA OF ASSESSMENT: Actively participates in conversations and communicates ideas clearly.**

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can participate in collaborative conversations with peers and adults, <u>speaking audibly and expressing ideas clearly using complete sentences</u> , <u>listen with care</u> , and take turns to speak with multiple exchanges.	Student can, at times, <u>take a leadership role</u> in collaborative conversations with peers and adults, <u>speaking using rich language in complex sentences</u> , listen with care, and take turns to speak with multiple exchanges.	
3	Student can actively participate in collaborative conversations with peers and adults as well as take turns to speak with multiple exchanges.	Student can actively participate in collaborative conversations with peers and adults, <u>speaking audibly and expressing ideas clearly using complete sentences</u> , and take turns to speak with multiple exchanges.	Student can actively participate in collaborative conversations with peers and adults, speaking audibly and expressing ideas clearly using complete sentences, <u>listens with care</u> , and takes turns to speak with multiple exchanges.
2	<b>With prompting and support</b> , student can inconsistently participate in collaborative conversations with peers and adults. Student, at times, <b>has difficulty</b> sharing his/her thoughts or waiting a turn to speak with multiple exchanges.	<b>With prompting and support</b> , student can inconsistently participate in collaborative conversations with peers and adults. Student, at times, <b>has difficulty</b> sharing his/her thoughts, <u>listening with care</u> , or waiting a turn to speak with multiple exchanges.	
1	<b>With consistent prompting and support</b> , student is <b>not an active participant</b> in collaborative conversations with peers and adults. Student <b>has difficulty</b> sharing his/her thoughts or waiting a turn to speak with multiple exchanges.	<b>With consistent prompting and support</b> , student is <b>not an active participant</b> in collaborative conversations with peers and adults. Student <b>has difficulty</b> sharing his/her thoughts, <u>listening with care</u> , or waiting a turn to speak with multiple exchanges.	

**AREA OF ASSESSMENT: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

Score	Trimester 1	Trimester 2	Trimester 3
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4	The student is able to engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly; stay on topic, and link comments to the responses of others.
3	The student is able to engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly.
2	The student is making <b>some progress</b> towards engaging in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly.
1	The student is making <b>limited progress</b> even with significant teacher support when engaging in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly.

### Math - Operations and Algebraic Thinking

**AREA OF ASSESSMENT: Represents and solves problems in addition and subtraction within 20**

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>consistently and independently</b> recognize when a word problem requires addition or subtraction to solve, accurately apply an appropriate strategy, and explain why the chosen strategy is efficient		
3	Student can <b>consistently</b> recognize whether a word problem requires addition or subtraction to solve and accurately apply an appropriate strategy.		Student can <b>consistently</b> recognize when a word problem requires addition or subtraction to solve, <u>accurately apply an appropriate strategy, and explain why the chosen strategy is efficient and why.</u>
2	<b>With prompting and support</b> , student recognizes whether a word problem requires addition or subtraction to solve and may use inefficient and/or incorrect strategies.	Student can recognize whether a word problem requires addition or subtraction to solve, <b>needs teacher support</b> to choose an appropriate strategy, and may make some errors when solving.	
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> recognizing whether a word problem requires addition or subtraction to solve.	<b>With consistent prompting and support</b> , student <b>has difficulty</b> <u>consistently</u> recognizing whether a word problem requires addition or subtraction to solve and <u>may use inefficient and/or incorrect strategies.</u>	<b>With consistent prompting and support</b> , student <b>has difficulty</b> <u>consistently</u> recognizing whether a word problem requires addition or subtraction to solve, <u>and continues to need teacher support to choose an appropriate strategy.</u>

**AREA OF ASSESSMENT: Demonstrates understanding that the meaning of the equal sign is to determine if equations are true or**

**false (1.OA.7) (Use strategies to balance an equation (e.g.,  $6 = 6$ ,  $2 + 3 = 7 - 2$ )).**

Score	Trimester 1	Trimester 2	Trimester 3
4	The student is independently and consistently able to demonstrate <b>all criteria</b> as well as understanding that the meaning of the equal sign is to determine if equations are true or false.		
3	The student is independently and consistently able to demonstrate an understanding that the meaning of the equal sign is to determine if equations are true or false.		
2	The student is making <b>some progress</b> towards demonstrating an understanding that the meaning of the equal sign is to determine if equations are true or false.		
1	Even with significant teacher support, the student show <b>limited progress</b> or is unable to perform the ability to demonstrate an understanding that the meaning of the equal sign is to determine if equations are true or false.		



