

Second Grade Standard Based  
Report Card Rubric  
Daniel Webster School  
Weehawken, NJ

# Reading Standards: Foundational Skills

## Reads at grade level

Trimester	NS	AS	MS	ES
<b>1<sup>st</sup></b>	Student is reading at the independent level of below 16.	Student is reading at the independent level of 16.	Student is reading at the independent level of 18.	Student is reading at the independent level of 20 or above.
<b>2<sup>nd</sup></b>	Student is reading at the independent level of below 16.	Student is reading at the independent level of 18.	Student is reading at the independent level of 20.	Student is reading at the independent level 24 or above.
<b>3<sup>rd</sup></b>	Student is reading at the independent level of below 18.	Student is reading at the independent level of 20.	Student is reading at the independent level of 24.	Student is reading at the independent level 28-30 or above.

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

Trimester	NS	AS	MS	ES
<b>1st – 3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>• Student does not demonstrate fluency when reading target high-frequency and decodable words.</li> <li>• Lack of fluent reading is evident during independent reading of texts.</li> <li>• Reading of texts is very choppy and slow.</li> <li>• Student does not attend to spaces between words or to ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student reads some target high-frequency and decodable words accurately.</li> <li>• Student may read words very quickly and inaccurately or very slowly and inaccurately.</li> <li>• Reading is somewhat fluent when independently reading texts.</li> <li>• Student reads leveled texts either too slowly or too quickly.</li> <li>• Reading is choppy some of the time.</li> <li>• Student does not consistently attend to ending punctuation.</li> <li>• Student uses very little or no expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently reads target high-frequency and decodable words accurately and with appropriate pacing.</li> <li>• Student uses and recognizes word patterns when reading words fluently.</li> <li>• Student demonstrates fluent reading of on-level texts.</li> <li>• Student reads accurately.</li> <li>• Student pauses briefly between words.</li> <li>• Student attends to ending punctuation.</li> <li>• Student uses expression matched to meaning and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing;.</li> <li>• Student demonstrates fluent reading of above-level texts when reading independently.</li> <li>• Student attends to internal and ending punctuation. Reading is fluid and accurate.</li> <li>• Student uses phrasing to group words that go together.</li> <li>• Expression is matched to the mood, character’s feelings, or actions in the text.</li> </ul>

## Knows and applies grade- level phonics word analysis skills in decoding words

Trimester	NS	AS	MS	ES
1 <sup>st</sup> – 3 <sup>rd</sup>	Student rarely applies phonics and word analysis strategies in decoding words.	Student sometimes applies phonics and word analysis strategies in decoding words.	Student applies phonics and word analysis strategies in decoding words.	Student consistently applies phonics and word analysis strategies in decoding words.

## Demonstrates stamina during independent reading

Trimester	NS	AS	MS	ES
1 <sup>st</sup>	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for 20 minutes.
2 <sup>nd</sup>	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 25 minutes.
3 <sup>rd</sup>	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.

# Reading Standards: Literature and Informational Text

**Ask and answer questions about key details in fiction and informational texts**

Trimester	NS	AS	MS	ES
1 <sup>st</sup> – 3 <sup>rd</sup>	Student rarely asks and answer questions when reading or listening to stories and informational texts.	Student sometimes asks and answer questions when reading or listening to stories and informational texts.	Student asks and answer questions when reading or listening to stories and informational texts.	Student consistently asks and answer questions when reading or listening to stories and informational texts.

**Retells stories, including key details; demonstrates understanding of their central message**

Trimester	NS	AS	MS	ES
1 <sup>st</sup> – 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student rarely demonstrates literal understanding of stories and informational texts.</li> <li>• Retellings are simple, demonstrate little understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes demonstrates some literal understanding of stories and informational texts.</li> <li>• Retellings demonstrate a partial understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of stories and informational texts.</li> <li>• Retellings demonstrate an understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates a strong literal understanding of texts.</li> <li>• Retellings demonstrate a thorough literal understanding of the text.</li> </ul>

## Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs

Trimester	NS	AS	MS	ES
1 <sup>st</sup> – 3rd	Student is rarely able to identify the main topic of a multi-paragraph text or the focus of specific paragraphs.	Student is sometimes able to identify the main topic of a multi-paragraph text or the focus of specific paragraphs.	Student is able to identify the main topic of a multi-paragraph text or the focus of specific paragraphs.	Student consistently identifies the main topic of a multi-paragraph text or the focus of specific paragraphs.

## Describes how characters respond to major events or challenges

Trimester	NS	AS	MS	ES
2nd – 3rd	Student rarely is able to describe how characters respond to major events in a story.	Student sometimes is able to describe how characters respond to major events in a story.	Student is able to describe how characters respond to major events in a story.	Student consistently is able to describe how characters respond to major events in a story.

