

# GRADING BENCHMARKS

## FIRST GRADE

### READING

#### 1) Reads at grade level.

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 3 or below</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 4</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 6 or 8</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 10 or above</li> </ul>
2nd	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 6 or below</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 8 or 10</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 12 or 14</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 16 or above</li> </ul>
3rd	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 10 or below</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 12 or 14</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 16 or 18</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to -read successfully at level 20 or above</li> </ul>
<i>Reading level as indicated by Developmental Reading Assessments (DRA).</i>				

#### 2) Applies decoding strategies (pictures, context, phonics).

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student is able to do 0-1 of the following               <ul style="list-style-type: none"> <li>-use picture clues</li> <li>-use context clues</li> <li>-use phonics skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 2 of the following               <ul style="list-style-type: none"> <li>-use picture clues</li> <li>-use context clues</li> <li>-use phonics skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-use picture clues</li> <li>-use context clues</li> <li>-use phonics skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance level 3 in above-grade-level text.</li> </ul>

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

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student is able to do 0-1 of the following               <ul style="list-style-type: none"> <li>-read at a fluent rate</li> <li>-read with accuracy</li> <li>-read with phrasing</li> <li>-read with expression</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 2-3 of the following               <ul style="list-style-type: none"> <li>-read at a fluent rate</li> <li>-read with accuracy</li> <li>-read with phrasing</li> <li>-read with expression</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-read at a fluent rate</li> <li>-read with accuracy</li> <li>-read with phrasing</li> <li>-read with expression</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance level 3 in above-grade-level text.</li> </ul>

**4) Reads with comprehension.**

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> <li>• Student is able to do 0-1 of the following               <ul style="list-style-type: none"> <li>-retell</li> <li>-make predictions</li> <li>-find textual evidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 2 of the following               <ul style="list-style-type: none"> <li>-retell</li> <li>-make predictions</li> <li>-find textual evidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-retell</li> <li>-make predictions</li> <li>-find textual evidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance level 3 and is able to               <ul style="list-style-type: none"> <li>-make connections</li> </ul> </li> </ul>
2nd	<ul style="list-style-type: none"> <li>• Student is able to do 0-2 of the following               <ul style="list-style-type: none"> <li>-retell</li> <li>-make predictions</li> <li>-find textual evidence</li> <li>-make connections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 3 of the following               <ul style="list-style-type: none"> <li>-retell</li> <li>-make predictions</li> <li>-find textual evidence</li> <li>-make connections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-retell</li> <li>-make predictions</li> <li>-find textual evidence</li> <li>-make connections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance level 3 and is able to               <ul style="list-style-type: none"> <li>-interpret the main idea</li> </ul> </li> </ul>
3rd	<ul style="list-style-type: none"> <li>• Student is able to do 0-3 of the following               <ul style="list-style-type: none"> <li>-retell</li> <li>-make predictions</li> <li>-find textual evidence</li> <li>-make connections</li> <li>-interpret the main idea</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 4 of the following               <ul style="list-style-type: none"> <li>-retell</li> <li>-make predictions</li> <li>-find textual evidence</li> <li>-make connections</li> <li>-interpret the main idea</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-retell</li> <li>-make predictions</li> <li>-find textual evidence</li> <li>-make connections</li> <li>-interpret the main idea</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance level 3 and is able to               <ul style="list-style-type: none"> <li>-make inferences and draw conclusions</li> </ul> </li> </ul>

**5) Reads grade level high-frequency words by sight.**

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student recognizes less than 75% of sight words on Vocabulary Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognizes 75% -84% of sight words on Vocabulary Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognizes 85% -99% of sight words on Vocabulary Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognizes 100% of sight words on Vocabulary Assessment.</li> </ul>

# WRITING

## 1) Writes a complete sentence.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"><li>• Student is able to do none of the following<ul style="list-style-type: none"><li>-write sentences with a subject (what or who the sentence is about) and a predicate (tells something about its subject)</li><li>-write complete meaningful sentences</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do 1 of the following<ul style="list-style-type: none"><li>-write sentences with a subject (what or who the sentence is about) and a predicate (tells something about its subject)</li><li>-write complete meaningful sentences</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do all of the following<ul style="list-style-type: none"><li>-write sentences with a subject (what or who the sentence is about) and a predicate (tells something about its subject)</li><li>-write complete meaningful sentences</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student has achieved performance Level 3 and is able to<ul style="list-style-type: none"><li>-expand sentences by using descriptive words and interesting verbs.</li></ul></li></ul>