## Math - Number and Operations

### AREA OF ASSESSMENT: Count on from any number within 120.

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>consistently and independently</b> <u>count beyond 120</u> starting at any number and represent a number of objects accurately.	Student can <b>consistently and independently</b> <u>count, read, and write numerals beyond 120.</u>	Student can <b>consistently and independently</b> count, read and write numerals <u>beyond 120, and represent a number of objects with a written numeral.</u>
3	Student can <b>consistently</b> count to 120 starting at any number.	Student can <b>consistently</b> count starting at any number, <b>and</b> <u>read and write numerals to 120.</u>	Student can <b>consistently</b> <u>count, read and write numerals to 120, and represent a number of objects with a written numeral.</u>
2	Student <b>has difficulty consistently</b> counting to 120 when starting at any number and/or <b>has difficulty</b> transitioning from one decade to the next--i.e., 70's to 80's.	Student can <u>count, read, and write most numerals to 120</u> and is <b>developing comfort</b> when starting at any number.	Student can count, read and write <u>numerals to 120, and represent a number of objects with a written numeral</u> but <b>needs teacher support</b> when counting from any number or continuing the count beyond the decade.
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> counting to 120.	<b>With consistent prompting and support</b> , <u>student can count, read, and write numerals to 120</u> , but <b>has difficulty</b> counting confidently from any number or <b>needs continued support</b> when transitioning from one decade to the next.	<b>With consistent prompting and support</b> , student can count, read, and write numerals to 120, <b>and</b> <u>begins to represent a number of objects with a written numeral</u> . Significant errors continue to occur.

### AREA OF ASSESSMENT: Understands place value (tens and ones) in a given number

Score	Trimester 1	Trimester 2	Trimester 3
4		Student can <b>independently and consistently</b> demonstrate understanding that the digits in a number represent the amount of hundreds, tens, and ones beyond 100.	Student can <b>independently and consistently</b> demonstrate understanding that the digits in a number represent the amount of hundreds, tens, and ones <u>beyond 120 and</u> compares two-digit numbers using $>$ , $<$ , and $=$ .
3		Student can <b>consistently</b> demonstrate understanding that digits in a two-digit number represent the amount of tens and ones.	Student <b>independently and consistently</b> understands that digits of a number represent amounts of tens and ones beyond 100. Compares 2-digit numbers using $>$ , $<$ , and $=$ .
2		<b>With prompting and support</b> , student <b>begins</b> to demonstrate an understanding that digits in a two-digit number represent the amount of tens and ones.	Student <b>begins</b> to demonstrate an understanding that digits in a two-digit number represent the amount of tens and ones, and, <b>with teacher support</b> , <u>can compare two-digit numbers</u> using $>$ , $<$ , and $=$ .
1		<b>With consistent prompting and support</b> , student <b>has difficulty</b> demonstrating understanding that digits in a two-digit number represent the amounts of tens and ones.	<b>With consistent prompting and support</b> , student <b>has difficulty</b> demonstrating understanding that digits in a two-digit number represent the amounts of tens and ones, and in using $>$ , $<$ , and $=$ .

**AREA OF ASSESSMENT: Compares two-digit numbers based on place value using less than, greater than, equal to (1.NBT.3).**

Score	Trimester 1	Trimester 2	Trimester 3
4	The student is independently and consistently able to demonstrate <b>all criteria</b> when comparing two-digit numbers based on place value using less than, greater than, equal to as well as exceeding expectations for grade level or above.		
3	The student is independently and consistently able to demonstrate criteria when comparing two-digit numbers based on place value using less than, greater than, equal to.		
2	The student is making progress towards demonstrating criteria when comparing two-digit numbers based on place value using less than, greater than, equal to.		
1	Even with significant teacher support, the student demonstrates limited progress or are unable to demonstrate criteria when comparing two-digit numbers based on place value using less than, greater than, equal to.		

**AREA OF ASSESSMENT: Uses place value understanding and properties of operations to add and subtract**

Score	Trimester 1	Trimester 2	Trimester 3
4			Student can <b>accurately, consistently, and independently</b> add 2-digit and 1-digit numbers within 100, <b>add 2-digit to 2-digit numbers</b> , and add and subtract multiples of 10 without counting, explaining the reasoning used.
3			Student can <b>consistently and accurately</b> add 2-digit and 1-digit numbers within 100, and add and subtract multiples of 10 without counting, explaining the reasoning used.
2			<b>With prompting and support</b> , student can add 2-digit and 1-digit numbers, and begins to add and subtract multiples of 10 without counting, explaining the reasoning used.
1			<b>With consistent prompting and support</b> , student <b>has difficulty</b> adding 2-digit and 1-digit numbers, and is beginning to add and subtract multiples of 10 without counting, explaining the reasoning used.

