

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
1	<p>Student rarely demonstrates literal understanding of stories.</p> <p>Retellings and responses demonstrate little understanding of the text; are generally based on pictures.</p> <p>Student does not use target comprehension skills.</p> <p>Student has achieved a DRA level of 12 or below.</p>	<p>Student sometimes demonstrates literal understanding of stories.</p> <p>Retellings and responses demonstrate a partial understanding of the text.</p> <p>Student demonstrates partial application of target comprehension skills.</p> <p>Student has achieved a DRA level of 14 or 16.</p>	<p>Student demonstrates literal understanding of stories.</p> <p>Retellings and responses demonstrate an understanding of the text.</p> <p>Student demonstrates application of target comprehension skills.</p> <p>Student has achieved a DRA level of 18, 20, or 24.</p>	<p>Student demonstrates literal understanding of stories in above grade level text.</p> <p>Retellings and responses demonstrate a thorough understanding of the above grade level text.</p> <p>Student demonstrates an application of target comprehension skills.</p> <p>Student has achieved a DRA level of 28 or above.</p>

2

Student rarely demonstrates literal understanding of stories.

Retellings and responses demonstrate little understanding of the text; are generally based on pictures.

Student does not use target comprehension skills.

Student has achieved a DRA level of 16 or below.

Student sometimes demonstrates literal understanding of stories.

Retellings and responses demonstrate a partial understanding of the text.

Student demonstrates partial application of target comprehension skills.

Student has achieved a DRA level of 18 or 20.

Student demonstrates literal understanding of stories.

Retellings and responses demonstrate an understanding of the text.

Student demonstrates application of target comprehension skills.

Student has achieved a DRA level of 24 or 28.

Student demonstrates literal understanding of stories in above grade level text.

Retellings and responses demonstrate a thorough understanding of the above grade level text.

Student demonstrates an application of target comprehension skills.

Student has achieved a DRA level of 30 or above.

3

Student rarely demonstrates literal understanding of stories.

Retellings and responses demonstrate little understanding of the text; are generally based on pictures.

Student does not use target comprehension skills.

Student has achieved a DRA level of 18 or below.

Student sometimes demonstrates literal understanding of stories.

Retellings and responses demonstrate a partial understanding of the text.

Student demonstrates partial application of target comprehension skills.

Student has achieved a DRA level of 20 or 24.

Student demonstrates literal understanding of stories.

Retellings and responses demonstrate an understanding of the text.

Student demonstrates application of target comprehension skills.

Student has achieved a DRA level of 28.

Student demonstrates literal understanding of stories in above grade level text.

Retellings and responses demonstrate a thorough understanding of the above grade level text.

Student demonstrates an application of target comprehension skills.

Student has achieved a DRA level of 30 or above.

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

Trimester	1	2	3	4
1	<p>Student notices few details or clues in pictures and text.</p> <p>Student does not extend thinking by describing clues.</p> <p>Student does not demonstrate inferential understanding of text.</p> <p>Student has achieved a DRA level of 12 or below.</p>	<p>Student inconsistently notices some details or clues in pictures and text.</p> <p>Student sometimes extends thinking by describing a few clues.</p> <p>Student demonstrates a limited inferential understanding of text.</p> <p>Student has achieved a DRA level of 14 or 16.</p>	<p>Student notices details or clues in pictures and text.</p> <p>Student extends thinking by describing clues to characters, events, and ideas beyond what is stated in the text.</p> <p>Student demonstrates an inferential understanding of text.</p> <p>Student has achieved a DRA level of 18, 20, or 24.</p>	<p>Student consistently analyzes details or clues in pictures and text in above grade level text.</p> <p>Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose.</p> <p>Student demonstrates an insightful inferential understanding of text.</p> <p>Student has achieved a DRA level of 28 or above.</p>
2	<p>Student notices few details or clues in pictures and text.</p> <p>Student does not extend thinking by describing clues.</p> <p>Student does not demonstrate inferential understanding of text.</p> <p>Student has achieved a DRA level of 16 or below.</p>	<p>Student inconsistently notices some details or clues in pictures and text.</p> <p>Student sometimes extends thinking by describing a few clues.</p> <p>Student demonstrates a limited inferential understanding of text.</p> <p>Student has achieved a DRA level of 18 or 20.</p>	<p>Student notices details or clues in pictures and text.</p> <p>Student extends thinking by describing clues to characters, events, and ideas beyond what is stated in the text.</p> <p>Student demonstrates an inferential understanding of text.</p> <p>Student has achieved a</p>	<p>Student consistently analyzes details or clues in pictures and text in above grade level text.</p> <p>Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose.</p> <p>Student demonstrates an insightful inferential</p>