## 2) Uses capitalization appropriately.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"><li>• Student is able to do 0-1 of the following<ul style="list-style-type: none"><li>-capitalize the beginning of a sentence</li><li>-capitalize names, places, and dates</li><li>-capitalize the pronoun "I"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do 2 of the following<ul style="list-style-type: none"><li>-capitalize the beginning of a sentence</li><li>-capitalize names, places, and dates</li><li>-capitalize the pronoun "I"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do all of the following<ul style="list-style-type: none"><li>-capitalize the beginning of a sentence</li><li>-capitalize names, places, and dates</li><li>-capitalize the pronoun "I"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student has achieved performance Level 3 and<ul style="list-style-type: none"><li>-does not use random capital letters within words and/or within words of sentences</li></ul></li></ul>

## 3) Uses end punctuation appropriately.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"><li>• Student is able to do none of the following<ul style="list-style-type: none"><li>-use end punctuation consistently</li><li>-use the correct end punctuation</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do 1 of the following<ul style="list-style-type: none"><li>-use end punctuation consistently</li><li>-use the correct end punctuation</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do all of the following<ul style="list-style-type: none"><li>-use end punctuation consistently</li><li>-use the correct end punctuation</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student has achieved performance Level 3 and is able to<ul style="list-style-type: none"><li>-use varied end punctuation</li></ul></li></ul>

**4) Uses appropriate writing conventions (letter and word spacing, number and letter formation).**

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student is able to do 0-2 of the following               <ul style="list-style-type: none"> <li>-write with appropriate spacing between letters</li> <li>-write with appropriate spacing between words</li> <li>-form numbers correctly</li> <li>-form letters correctly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 3 of the following               <ul style="list-style-type: none"> <li>-write with appropriate spacing between letters</li> <li>-write with appropriate spacing between words</li> <li>-form numbers correctly</li> <li>-form letters correctly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-write with appropriate spacing between letters</li> <li>-write with appropriate spacing between words</li> <li>-form numbers correctly</li> <li>-form letters correctly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-write neatly.</li> </ul> </li> </ul>

**5) Uses learned phonics skills.**

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student is able to do 0-1 of the following               <ul style="list-style-type: none"> <li>-use phonics skills for words with common spelling patterns and for common irregular words.</li> <li>-use phonics skills for unfamiliar words.</li> <li>-write common sight words with automaticity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 2 of the following               <ul style="list-style-type: none"> <li>-use phonics skills for words with common spelling patterns and for common irregular words.</li> <li>-use phonics skills for unfamiliar words.</li> <li>-write common sight words with automaticity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-use phonics skills for words with common spelling patterns and for common irregular words.</li> <li>-use phonics skills for unfamiliar words.</li> <li>-write common sight words with automaticity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-write untaught sight words with automaticity</li> </ul> </li> </ul>

## 6) Produces coherent writing.

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> <li>• Student is able to do 0-1 of the following               <ul style="list-style-type: none"> <li>-prewrite ideas</li> <li>-use details in writing</li> <li>-sequence events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 2 of the following               <ul style="list-style-type: none"> <li>-prewrite ideas</li> <li>-use details in writing</li> <li>-sequence events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-prewrite ideas</li> <li>-use details in writing</li> <li>-sequence events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-write a clear opening</li> </ul> </li> </ul>
2nd	<ul style="list-style-type: none"> <li>• Student is able to do 0-2 of the following               <ul style="list-style-type: none"> <li>-prewrite ideas</li> <li>-write a clear opening</li> <li>-write a detailed middle</li> <li>-sequence events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 3 of the following               <ul style="list-style-type: none"> <li>-prewrite ideas</li> <li>-write a clear opening</li> <li>-write a detailed middle</li> <li>-sequence events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-prewrite ideas</li> <li>-write a clear opening</li> <li>-write a detailed middle</li> <li>-sequence events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-write an appropriate closing</li> </ul> </li> </ul>
3rd	<ul style="list-style-type: none"> <li>• Student is able to do 0-3 of the following               <ul style="list-style-type: none"> <li>-prewrite ideas</li> <li>-write a clear opening</li> <li>-write a detailed middle</li> <li>-sequence events</li> <li>-write an appropriate closing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 4 of the following               <ul style="list-style-type: none"> <li>-prewrite ideas</li> <li>-write a clear opening</li> <li>-write a detailed middle</li> <li>-sequence events</li> <li>-write an appropriate closing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-prewrite ideas</li> <li>-write a clear opening</li> <li>-write a detailed middle</li> <li>-sequence events</li> <li>-write an appropriate closing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-expand writing by using descriptive words and interesting verbs.</li> </ul> </li> </ul>