## Math - Measurement and Data

### AREA OF ASSESSMENT: Identify and measure the length of given objects (measures using non-standard units of measurements)

Score	Trimester 1	Trimester 2	Trimester 3
4		Student can <b>consistently and independently</b> use a variety of non-standard units to accurately measure and compare lengths, and <u>is beginning to measure accurately with a ruler.</u>	Student can <b>consistently and independently</b> use a variety of non-standard units to accurately measure and compare lengths, and <u>measure accurately with a ruler.</u>
3		Student can <b>consistently</b> use a variety of non-standard units to accurately measure and compare both horizontal and vertical lengths.	
2		<b>With prompting and support</b> , student can use a variety of non-standard units to measure both horizontal and vertical lengths.	
1		<b>With consistent prompting and support</b> , student has difficulty using a variety of units to measure both horizontal and vertical lengths.	

### AREA OF ASSESSMENT: Tells and writes time in hours and half hours using analog and digital clocks

Score	Trimester 1	Trimester 2	Trimester 3
4		Student can <b>consistently and independently</b> identify and tell analog and digital time beyond the hour and half-hour.	
3		Student can <b>consistently</b> identify and tell analog and digital time to the hour and half-hour.	
2		<b>With prompting and support</b> , student can identify and tell analog and digital time to the hour and half-hour.	
1		<b>With consistent prompting and support</b> , student <b>has difficulty</b> demonstrating understanding of the concept of time.	

**AREA OF ASSESSMENT: Represents and interprets data**

Score	Trimester 1	Trimester 2	Trimester 3
4			Student can <b>consistently and independently</b> represent and interpret data--i.e., generate whole unit data, create and analyze pictures and bar graphs.
3			Student can <b>consistently</b> represent and interpret data using graphs, tables, charts, etc.
2			Student can interpret but <b>needs support to represent</b> data using graphs, tables, charts, etc.
1			<b>With consistent prompting and support</b> , student can represent data using graphs, tables, charts, etc.

## Math - Geometry

### AREA OF ASSESSMENT: Reasons with shapes and their attributes

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can <b>consistently and independently</b> distinguish between defining attributes (open, closed, # of sides, color, shape, and size).	Student can <b>consistently and independently</b> distinguish between defining attributes (open, closed, # of sides, color, shape, and size), partition circles and rectangles into equal parts ( $\frac{1}{2}$ , $\frac{1}{4}$ ), and compare and combine fractions accurately.	Student can <b>consistently and independently</b> distinguish between defining attributes (open, closed, # of sides, color, shape, and size), <u>build and draw shapes possessing defining attributes, partition circles and rectangles into a variety of equal parts,</u> and compare and combine fractions accurately.
3	Student can <b>consistently</b> distinguish between defining attributes (open, closed, # of sides, color, shape, and size).	Student can <b>consistently</b> distinguish between defining attributes (open, closed, # of sides, color, shape, and size) and partition circles and rectangles into equal parts ( $\frac{1}{2}$ , $\frac{1}{4}$ ).	Student can <b>consistently</b> distinguish between defining attributes (open, closed, # of sides, color, shape, and size), <u>build and draw shapes to possess defining attributes,</u> and partition circles and rectangles into equal parts ( $\frac{1}{2}$ , $\frac{1}{4}$ ).
2	<b>With prompting and support</b> , student can distinguish between defining attributes (open, closed, # of sides, color, shape, and size).	<b>With prompting and support</b> , student can distinguish between defining attributes (open, closed, # of sides, color, shape, and size) and partition circles and rectangles into equal parts ( $\frac{1}{2}$ , $\frac{1}{4}$ ).	Student can distinguish between defining attributes (open, closed, # of sides, color, shape, and size), <u>build and draw shapes possessing defining attributes,</u> and, <b>with teacher support</b> , partitions circles and rectangles into equal parts ( $\frac{1}{2}$ , $\frac{1}{4}$ ).

1	<p><b>With consistent prompting and support</b>, student <b>has difficulty consistently</b> distinguishing between defining attributes (open, closed, # of sides,color, shape, and size).</p>	<p><b>With consistent prompting and support</b>, student <b>has difficulty consistently</b> distinguishing between defining attributes (open, closed, # of sides,color, shape, and size) and is <b>beginning</b> to partition circles and rectangles into equal parts (<math>\frac{1}{2}, \frac{1}{4}</math>).</p>
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**AREA OF ASSESSMENT: Partitions shapes into equal parts and describes them using the words (1.G.3).**

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>The student is independently and consistently able to demonstrate <b>all criteria</b> and extends cognitively beyond when partitioning shapes into equal parts and describing them using appropriate language while also developing their own understanding of fractions and the part/whole connection.</p>		
3	<p>The student is independently and consistently able to demonstrate criteria when partitioning shapes into equal parts and describing them using appropriate language.</p>		
2	<p>The student is showing progress towards demonstrating criteria when partitioning shapes into equal parts and describing them using appropriate language.</p>		
1	<p>Even with significant teacher support, the student shows limited progress or is unable to perform the ability to demonstrate criteria when partitioning shapes into equal parts and describing them using appropriate language.</p>		