**Uses the illustrations in a story to make predictions about the characters, setting and plot.**

Trimester	NS	AS	MS	ES
1 <sup>st</sup> – 3 <sup>rd</sup>	Student rarely uses illustrations in a story to make predictions about the characters, setting and plot.	Student sometimes uses illustrations in a story to make predictions about the characters, setting and plot.	Student uses illustrations in a story to make predictions about the characters, setting and plot.	Student consistently uses illustrations in a story to make predictions about the characters, setting and plot.

**Compares and contrasts a variety of text on the same topic**

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> – 3 <sup>rd</sup>	Student is unable to compare and contrast a variety of text.	Student can identify a similarity <b>OR</b> a difference in a variety of text with support.	Student can independently identify a similarity <b>AND</b> a difference in a variety of text.	Student can consistently identify similarities and differences in a variety of text.

**Describes the overall structure of the story; understand the role of beginning, middle, and end**

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> – 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable to describe the overall structure of the story.</li> <li>• Student is unable to retell what happened in the beginning, middle and end of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can describe the overall structure of the story with help and guidance.</li> <li>• Student can retell what happened in the beginning, middle and end of a story with help and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can independently describe the overall structure of the story.</li> <li>• Student can independently retell what happened in the beginning, middle and end of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can consistently describe the overall structure of the story.</li> <li>• Student can consistently retell what happened in the beginning, middle and end of a story independently.</li> </ul>

**Knows and uses various text features (eg. captions, bold print, sub-heading and glossaries)**

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	Student is unable or rarely able to use non-fiction text features.	Student is sometimes able to use non-fiction text features.	Student consistently uses non-fiction text features.	In above-grade-level texts: Student consistently and independently uses non-fiction text features.



# Speaking and Listening

**Follows agreed upon rules for discussions (listening to others with care, staying on topic, etc.)  
Participates and asks questions in conversations about grade level topics**

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student rarely engages in group discussions.</li> <li>• Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student rarely asks for clarification and further explanation as needed.</li> <li>• Student rarely extends his/her ideas and understanding in light of the discussion.</li> <li>• Student rarely or never follows discussion rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally engages in group discussions.</li> <li>• Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student occasionally asks for clarification and further explanation as needed.</li> <li>• Student occasionally extends his/her ideas and understanding in light of the discussion.</li> <li>• Inconsistently follows discussion rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently engages in group discussions.</li> <li>• Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student consistently asks for clarification and further explanation as needed.</li> <li>• Student consistently extends his/her ideas and understanding in light of the discussion.</li> <li>• Consistently follows discussion rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently engages and extends in group discussions.</li> <li>• Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student consistently asks for clarification and further explanation as needed.</li> <li>• Student consistently extends his/her ideas and understanding in light of the discussion.</li> <li>• Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.</li> <li>• Consistently and effectively follows discussion rules.</li> </ul>

# Writing

## **Writes in the structure of the genre (opinion, informative/explanatory, and narrative)**

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student generates very few ideas.</li> <li>• Student does not use prewriting strategies taught in units of study.</li> <li>• There is a beginning with one or two unrelated details.</li> <li>• Student uses many sentence fragments or run-ons.</li> <li>• Student uses few basic text features.</li> </ul>	<ul style="list-style-type: none"> <li>• Student generates a few ideas from experience.</li> <li>• Student uses a few pre-writing strategies taught in units of study.</li> <li>• Student’s writing is partially organized with some ideas relevant to the topic.</li> <li>• There is a beginning and end with a few details.</li> <li>• Student uses some simple text features.</li> <li>• Some sentences are incomplete or run-on.</li> </ul>	<ul style="list-style-type: none"> <li>• Student generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination.</li> <li>• Student uses some pre-writing strategies to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers), as taught in units of study.</li> <li>• Student’s writing is organized; most ideas are relevant to the topic.</li> <li>• There is a clear beginning, middle, and end with related details in each part.</li> <li>• Student uses target text features (title, pictures, captions, author, page numbers).</li> <li>• Student writes complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Student generates and tries out ideas from experience, stories read, informational text, or imagination.</li> <li>• Student uses pre-writing strategies taught in units of study to narrow a topic and to thoroughly plan writing taught in units of study.</li> <li>• Student’s writing is organized with ideas that are relevant to and support the topic and purpose.</li> <li>• There is a well-developed beginning, middle, and end with many relevant details.</li> <li>• Student uses above-level text features.</li> <li>• Student writes complete and complex sentences.</li> </ul>