## **SPEAKING AND LISTENING**

### **1) Participates in group discussions accurately and appropriately.**

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student is able to do none of the following               <ul style="list-style-type: none"> <li>-participate accurately</li> <li>-participate appropriately</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 1 of the following               <ul style="list-style-type: none"> <li>-participate accurately</li> <li>-participate appropriately</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-participate accurately</li> <li>-participate appropriately.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-stay on topic by linking his/her own additions to the conversation or previous remarks of others.</li> <li>-student extends his/her ideas and understanding in light of the discussion.</li> </ul> </li> </ul>

### **2) Follows agreed upon rules for discussions (listening to others, taking turns talking).**

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student is able to do none of the following               <ul style="list-style-type: none"> <li>-listen to others</li> <li>-take turns talking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 1 of the following               <ul style="list-style-type: none"> <li>-listen to others,</li> <li>-take turns talking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-listen to others,</li> <li>-take turns talking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-gain the floor in respectful ways</li> </ul> </li> </ul>

### **3) Speaks audibly and expresses thoughts, feelings, and ideas clearly.**

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student is able to do 0-1 of the following               <ul style="list-style-type: none"> <li>-speak audibly</li> <li>-express thoughts, feelings, and ideas in clear language</li> <li>-use complete sentences with correct verb tenses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 2 of the following               <ul style="list-style-type: none"> <li>-speak audibly</li> <li>-express thoughts, feelings, and ideas in clear language</li> <li>-use complete sentences with correct verb tenses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-speak audibly</li> <li>-express thoughts, feelings, and ideas in clear language</li> <li>-use complete sentences with correct verb tenses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-expand vocabulary by using descriptive words, interesting verbs, and the correct form of irregular plural nouns</li> </ul> </li> </ul>

# MATHEMATICS

## 1) Geometry

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"><li>• Student is able to do 0-2 of the following<ul style="list-style-type: none"><li>-name and sort 2- and 3-dimensional shapes according to attributes</li><li>-understand that shapes can be joined together or taken apart to form other shapes.</li><li>-compose 2- and 3-dimensional shapes out of models.</li><li>-identify and partition circles and rectangles into two and four equal shares</li><li>-describe the shares using the words halves, fourths, and quarters</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do 3-4 of the following<ul style="list-style-type: none"><li>-name and sort 2- and 3-dimensional shapes according to attributes</li><li>-understand that shapes can be joined together or taken apart to form other shapes.</li><li>-compose 2- and 3-dimensional shapes out of models.</li><li>-identify and partition circles and rectangles into two and four equal shares</li><li>-describe the shares using the words halves, fourths, and quarters</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do all of the following<ul style="list-style-type: none"><li>-name and sort 2- and 3-dimensional shapes according to attributes</li><li>-understand that shapes can be joined together or taken apart to form other shapes.</li><li>-compose 2- and 3-dimensional shapes out of models.</li><li>-identify and partition circles and rectangles into two and four equal shares</li><li>-describe the shares using the words halves, fourths, and quarters</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student has achieved performance Level 3 and is able to<ul style="list-style-type: none"><li>-compare and contrast attributes of different 3-dimensional shapes</li><li>-identify shapes that form a repeating pattern</li><li>-identify and partition the equal division of a region into thirds, sixths, and eighths</li></ul></li></ul>