			DRA level of 24 or 28.	understanding of text. Student has achieved a DRA level of 30 or above.
3	<p>Student notices few details or clues in pictures and text.</p> <p>Student does not extend thinking by describing clues.</p> <p>Student does not demonstrate inferential understanding of text.</p> <p>Student has achieved a DRA level of 18 or below.</p>	<p>Student inconsistently notices some details or clues in pictures and text.</p> <p>Student sometimes extends thinking by describing a few clues.</p> <p>Student demonstrates a limited inferential understanding of text.</p> <p>Student has achieved a DRA level of 20 or 24.</p>	<p>Student notices details or clues in pictures and text.</p> <p>Student extends thinking by describing clues to characters, events, and ideas beyond what is stated in the text.</p> <p>Student demonstrates an inferential understanding of text.</p> <p>Student has achieved a DRA level of 28.</p>	<p>Student consistently analyzes details or clues in pictures and text in above grade level text.</p> <p>Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose.</p> <p>Student demonstrates an insightful inferential understanding of text.</p> <p>Student has achieved a DRA level of 30 or above.</p>

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
1	<p>Student notices and uses few text features in pictures and text.</p> <p>Student does not extend thinking by using text features.</p> <p>Student does not demonstrate informational understanding of text.</p> <p>Student has achieved a DRA level of 12 or below.</p>	<p>Student inconsistently notices and uses text features in pictures and text.</p> <p>Student sometimes extends thinking by using text features.</p> <p>Student demonstrates a limited informational understanding of text.</p> <p>Student has achieved a DRA level of 14 or 16.</p>	<p>Student notices and uses text features in pictures and text.</p> <p>Student extends thinking by using text features.</p> <p>Student demonstrates an informational understanding of text.</p> <p>Student has achieved a DRA level of 18, 20, or 24.</p>	<p>Student consistently analyzes text features in pictures and text in above grade level text.</p> <p>Student extends thinking by using text features to analyze and evaluate information.</p> <p>Student demonstrates an insightful informational understanding of text.</p> <p>Student has achieved a DRA level of 28 or above.</p>
2	<p>Student notices and uses few text features in pictures and text.</p> <p>Student does not extend thinking by using text features.</p> <p>Student does not demonstrate informational understanding of text.</p> <p>Student has achieved a DRA level of 16 or below.</p>	<p>Student inconsistently notices and uses text features in pictures and text.</p> <p>Student sometimes extends thinking by using text features.</p> <p>Student demonstrates a limited informational understanding of text.</p> <p>Student has achieved a DRA level of 18 or 20.</p>	<p>Student notices and uses text features in pictures and text.</p> <p>Student extends thinking by using text features.</p> <p>Student demonstrates an informational understanding of text.</p> <p>Student has achieved a DRA level of 24 or 28.</p>	<p>Student consistently analyzes text features in pictures and text in above grade level text.</p> <p>Student extends thinking by using text features to analyze and evaluate information.</p> <p>Student demonstrates an insightful informational understanding of text.</p> <p>Student has achieved a DRA level of 30 or above.</p>
3	<p>Student notices and uses few text features in pictures and text.</p>	<p>Student inconsistently notices and uses text features in pictures and text.</p>	<p>Student notices and uses text features in pictures and text.</p>	<p>Student consistently analyzes text features in pictures and text in above grade level text.</p>

	<p>Student does not extend thinking by using text features.</p> <p>Student does not demonstrate informational understanding of text.</p> <p>Student has achieved a DRA level of 18 or below.</p>	<p>Student sometimes extends thinking by using text features.</p> <p>Student demonstrates a limited informational understanding of text.</p> <p>Student has achieved a DRA level of 20 or 24.</p>	<p>Student extends thinking by using text features.</p> <p>Student demonstrates an informational understanding of text.</p> <p>Student has achieved a DRA level of 28.</p>	<p>Student extends thinking by using text features to analyze and evaluate information.</p> <p>Student demonstrates an insightful informational understanding of text.</p> <p>Student has achieved a DRA level of 30 or above.</p>
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5. Reads with fluency (expression, phrasing, rate, accuracy).

Trimester	1	2	3	4
ALL	<p>Student does not demonstrate fluency when reading target high-frequency and decodable words.</p> <p>Student is not fluent during independent reading.</p> <p>Student reading of leveled text is not fluent, very choppy and slow.</p> <p>Student does not attend to spaces between words or to ending punctuation.</p> <p>Student reads without expression.</p>	<p>Student sometimes demonstrates fluency with target high-frequency and decodable words.</p> <p>Student is somewhat fluent during independent reading.</p> <p>Student reading of leveled text is somewhat fluent (may be choppy some of the time, too quick and sometimes inaccurate, or too slow and sometimes inaccurate).</p> <p>Student does not consistently attend to</p>	<p>Student consistently demonstrates fluency with target high-frequency and decodable words.</p> <p>Student is fluent during independent reading.</p> <p>Student reading of leveled text is fluent.</p> <p>Student consistently attends to word spacing and ending punctuation.</p> <p>Student reads with expression.</p>	<p>Student consistently demonstrates fluency with above grade level, high-frequency, and decodable words.</p> <p>Student is fluent during independent reading of above grade level text.</p> <p>Student reading of leveled text that is above grade level text is fluent.</p> <p>Student attends to word spacing and ending punctuation with above grade level text.</p> <p>Student reads above</p>

		word spacing or to ending punctuation. Student reads with little expression.		grade level text with expression.
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6. Demonstrates stamina during independent reading.