## Utilizes revision and editing strategies

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	<p>The student is unable or rarely able to reread writing and:</p> <ul style="list-style-type: none"> <li>• Edit for capitalization</li> <li>• Edit for punctuation</li> <li>• Edit for proper spacing</li> <li>• Edit for neat handwriting</li> <li>• Edit spelling of sight words</li> <li>• Apply spelling strategies</li> <li>• Revise to ensure a clear beginning, middle, and end</li> <li>• Revise grammatical errors</li> <li>• Include craft techniques</li> <li>• Add, remove, move, and substitute words</li> </ul>	<p>The student is sometimes able to reread writing and:</p> <ul style="list-style-type: none"> <li>• Edit for capitalization</li> <li>• Edit for punctuation</li> <li>• Edit for proper spacing</li> <li>• Edit for neat handwriting</li> <li>• Edit spelling of sight words</li> <li>• Apply spelling strategies</li> <li>• Revise to ensure a clear beginning, middle, and end</li> <li>• Revise grammatical errors</li> <li>• Include craft techniques</li> <li>• Add, remove, move, and substitute words</li> </ul>	<p>The student is consistently able to reread writing and:</p> <ul style="list-style-type: none"> <li>• Edit for capitalization</li> <li>• Edit for punctuation</li> <li>• Edit for proper spacing</li> <li>• Edit for neat handwriting</li> <li>• Edit spelling of sight words</li> <li>• Apply spelling strategies</li> <li>• Revise to ensure a clear beginning, middle, and end</li> <li>• Revise grammatical errors</li> <li>• Include craft techniques</li> <li>• Add, remove, move, and substitute words</li> </ul>	<p>The student is consistently and independently able to reread writing and:</p> <ul style="list-style-type: none"> <li>• Edit for capitalization</li> <li>• Edit for punctuation</li> <li>• Edit for proper spacing</li> <li>• Edit for neat handwriting</li> <li>• Edit spelling of sight words</li> <li>• Apply spelling strategies</li> <li>• Revise to ensure a clear beginning, middle, and end</li> <li>• Revise grammatical errors</li> <li>• Include craft techniques</li> <li>• Add, remove, move, and substitute words</li> </ul>

## Demonstrates stamina during independent writing

Trimester	NS	AS	MS	ES
1 <sup>st</sup>	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching writing stamina of 15 minutes.	Student consistently sustains attention during independent writing for 15 minutes.	Student consistently sustains attention during independent writing for 20 minutes.
2 <sup>nd</sup>	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching writing stamina of 20 minutes.	Student consistently sustains attention during independent writing for 20 minutes.	Student consistently sustains attention during independent writing for 25 minutes.
3 <sup>rd</sup>	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching writing stamina of 25 minutes.	Student consistently sustains attention during independent writing for 25 minutes.	Student consistently sustains attention during independent writing for more than 25 minutes.

# Language

**Demonstrates command of the conventions of standard English grammar and usage (eg. nouns, pronouns, tenses, sentence structure)**

Trimester	NS	AS	MS	ES
1 <sup>st</sup>	<p>Student rarely applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>• Produce simple sentences.</li> <li>• Collective nouns to describe groups.</li> <li>• Irregular plural nouns</li> <li>• Reflexive pronouns</li> </ul>	<p>Student is beginning to apply grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>• Produce simple sentences.</li> <li>• Collective nouns to describe groups.</li> <li>• Irregular plural nouns</li> <li>• Reflexive pronouns</li> </ul>	<p>Student applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>• Produce complete sentences.</li> <li>• Collective nouns to describe groups.</li> <li>• Irregular plural nouns</li> <li>• Reflexive pronouns</li> </ul>	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>
2 <sup>nd</sup>	<p>Student rarely applies grade-level grammar and usage as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>• Expanding simple sentences.</li> <li>• Adjectives, adverbs, and pronouns.</li> <li>• Irregular verbs in past tense</li> </ul>	<p>Student is beginning to apply grade-level grammar and usage as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>• Expanding simple sentences.</li> <li>• Adjectives, adverbs, and pronouns.</li> <li>• Irregular verbs in past tense</li> </ul>	<p>Student applies grade-level grammar and usage as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>• Expanding simple sentences.</li> <li>• Adjectives, adverbs, and pronouns.</li> <li>• Irregular verbs in past tense</li> </ul>	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>
3 <sup>rd</sup>	<p>Student rarely applies grade-level grammar and usage as listed in the 1<sup>st</sup> and 2<sup>nd</sup> Trimesters, plus:</p> <ul style="list-style-type: none"> <li>• Compound sentences</li> <li>• Apostrophes</li> </ul>	<p>Student is beginning to apply grade level grammar and usage as listed in the 1<sup>st</sup> and 2<sup>nd</sup> Trimesters, plus:</p> <ul style="list-style-type: none"> <li>• Compound sentences</li> <li>• Apostrophes</li> </ul>	<p>Student applies grade-level grammar and usage as listed in the 1<sup>st</sup> and 2<sup>nd</sup> Trimesters, plus:</p> <ul style="list-style-type: none"> <li>• Compound sentences</li> <li>• Apostrophes</li> </ul>	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>