## 2) Operations and Algebraic Thinking

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> <li>• Student is able to do none of the following               <ul style="list-style-type: none"> <li>-add, understand, and explain properties of addition with sums within 10 by using a variety of strategies</li> <li>-subtract, understand, and explain properties of subtraction with differences within 10 by using a variety of strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 1 of the following               <ul style="list-style-type: none"> <li>-add, understand, and explain properties of addition with sums within 10 by using a variety of strategies</li> <li>-subtract, understand, and explain properties of subtraction with differences within 10 by using a variety of strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-add, understand, and explain properties of addition with sums within 10 by using a variety of strategies</li> <li>-subtract, understand, and explain properties of subtraction with differences within 10 by using a variety of strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-add, understand, and explain properties of addition with sums within 20 by using a variety of strategies</li> <li>-subtract, understand, and explain properties of subtraction with differences within 20 by using a variety of strategies</li> <li>-solve problems with addition of 3 whole numbers with sums within 20</li> </ul> </li> </ul>
2nd	<ul style="list-style-type: none"> <li>• Student is able to do 0-1 of the following               <ul style="list-style-type: none"> <li>-add, understand, and explain properties of addition with sums within 20 by using a variety of strategies</li> <li>-subtract, understand, and explain properties of subtraction with differences within 20 by using a variety of strategies</li> <li>-solve problems with addition of 3 whole numbers with sums within 20</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 2 of the following               <ul style="list-style-type: none"> <li>-add, understand, and explain properties of addition with sums within 20 by using a variety of strategies</li> <li>-subtract, understand, and explain properties of subtraction with differences within 20 by using a variety of strategies</li> <li>-solve problems with addition of 3 whole numbers with sums within 20</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-add, understand, and explain properties of addition with sums within 20 by using a variety of strategies</li> <li>-subtract, understand, and explain properties of subtraction with differences within 20 by using a variety of strategies</li> <li>-solve problems with addition of 3 whole numbers with sums within 20</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-add, understand, and explain properties of addition with sums greater than 20 by using a variety of strategies</li> <li>-subtract, understand, and explain properties of subtraction with differences greater than 20 by using a variety of strategies</li> <li>-solve problems with addition of 3 whole numbers with sums greater than 20</li> </ul> </li> </ul>



## 2) Operations and Algebraic Thinking (continued)

3rd	<ul style="list-style-type: none"><li>• Student is able to do 0-2 of the following<ul style="list-style-type: none"><li>-add, understand, and explain properties of addition with sums within 20 by using a variety of strategies</li><li>-subtract, understand, and explain properties of subtraction with differences within 20 by using a variety of strategies</li><li>-solve problems with addition of 3 whole numbers with sums within 20</li><li>-relate counting and skip counting to addition and subtraction (count on by 1, by 2, etc.)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do 3 of the following<ul style="list-style-type: none"><li>-add, understand, and explain properties of addition with sums within 20 by using a variety of strategies</li><li>-subtract, understand, and explain properties of subtraction with differences within 20 by using a variety of strategies</li><li>-solve problems with addition of 3 whole numbers with sums within 20</li><li>-relate counting and skip counting to addition and subtraction (count on by 1, by 2, etc.)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do all of the following<ul style="list-style-type: none"><li>-add, understand, and explain properties of addition with sums within 20 by using a variety of strategies</li><li>-subtract, understand, and explain properties of subtraction with differences within 20 by using a variety of strategies</li><li>-solve problems with addition of 3 whole numbers with sums within 20</li><li>-relate counting and skip counting to addition and subtraction (count on by 1, by 2, etc.)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student has achieved performance Level 3 and is able to<ul style="list-style-type: none"><li>-add, understand, and explain properties of addition with sums greater than 20 by using a variety of strategies</li><li>-subtract, understand, and explain properties of subtraction with differences greater than 20 by using a variety of strategies</li><li>-solve problems with addition of 3 whole numbers with sums greater than 20</li><li>-relate counting and skip counting beyond 120 to addition and subtraction (count on by 1, by 2, etc.)</li></ul></li></ul>
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### 3) Numbers and Operations in Base 10