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

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

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

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

Trimester	1	2	3	4
ALL	<p>Student responds to some or no parts of prompts or assignments.</p> <p>Student does not state an opinion and/or demonstrates little or no understanding of topic/text.</p>	<p>Student responds to most parts of prompts or assignments.</p> <p>Student states an opinion that demonstrates limited understanding of topic/text.</p>	<p>Student responds to all parts of prompts or assignments.</p> <p>Student states an opinion that demonstrates an understanding of topic/text.</p>	<p>Student responds skillfully to all parts of prompts or assignments.</p> <p>Student states an opinion that demonstrates an insightful understanding of topic/text.</p>

	<p>Student does not introduce the topic and/or does not state an opinion.</p> <p>Student does not supply reasons to support the opinion.</p> <p>Student does not use linking words.</p> <p>Student does not provide a conclusion.</p> <p>Student does not support opinion with relevant reasons.</p>	<p>Student introduces the topic and states an unclear opinion.</p> <p>Student supplies reasons that may not all support the opinion.</p> <p>Student uses at least one linking word but it may be incorrect or ineffective.</p> <p>Student provides an unclear concluding statement.</p> <p>Student supports opinion with minimal and/or irrelevant reasons.</p>	<p>Student introduces the topic and states a clear opinion.</p> <p>Student supplies reasons that support the opinion.</p> <p>Student uses linking words to connect opinion to reasons.</p> <p>Student provides a clear concluding statement or section.</p> <p>Student supports opinion with relevant reasons.</p>	<p>Student introduces the topic, states a clear opinion, and creates an organizational structure.</p> <p>Student supplies insightful reasons that support the opinion.</p> <p>Student uses linking words and phrases to connect opinion to reasons.</p> <p>Student provides a clear, skillful concluding statement or section.</p> <p>Student supports opinion with substantial and relevant reasons.</p>
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3. Informative: organizes and conveys facts clearly.

Trimester	1	2	3	4
ALL	<p>Student responds to some or no parts of prompts or assignments.</p> <p>Student does not demonstrate an understanding of topic/text.</p> <p>Student organizes with no evidence of</p>	<p>Student responds to most parts of prompts or assignments.</p> <p>Student demonstrates limited understanding of topic/text.</p> <p>Student organizes ideas and information in an incomplete paragraph</p>	<p>Student responds to all parts of prompts or assignments.</p> <p>Student demonstrates an understanding of topic/text.</p> <p>Student organizes ideas and information into paragraph structure</p>	<p>Student responds skillfully to all parts of prompts or assignments.</p> <p>Student demonstrates a strong understanding of topic/text.</p> <p>Student organizes ideas and information into paragraph structure</p>

	<p>paragraph structure.</p> <p>Student uses no linking words.</p> <p>Student uses few to no facts or definitions.</p>	<p>structure (e.g. missing conclusion).</p> <p>Student attempts to use some simplistic linking words to connect ideas.</p> <p>Student develops the topic with limited facts and definitions.</p>	<p>using a clear topic sentence, facts/definitions, and concluding sentence.</p> <p>Student uses effective linking words to connect ideas.</p> <p>Student develops the topic with facts and definitions.</p>	<p>using a clear topic sentence, facts/definitions grouped by related information, and concluding sentence.</p> <p>Student uses effective linking words and phrases to connect ideas.</p> <p>Student develops the topic skillfully with facts, definitions, and details.</p>
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4. Applies conventions of grammar and usage.

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

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

Trimester	1	2	3	4
ALL	<p>Student capitalizes incorrectly with many errors.</p> <p>Student uses commas, apostrophes, and end punctuation incorrectly or not at all.</p> <p>Student misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability.</p>	<p>Student capitalizes correctly and consistently with some errors (e.g. first word in a sentence, “I”, proper nouns, and titles).</p> <p>Student uses commas, apostrophes, and end punctuation correctly some of the time.</p> <p>Student applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability.</p>	<p>Student capitalizes correctly and consistently with a minor error (e.g. first word in a sentence, “I”, proper nouns, and titles).</p> <p>Student uses commas, apostrophes, and end punctuation correctly most of the time.</p> <p>Student applies grade-level spelling rules and patterns correctly (references core sound spelling resources); few to no errors.</p>	<p>Student capitalizes correctly and consistently with no errors (e.g. first word in a sentence, “I”, proper nouns, and titles).</p> <p>Student uses commas, apostrophes, and end punctuation correctly all of the time.</p> <p>Student applies grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors.</p>