## Demonstrates command of the conventions of punctuation when writing

Trimester	NS	AS	MS	ES
1 <sup>st</sup>	<p>Student rarely applies grade-level mechanics of punctuation, including:</p> <ul style="list-style-type: none"> <li>• Question marks, periods, exclamation points.</li> <li>• Commas to separate day from year in dates.</li> </ul>	<p>Student is beginning to apply grade level mechanics of punctuation, including:</p> <ul style="list-style-type: none"> <li>• Question marks, periods, exclamation points.</li> <li>• Commas to separate day from year in dates.</li> </ul>	<p>Student applies grade-level mechanics of punctuation, including:</p> <ul style="list-style-type: none"> <li>• Question marks, periods, exclamation points.</li> <li>• Commas to separate day from year in dates.</li> </ul>	<p>Student consistently applies above grade-level mechanics of punctuation.</p>
2 <sup>nd</sup>	<p>Student rarely applies grade-level mechanics of punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> <li>• Commas when listing.</li> </ul>	<p>Student is beginning to apply grade-level mechanics of punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> <li>• Commas when listing.</li> </ul>	<p>Student applies grade-level mechanics of punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> <li>• Commas when listing and in greetings and closings of letters.</li> </ul>	<p>Student consistently applies above grade-level mechanics of punctuation.</p>
3 <sup>rd</sup>	<p>Student rarely applies grade-level mechanics of punctuation as listed in the 1st and 2<sup>nd</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>• Apostrophe in contractions.</li> </ul>	<p>Student is beginning to apply grade-level mechanics of punctuation as listed in the 1st and 2<sup>nd</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>• Apostrophe in contractions</li> </ul>	<p>Student applies grade-level mechanics of punctuation as listed in the 1st and 2<sup>nd</sup> Trimester, plus:</p> <p>Apostrophe in contractions and frequently occurring possessives.</p>	<p>Student consistently applies above grade-level mechanics of punctuation.</p>

## Clarifies the meaning of unknown words and multiple meaning words

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	Student does not clarify the meaning of unknown and multiple meaning words.	Student sometimes clarifies the meaning of unknown and multiple meaning words.	Student clarifies the meaning of unknown and multiple meaning words.	Student consistently clarifies the meaning of unknown and multiple meaning words.

## Identifies real life connections between words and their use. (e.g. figurative language)

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> -3 <sup>rd</sup>	<ul style="list-style-type: none"><li>• Student does not identify real life connections between words and their use.</li></ul>	Student sometimes identifies real life connections between words and their use.	Student identifies real life connections between words and their use.	Student consistently identifies real life connections between words and their use.

## Demonstrates the command of the conventions of capitalization

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -2 <sup>nd</sup>	<p>Student rarely applies grade-level mechanics of capitalization including:</p> <ul style="list-style-type: none"> <li>• Proper names, months when writing dates, holidays, words in a title, "I."</li> </ul>	<p>Student is beginning to apply grade level mechanics of capitalization, including:</p> <ul style="list-style-type: none"> <li>• Proper names, months when writing dates, holidays, words in a title, "I."</li> </ul>	<p>Student applies grade-level mechanics of capitalization, including:</p> <ul style="list-style-type: none"> <li>• Proper names, months when writing dates, holidays, words in a title, "I."</li> </ul>	<p>Student consistently applies above grade-level mechanics of capitalization.</p>
3 <sup>rd</sup>	<p>Student rarely applies grade-level mechanics of capitalization as listed in the 1<sup>st</sup> and 2<sup>nd</sup> trimesters, plus:</p> <ul style="list-style-type: none"> <li>• Product names</li> <li>• Geographic names</li> <li>• Capitalization within a friendly letter</li> </ul>	<p>Student is beginning to apply grade level mechanics of capitalization as listed in the 1<sup>st</sup> and 2<sup>nd</sup> trimesters, plus:</p> <ul style="list-style-type: none"> <li>• Product names</li> <li>• Geographic names</li> <li>• Capitalization within a friendly letter</li> </ul>	<p>Student applies grade-level mechanics of capitalization as listed in the 1<sup>st</sup> and 2<sup>nd</sup> trimesters, plus:</p> <ul style="list-style-type: none"> <li>• Product names</li> <li>• Geographic names</li> <li>• Capitalization within a friendly letter</li> </ul>	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>



## Applies spelling patterns

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	<p>Student rarely applies spelling patterns in writing, such as:</p> <ul style="list-style-type: none"><li>• Beginning/final consonants</li><li>• Short and long vowels</li><li>• Consonant digraphs</li></ul>	<p>Student is applying spelling patterns in writing, such as:</p> <ul style="list-style-type: none"><li>• Beginning/final consonants</li><li>• Short and long vowels</li><li>• Consonant digraphs</li></ul>	<p>Student consistently applies spelling patterns in writing, such as:</p> <ul style="list-style-type: none"><li>• Consonant blends</li><li>• Long vowel patterns</li><li>• Other vowel patterns</li><li>• Inflected endings</li></ul>	<p>Student consistently applies spelling patterns in writing, such as:</p> <ul style="list-style-type: none"><li>• Inflected endings</li><li>• Affixes</li><li>• Suffixes</li><li>• Compound words</li><li>• Syllables</li></ul>