<p>3rd</p>	<ul style="list-style-type: none"> <li>• Student is able to do 0-3 of the following               <ul style="list-style-type: none"> <li>-count, read, and write numbers to 120.</li> <li>-identify and understand place value for 2-digit numbers (tens and ones)</li> <li>-compare two 2-digit numbers using the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> <li>-add a 1-digit number to a 2-digit number with and without regrouping</li> <li>-subtract a 1-digit number from a 2-digit number with and without regrouping</li> <li>-add a multiple of 10 (10-90) to a 2-digit number within 100</li> <li>-add and subtract tens to and from a 2-digit number (10 more/10 less)</li> <li>-subtract multiples of 10 (10-90) from multiples of 10 (10-90)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do 4-6 of the following               <ul style="list-style-type: none"> <li>-count, read, and write numbers to 120.</li> <li>-identify and understand place value for 2-digit numbers (tens and ones)</li> <li>-compare two 2-digit numbers using the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> <li>-add a 1-digit number to a 2-digit number with and without regrouping</li> <li>-subtract a 1-digit number from a 2-digit number with and without regrouping</li> <li>-add a multiple of 10 (10-90) to a 2-digit number within 100</li> <li>-add and subtract tens to and from a 2-digit number (10 more/10 less)</li> <li>-subtract multiples of 10 (10-90) from multiples of 10 (10-90)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to do all of the following               <ul style="list-style-type: none"> <li>-count, read, and write numbers to 120.</li> <li>-identify and understand place value for 2-digit numbers (tens and ones)</li> <li>-compare two 2-digit numbers using the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> <li>-add a 1-digit number to a 2-digit number with and without regrouping</li> <li>-subtract a 1-digit number from a 2-digit number with and without regrouping</li> <li>-add a multiple of 10 (10-90) to a 2-digit number within 100</li> <li>-add and subtract tens to and from a 2-digit number (10 more/10 less)</li> <li>-subtract multiples of 10 (10-90) from multiples of 10 (10-90)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved performance Level 3 and is able to               <ul style="list-style-type: none"> <li>-count, read, and write numbers beyond 120.</li> <li>-identify and understand place value for 3-digit numbers</li> <li>-compare two 3-digit numbers using the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> <li>-add any combination of 2-digit and 3-digit numbers with and without regrouping</li> <li>-subtract any combination of 2-digit and 3-digit numbers with and without regrouping</li> <li>-add a multiple of 10 to a 3-digit number beyond 100</li> <li>-add and subtract tens to and from a 3-digit number (10 more/10 less)</li> <li>-subtract multiples of 10 (beyond 100) from multiples of 10 (beyond 100)</li> </ul> </li> </ul>
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#### 4) Measurement and Data

3rd	<ul style="list-style-type: none"><li>• Student is able to do 0-1 of the following<ul style="list-style-type: none"><li>-compare and order objects by size and length (nonstandard)</li><li>-tell time from an analog and digital clock in hours and half-hours</li><li>-organize, represent, and interpret data using a variety of graphs</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do 2 of the following<ul style="list-style-type: none"><li>-compare and order objects by size and length (nonstandard)</li><li>-tell time from an analog and digital clock in hours and half-hours</li><li>-organize, represent, and interpret data using a variety of graphs</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do all of the following<ul style="list-style-type: none"><li>-compare and order objects by size and length (nonstandard)</li><li>-tell time from an analog and digital clock in hours and half-hours</li><li>-organize, represent, and interpret data using a variety of graphs</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student has achieved performance Level 3 and is able to<ul style="list-style-type: none"><li>-measure objects using a standard tool for measurement</li><li>-tell time from an analog clock in quarter-hours and minutes</li><li>-make predictions based upon data and probability outcomes</li></ul></li></ul>
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## SCIENCE

### 1) Participates in classroom discussions and activities.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"><li>• Student is able to do none of the following<ul style="list-style-type: none"><li>-participate in group discussions</li><li>-participate in group activities</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do 1 of the following<ul style="list-style-type: none"><li>-participate in group discussions</li><li>-participate in group activities</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do all of the following<ul style="list-style-type: none"><li>-participate in group discussions</li><li>-participate in group activities</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student has achieved grade-level expectations and stays on topic by linking his/her own additions to the conversation or previous remarks of others.</li><li>• Student extends his/her ideas and understanding in light of the discussion.</li></ul>

## SOCIAL STUDIES

### 1) Participates in classroom discussions and activities.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"><li>• Student is able to do none of the following<ul style="list-style-type: none"><li>-participate in group discussions</li><li>-participate in group activities</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do 1 of the following<ul style="list-style-type: none"><li>-participate in group discussions</li><li>-participate in group activities</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student is able to do all of the following<ul style="list-style-type: none"><li>-participate in group discussions</li><li>-participate in group activities</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student has achieved grade-level expectations and stays on topic by linking his/her own additions to the conversation or previous remarks of others.</li><li>• Student extends his/her ideas and understanding in light of the discussion.</li></ul>