6. Applies revision and editing strategies.

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

Trimester	1	2	3	4
ALL	<p>Student does not write legibly.</p>	<p>Student sometimes writes legibly.</p>	<p>Student writes legibly.</p>	<p>Student consistently writes legibly.</p>

Math

1. Represents and solves problems with addition.

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

2. Represents and solves problems with subtraction.

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

3. Adds within 20 with speed and accuracy.

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

4. Subtracts within 20 with speed and accuracy.

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

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

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

6. Understands place value.

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

	rarely able to compare and order numbers up to 1000.			
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7. Uses addition with regrouping.

Trimester	1	2	3	4
	<p>Student is unable or rarely able to use mental math strategies to add 2 or 3 digit numbers.</p> <p>Student is unable or rarely able to add 1 digit numbers to 2 or 3 digit numbers with regrouping.</p> <p>Student is unable or rarely able to add 2 or 3 digit numbers with regrouping.</p>	<p>Student sometimes uses mental math strategies to add 2 or 3 digit numbers.</p> <p>Student sometimes adds 1 digit numbers to 2 or 3 digit numbers with regrouping.</p> <p>Student sometimes adds 2 or 3 digit numbers with regrouping.</p>	<p>Student uses mental math strategies to add 2 or 3 digit numbers.</p> <p>Student adds 1 digit numbers to 2 or 3 digit numbers with regrouping.</p> <p>Student adds 2 or 3 digit numbers with regrouping.</p>	<p>Student consistently uses mental math strategies to add 2 or 3 digit numbers.</p> <p>Student consistently adds 1 digit numbers to 2 or 3 digit numbers with regrouping.</p> <p>Student consistently adds 2 or 3 digit numbers with regrouping.</p>

8. Uses subtraction with regrouping.

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

	<p>digit numbers from 2 or 3 digit numbers with regrouping.</p> <p>Student is unable or rarely able to subtract 2 or 3 digit numbers with regrouping.</p> <p>Student is unable or rarely able to check the subtraction work by writing the related addition problem.</p>	<p>numbers with regrouping.</p> <p>Student sometimes subtracts 2 or 3 digit numbers with regrouping.</p> <p>Student sometimes checks the subtraction work by writing the related addition problem.</p>	<p>regrouping.</p> <p>Student subtracts 2 or 3 digit numbers with regrouping.</p> <p>Student checks the subtraction work by writing the related addition problem.</p>	<p>numbers with regrouping.</p> <p>Student consistently subtracts 2 or 3 digit numbers with regrouping.</p> <p>Student consistently checks the subtraction work by writing the related addition problem.</p>
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9. Measures and estimates lengths in standard units.

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

10. Understands and applies concepts of money.

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

11. Understands and applies concepts of time.

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

	time before and after the hour using conventional time language (before the hour, after the hour, quarter of, quarter to, quarter past, and half past).	before and after the hour using conventional time language (before the hour, after the hour, quarter of, quarter to, quarter past, and half past).	language (before the hour, after the hour, quarter of, quarter to, quarter past, and half past).	before and after the hour using conventional time language (before the hour, after the hour, quarter of, quarter to, quarter past, and half past).
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12. Creates and interprets tables, charts, and graphs.

Trimester	1	2	3	4
	<p>Student is unable or rarely able to interpret and answer questions about data contained in a table, tally chart, pictograph, or bar graph.</p> <p>Student is unable or rarely able to organize data by creating a table, tally chart, pictograph, or bar graph.</p>	<p>Student is sometimes able to interpret and answer questions about data contained in a table, tally chart, pictograph, or bar graph.</p> <p>Student is sometimes able to organize data by creating a table, tally chart, pictograph, or bar graph.</p>	<p>Student is able to interpret and answer questions about data contained in a table, tally chart, pictograph, or bar graph.</p> <p>Student is able to organize data by creating a table, tally chart, pictograph, or bar graph.</p>	<p>Student is consistently able to interpret and answer questions about data contained in a table, tally chart, pictograph, or bar graph.</p> <p>Student is consistently able to organize data by creating a table, tally chart, pictograph, or bar graph.</p> <p>Student is able to apply data charts to other areas for data collection and analysis.</p>

13. Reasons with shapes and their attributes.

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

Listening and Speaking

1. Demonstrates listening skills for information and understanding.

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

2. Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Student consistently uses and extends grade-appropriate academic vocabulary.</p> <p>Student consistently uses grade-appropriate conventions of standard English grammar and usage.</p> <p>Student consistently makes effective choices about language and</p>

				sentence structure for meaning and style.
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3. Participates in group discussions actively and appropriately.

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