# Mathematics: Operations and Algebraic Thinking

## Uses addition and subtraction within 100 to solve one and two step word problems

Trimester	NS	AS	MS	ES
2 <sup>nd</sup>	<ul style="list-style-type: none"><li>• Student is unable or rarely able to use a bar model (part-part-whole) to solve one step problems.</li><li>• Student is unable or rarely able to write number sentences.</li><li>• Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems.</li><li>• Student is unable or rarely able to solve word problems involving length in the same unit.</li><li>• Student is unable or rarely able to solve word problems involving money using the symbols appropriately.</li></ul>	<ul style="list-style-type: none"><li>• Student is sometimes able to use a bar model (part-part-whole) to solve one step problems.</li><li>• Student is sometimes able to write number sentences.</li><li>• Student is sometimes able to use manipulatives, pictures, or number sentences to solve problems.</li><li>• Student is sometimes able to solve word problems involving length in the same unit.</li><li>• Student is sometimes able to solve word problems involving money using the symbols appropriately.</li></ul>	<ul style="list-style-type: none"><li>• Student is able to use a bar model (part-part-whole) to solve two-step problems.</li><li>• Student is able to write number sentences.</li><li>• Student is able to use manipulatives, pictures, or number sentences to solve problems.</li><li>• Student is able to solve word problems involving length in the same unit.</li><li>• Student is able to solve word problems involving money using the symbols appropriately.</li></ul>	<ul style="list-style-type: none"><li>• Student is consistently able to use a bar model (part-part-whole) to solve two-step problems.</li><li>• Student is consistently able to write number sentences.</li><li>• Student is consistently able to use manipulatives, pictures, or number sentences to solve problems.</li><li>• Student consistently writes simple and complex number sentences.</li><li>• Student consistently solves complex story problems independently through a variety of strategies.</li><li>• Student is consistently able to solve word problems involving length in the same unit.</li><li>• Student is consistently able to solve word problems involving money using the symbols appropriately.</li></ul>

## Uses addition and subtraction within 100 to solve one and two step word problems

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to use a bar model (part-part-whole) to solve one step problems involving multiplication and division.</li> <li>• Student is unable or rarely able to write number sentences involving multiplication and division.</li> <li>• Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>• Student is unable or rarely able to solve problems analyzing data from a picture graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to use a bar model (part-part-whole) to solve one step problems involving multiplication and division.</li> <li>• Student is sometimes able to write number sentences involving multiplication and division.</li> <li>• Student is sometimes able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>• Student is sometimes able to solve problems analyzing data from a picture graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to use a bar model (part-part-whole) to solve two-step problems involving multiplication and division.</li> <li>• Student is able to write number sentences involving multiplication and division.</li> <li>• Student is able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>• Student is able to solve problems analyzing data from a picture graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is consistently able to use a bar model (part-part-whole) to solve two-step problems involving multiplication and division.</li> <li>• Student is consistently able to write number sentences involving multiplication and division.</li> <li>• Student is consistently able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>• Student consistently writes simple and complex number sentences involving multiplication and division.</li> <li>• Student consistently solves complex multiplication and division story problems independently through a variety of strategies.</li> <li>• Student is consistently able to solve problems analyzing data from a picture graph.</li> </ul>

## Fluently adds within 20

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	Student is unable or rarely able to add 1-digit numbers up to 20 with speed and accuracy.	Student can sometimes add 1-digit numbers up to 20 with speed and accuracy.	Student can add 1-digit numbers up to 20 with speed and accuracy.	Student can consistently add 1-digit numbers up to 20 with speed and accuracy.

## Fluently subtracts within 20

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	Student is unable or rarely able to subtract 1-digit from numbers up to 20 with speed and accuracy.	Student can sometimes subtract 1-digit from numbers up to 20 with speed and accuracy.	Student can subtract 1-digit from numbers up to 20 with speed and accuracy.	Student can consistently subtract 1-digit from numbers up to 20 with speed and accuracy.

## Work with equal groups of objects to gain foundations for multiplication

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	student is unable to work with equal groups of objects to gain foundations for multiplication	student is sometimes able to work with equal groups of objects to gain foundations for multiplication	student can work with equal groups of objects to gain foundations for multiplication	student can efficiently work with equal groups to gain foundations for multiplication

## Determine whether a group of up to 20 objects has an even or odd number of members

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	student is unable to determine whether a group of up to 20 objects has an even or odd number of members	student is sometimes able to determine whether a group of up to 20 objects has an even or odd number of members	student can determine whether a group of up to 20 objects has an even or odd number of members	student can efficiently determine whether a group of up to 20 objects has an even or odd number of members

## Mathematics: Data and Measurement

**Measures and estimates length in standard units including inches, feet, centimeters, and meters using the appropriate tools**

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> -3 <sup>rd</sup>	<ul style="list-style-type: none"><li>• Student is unable or rarely able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</li><li>• Student is unable or rarely able to choose the appropriate tool to measure lengths.</li></ul>	<ul style="list-style-type: none"><li>• Student is sometimes able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</li><li>• Student is sometimes able to choose the appropriate tool to measure lengths.</li></ul>	<ul style="list-style-type: none"><li>• Student is able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</li><li>• Student is able to choose the appropriate tool to measure lengths.</li></ul>	<ul style="list-style-type: none"><li>• Student is consistently able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</li><li>• Student is consistently able to choose the appropriate tool to measure lengths.</li></ul>

## Measures to determine how much longer one object is than another

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> -3 <sup>rd</sup>	Student is unable or rarely able to determine how much longer one object is than another.	Student is sometimes able to determine how much longer one object is than another.	Student is able to determine how much longer one object is than another.	Student is consistently able to determine how much longer one object is than another.

## Tells and writes time from analog and digital clocks, to the nearest 5 minutes using A.M. and P.M.

Trimester	NS	AS	MS	ES
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to accurately draw the hour and minute hand to show a given time.</li> <li>• Student is unable or rarely able to tell time to the nearest 5 minutes.</li> <li>• Student is unable or rarely able to distinguish between A.M. and P.M.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to accurately draw the hour and minute hand to show a given time.</li> <li>• Student is sometimes able to tell time to the nearest 5 minutes.</li> <li>• Student is sometimes able to distinguish between A.M. and P.M.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to accurately draw the hour and minute hand to show a given time.</li> <li>• Student is able to tell time to the nearest 5 minutes.</li> <li>• Student is able to distinguish between A.M. and P.M.</li> <li>• Student is able to understand elapsed time using the terms “before” or “after”.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is consistently able to accurately draw the hour and minute hand to show a given time.</li> <li>• Student is consistently able to tell time to the nearest 5 minutes.</li> <li>• Student is consistently able to distinguish between A.M. and P.M.</li> <li>• Student is consistently able to understand elapsed time using the terms “before” or “after”.</li> </ul>

## Solves word problems involving dollar bills, quarters, dimes, nickels and pennies

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	Student is unable or rarely able to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Student can sometimes solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Student can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Student consistently solves word problems involving dollar bills, quarters, dimes, nickels, and pennies.

## Draws pictures or bar graphs to represent data with up to four categories and uses the information to solve a problem

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to organize, represent, and interpret data from a picture or bar graph.</li> <li>• Student is unable or rarely able to use the information in a picture or bar graph to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to organize, represent, and interpret data from a picture graph.</li> <li>• Student is sometimes able to use the information in a picture or bar graph to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to organize, represent, and interpret data from a picture graph.</li> <li>• Student is able to use the information in a picture or bar graph to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is consistently able to organize, represent, and interpret data from a picture graph</li> <li>• Student is consistently able to use the information in a picture or bar graph to solve a problem.</li> </ul>



## Mathematics: Geometry

### Recognizes and draws shapes having specified attributes such as a given number of angles or faces

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to describe, classify, and analyze the attributes of 2- and 3-dimensional objects.</li> <li>• Student is unable or rarely able to combine shapes to make new shapes.</li> <li>• Student is unable or rarely able to decompose shapes into other shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can sometimes describe, classify, and analyze the attributes of 2- and 3-dimensional objects.</li> <li>• Student can sometimes combine shapes to make new shapes.</li> <li>• Student can sometimes decompose shapes into other shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can consistently describe, classify, and analyze the attributes of 2- and 3-dimensional objects.</li> <li>• Student can combine shapes to make new shapes.</li> <li>• Student can decompose shapes into other shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can consistently describe, classify, and analyze the attributes of 2- and 3-dimensional objects.</li> <li>• Student can consistently deconstruct a given shape to recreate a new shape.</li> </ul>

### Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	Student is unable or rarely able to identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student can sometimes identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student consistently identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

**Partitions a rectangle into rows and columns of same sized squares; count to find the total number of them**

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to partition a rectangle into rows and columns of same sized squares.</li> <li>• Student is unable or rarely able to count to find the total number of squares.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can sometimes partition a rectangle into rows and columns of same sized squares.</li> <li>• Student is unable or rarely able to count to find the total number of squares.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can partition a rectangle into rows and columns of same sized squares.</li> <li>• Student can count to find the total number of squares.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently partitions rectangles into same sized squares.</li> <li>• Student can consistently count to find the total number of squares.</li> </ul>

**Partitions circles or rectangles into 2, 3, or 4 equal shares; Use words halves, thirds and fourths**

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to partition circles or rectangles into 2, 3, or 4 equal shares.</li> <li>• Student is unable or rarely able to use words halves, thirds, and fourths.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes partitions circles or rectangles into 2, 3, or 4 equal shares.</li> <li>• Student sometimes uses words halves, thirds, and fourths.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can partition circles or rectangles into 2, 3, or 4 equal shares.</li> <li>• Student uses words halves, thirds, and fourths.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to consistently partition circles or rectangles into 2, 3, or 4 equal shares. .</li> <li>• Student can consistently use words halves, thirds, and fourths. .</li> </ul>

## Mathematics: Numbers and Operations in Base Ten

**Recognizes that the 3 digits of a three-digit number represent amounts of hundreds, tens, and ones**

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	Student is unable or rarely able to use a place value chart to represent a three-digit number.	Student sometimes uses a place value chart to represent a three-digit number.	Student uses a place value chart to represent a three-digit number.	Student efficiently and consistently uses a place value chart to represent a three-digit number.

**Counts within 1,000; Skip count by fives, tens, and hundreds.**

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	Student is unable or rarely able to skip count using the patterns of 5s, 10s, and 100s.	Student sometimes skip counts using the patterns of 5s, 10s, and 100s.	Student skip counts using the patterns of 5s, 10s, and 100s.	Student efficiently and consistently skip counts using the patterns of 5s, 10s, and 100s.

## Reads and writes numbers to 1,000 using base ten numerals, number names, and expanded form

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	Student is unable or rarely able to read and write numbers using base ten models, number names, and expanded form.	Student sometimes reads and writes numbers using base ten models, number names, and expanded form.	Student reads and writes numbers using base ten models, number names, and expanded form.	Student efficiently and consistently reads and writes numbers using base ten models, number names, and expanded form.

## Compares three-digit numbers using $<$ , $=$ , and $>$ to record comparisons

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	Student is unable or rarely able to use a place value chart to compare three-digit numbers using $<$ , $=$ , or $>$ .	Student sometimes uses a place value chart to compare three-digit numbers using $<$ , $=$ , or $>$ .	Student uses a place value chart to compare three-digit numbers using $<$ , $=$ , or $>$ .	Student efficiently and consistently uses a place value chart to compare three-digit numbers using $<$ , $=$ , or $>$ .

## Uses understanding of place value and number properties to add and subtract

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to add or subtract using place value properties such as:               <ul style="list-style-type: none"> <li>- expanded form</li> <li>- base ten models</li> <li>- picture representations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes adds or subtracts using place value properties such as:               <ul style="list-style-type: none"> <li>- expanded form</li> <li>- base ten models</li> <li>- picture representations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student adds or subtracts using place value properties such as:               <ul style="list-style-type: none"> <li>- expanded form</li> <li>- base ten models</li> <li>- picture representations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student efficiently and consistently adds or subtracts using place value properties such as:               <ul style="list-style-type: none"> <li>- expanded form</li> <li>- base ten models</li> <li>- picture representations</li> </ul> </li> </ul>

## Fluently adds and subtracts within 100 using knowledge of place value properties of operations

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to use mental math strategies to add and subtract 2-digit numbers.</li> <li>• Student is unable or rarely able to add and subtract 2-digit numbers with regrouping.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to use mental math strategies to add and subtract 2-digit numbers.</li> <li>• Student is sometimes able to add and subtract 2-digit numbers with regrouping.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to use mental math strategies to add and subtract 2-digit numbers.</li> <li>• Student is able to add subtract 2-digit numbers with regrouping.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is consistently able to use mental math strategies to add and subtract 2-digit numbers.</li> <li>• Student is consistently able to add and subtract 2-digit numbers with regrouping.</li> </ul>

## Adds up to 4 two-digit numbers using strategies based on place value and property of operations

Trimester	NS	AS	MS	ES
2nd-3 <sup>rd</sup>	<ul style="list-style-type: none"><li>• Student is unable or rarely able to use mental math strategies to add up to 4 two-digit numbers</li><li>• Student is unable or rarely able to add up to 4 two-digit numbers with regrouping</li></ul>	<ul style="list-style-type: none"><li>• Student is sometimes able to use mental math strategies to add up to 4 two-digit numbers.</li><li>• Student is sometimes able to add up to 4 two-digit numbers with regrouping.</li></ul>	<ul style="list-style-type: none"><li>• Student is able to use mental math strategies to add up to 4 two-digit numbers.</li><li>• Student is able to add up to 4 two-digit numbers with regrouping.</li></ul>	<ul style="list-style-type: none"><li>• Student is consistently able to use mental math strategies to add up to 4 two-digit numbers</li><li>• Student is consistently able to add up to 4 two-digit numbers with regrouping.</li></ul>

## Adds and Subtracts within 1,000 using concrete models or drawings and strategies

Trimester	NS	AS	MS	ES
2nd-3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to use mental math strategies to add and subtract 3-digit numbers.</li> <li>• Student is unable or rarely able to add subtract 3-digit numbers with regrouping.</li> <li>• Student is unable or rarely able to check the subtraction work by writing the related addition problem.</li> <li>• Student is unable or rarely able to use models or drawings to add and subtract 3-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to use mental math strategies to add and subtract 3-digit numbers.</li> <li>• Student is sometimes able to add and subtract 3-digit numbers with regrouping.</li> <li>• Student is sometimes able to check the subtraction work by writing the related addition problem.</li> <li>• Student is sometimes able to use models or drawings to add and subtract 3-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to use mental math strategies to add and subtract 3-digit numbers.</li> <li>• Student is able to add and subtract 3-digit numbers with regrouping.</li> <li>• Student is able to check the subtraction work by writing the related addition problem.</li> <li>• Student is able to use models or drawings to add and subtract 3-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is consistently able to use mental math strategies to add and subtract 3-digit numbers.</li> <li>• Student is consistently able to add and subtract 3-digit numbers with regrouping.</li> <li>• Student is consistently able to check the subtraction work by writing the related addition problem.</li> <li>• Student is consistently able to use models or drawings to add and subtract 3-digit numbers.</li> </ul>

**Mentally adds 10 or 100 to a given number, and mentally subtracts 10 or 100 from a given number from 100-900**

Trimester	NS	AS	MS	ES
2nd-3 <sup>rd</sup>	Student is unable or rarely able to mentally add/subtract 10 or 100 to/from a given number.	Student is sometimes able to mentally add/subtract 10 or 100 to/from a given number.	Student is able to mentally add/subtract 10 or 100 to/from a given number.	Student is consistently able to mentally add/subtract 10 or 100 to/from a given number.

**Explains why addition/subtraction strategies work, using place value and properties of operations**

Trimester	NS	AS	MS	ES
2nd_3 <sup>rd</sup>	Student is unable or rarely able to identify patterns to solve problems.	Student sometimes identifies patterns to solve problems.	Student identifies patterns to solve problems	Student consistently identifies patterns to solve problems.



# Science

**Asks questions that can be investigated through observations combined with scientific information**

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>does not</b> ask questions that can be investigated through observations combined with scientific information.	Student is <b>beginning to</b> ask questions that can be investigated through observations combined with scientific information.	Student asks questions that can be investigated through observations combined with scientific information.	Student <b>consistently</b> asks questions that can be investigated through observations combined with scientific information that demonstrates, applies, and extends key concepts, processes and skills <b>beyond grade level standards.</b>

**Uses evidence (observations, data) to develop reasonable explanations**

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>does not</b> use evidence (observations, data, etc.) to develop reasonable explanations.	Student is <b>beginning to</b> use evidence (observations, data, etc.) to develop reasonable explanations.	Student uses evidence (observations, data, etc.) to develop reasonable explanations.	Student <b>consistently</b> uses evidence (observations, data, etc.) to develop reasonable explanations by demonstrating, applying, and extending key concepts, processes and skills <b>beyond grade level standards.</b>

**Communicates arguments or statements of scientific investigations  
(drawing, writing, content, vocabulary, graphing)**

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>does not</b> communicate arguments or statements of scientific investigations (drawing, writing, content, vocabulary, graphing)	Student is <b>beginning to</b> communicate arguments or statements of scientific investigations (drawing, writing, content, vocabulary, graphing)	Student communicates arguments or statements of scientific investigations (drawing, writing, content, vocabulary, graphing)	Student <b>consistently</b> communicates arguments or statements of scientific investigations (drawing, writing, content, vocabulary, graphing) by demonstrating, applying, and extending key concepts, processes and skills <b>beyond grade level standards.</b>

**Applies science and engineering practices**

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>does not</b> apply science and engineering practices.	Student is <b>beginning to</b> apply science and engineering practices.	Student applies science and engineering practices.	Student <b>consistently</b> applies science and engineering practices by demonstrating, applying , and extending key concepts, processes and skills <b>beyond grade level standards.</b>

## Maintains an accurate and organized record of investigations

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>does not</b> maintain an accurate and organized record of investigations.	Student is <b>beginning to</b> maintain an accurate and organized record of investigations.	Student maintains an accurate and organized record of investigations.	Student <b>consistently</b> maintains an accurate and organized record of investigations by demonstrating, applying, and extending key concepts, processes and skills <b>beyond grade level standards.</b>

# Social Studies

## Demonstrates understanding of concepts, content, and vocabulary

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>rarely</b> demonstrates understanding of concepts, content, and vocabulary.	Student <b>sometimes</b> demonstrates understanding of concepts, content, and vocabulary.	Student <b>consistently</b> demonstrates understanding of concepts, content, and vocabulary.	Student acts as a <b>role model</b> in demonstrating understanding of concepts, content, and vocabulary.

## Interprets maps, charts, graphs, and nonfiction text features to draw conclusions

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>rarely</b> interprets maps, charts, graphs, and nonfiction text features to draw conclusions.	Student <b>sometimes</b> interprets maps, charts, graphs, and nonfiction text features to draw conclusions.	Student <b>consistently</b> interprets maps, charts, graphs, and nonfiction text features to draw conclusions.	Student acts as a <b>role model</b> for interpreting maps, charts, graphs, and nonfiction text features to draw conclusions.

## Applies knowledge to classroom discussions and activities

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>rarely</b> applies knowledge to classroom discussions and activities.	Student <b>sometimes</b> applies knowledge to classroom discussions and activities.	Student <b>consistently</b> applies knowledge to classroom discussions and activities.	Student acts as a <b>role model</b> for applying knowledge to classroom discussions and activities.

## Explains orally or in writing how past events impact the present

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>rarely</b> explains orally or in writing how past events impact the present.	Student <b>sometimes</b> explains orally or in writing how past events impact the present.	Student <b>consistently</b> explains orally or in writing how past events impact the present.	Student acts as a <b>role model</b> for explaining orally or in writing how past events impact the present.