

Elementary Progress Report Handbook

A Guide to a Standards-based Reporting System

Newington Public Schools
Newington, Connecticut
Grades K-4

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Standards Information

The Elementary Progress Report is designed to help parents understand their child's progress toward established grade level expectations or "standards."

What are standards?

Newington standards define the skills, knowledge and understandings we believe each student must acquire in order to have a firm foundation for future learning. These standards, based on the Connecticut State Framework, describe what students should know and be able to do by the end of each grade level in the core academic and special areas.

How do standards promote achievement?

Standards provide a focus for the work of students, teachers and parents by providing a clear description of what students should know and be able to do. When students, teachers and parents are clear about the expectations for learning, they can focus their time and efforts on reaching their expectations.

How will you know if your child has met the standards?

The Elementary Progress Report is designed to inform parents about their child's progress relative to grade level *end-of-year* standards. When a child meets or exceeds grade level standards, the progress report is marked to document this level of achievement. It is expected that students will meet standards by the end of the year. Because some standards will require more practice and exposure than others, it is understood that students may be progressing toward standards earlier in the year. It is important to be aware that children require varying amounts of time to acquire skills and knowledge.

How will you know if your child is on target to meet the standards by the end of the year?

If your child receives a "P = Progressing Toward Standard" earlier in the year, this indicates that he/she is demonstrating understanding consistent with where he/she should be at that time. Additionally, classroom teachers share information regarding student performance on an on-going basis throughout the year. It is important for parents to read newsletters and/or notes from the teacher to stay up to date regarding expectations. If your child is not meeting end-of-year standards but is making expected progress, he/she may receive continued instruction and/or re-teaching in the general classroom. If your child is *not* making adequate progress toward end-of-year standards and is therefore in need of intervention beyond typical classroom instruction, you will be contacted by the teacher to discuss the intervention plan. Parents may contact the classroom teacher at any time with questions or concerns regarding the progress of their child.

Assessing and Reporting Process

Assessing and reporting student progress occurs throughout the year and takes various forms. The overall process helps parents understand the topics studied in each subject area, the skills introduced, and the expected level of performance at each grade level.

Open House/Curriculum Night

The purpose of the Open House, which is held in September, is to provide parents with information regarding school and classroom goals and expectations. Parents may also access a Curriculum Brochure on the school website. This information is useful to parents in understanding what their child will be learning throughout the year.

Elementary Progress Report

The purpose of the progress report is to enable families and students to understand the student's achievement at key points and to know what is required for future progress. The progress report is completed three times each year, as outlined below.

December – Parent-teacher conference is held to discuss the progress report

March – Progress report is sent home with optional conference offered

June – Progress report is sent home

Ongoing Communication

Throughout the year, classroom teachers update parents regarding expectations and progress. A variety of methods are used to communicate, including:

- Newsletters
- Phone Conversations
- Samples of Student Work

Assessing Student Learning

As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in determining progress in all academic and special areas:

- a collection of work over time
- daily written or oral tasks
- application of skills
- periodic assessments (quizzes, tests, performance tasks).

Description of Grading Criteria

The following provides a description of the grading criteria. Students are graded on the content introduced during a given marking period. It is expected that students will *meet* standards by the *end* of the year. Because some standards will require more practice and exposure than others, it is understood that students may be *progressing toward* standards earlier in the year.

Academic and Special Areas

E Exceeds Standard

Exceeds Standard is reserved for students who are excelling well beyond end-of-year, grade level expectations. Criteria include:

- Demonstrates advanced thinking and understanding of skills
- Masters and applies knowledge and skills that lead to consistent, high quality work that exceeds end-of-year, grade level expectations
- Requires no support to complete work

M Meets Standard

“M” is an indication that the student has met the end-of-year standard. In Social Studies, Science, and Health, marks indicate understanding of concepts for units taught during that marking period. Criteria include:

- Demonstrates solid and consistent understanding of skills
- Applies knowledge and skills that lead to quality work that meets end-of-year, grade level expectations
- Requires minimal support to complete work

P Progressing Toward Standard

“P” is an indication that the student is approaching the standard, but requires additional instruction and/or reinforcement to fully master it. In December and March, “P” is an indication that the student is making acceptable progress toward end of year benchmarks based on skills and concepts introduced during that marking period. Standards marked “P” in June will continue to be areas of focus for your child in the next grade. Criteria include:

- Demonstrates partial understanding and/or inconsistent application of skills and concepts (In December and March, for example, students may demonstrate understanding of concepts and skills to date, but require additional instruction in order to meet the end-of-year standard. Because students acquire skills and knowledge at different rates, application of new learning may be inconsistent in the beginning stages.)
- Requires additional reinforcement and practice of skills to produce work that is near end-of-year, grade level expectations
- Requires regular support to complete work

B Below Standard

“B” is an indication that the student requires specific intervention in areas of need. Criteria include:

- Demonstrates minimal understanding of skills
- Requires additional instruction and practice of skills; work produced is below grade expectations
- Requires additional time and significant support to complete work

Effort

It is the belief of the Newington Public Schools that effort creates achievement. We foster this underlying belief by communicating these clear expectations to students. All students will:

- Work to his or her own ability
- Complete assignments on time
- Contribute to class discussions
- Demonstrate active participation in all learning activities
- Shows an interest in learning
- Take initiative for his or her own learning

Personal and Academic Responsibility, Handwriting, and Fine Motor Skills

The indicators evaluated in these categories are directly observable by the teacher and represent a child's performance over the course of the marking period.

Effort, Personal and Academic Responsibility, Handwriting, and Fine Motor grades are evaluated on a three-point scale:

- | | |
|--|---|
| 1 Consistently Meets Expectations | The student consistently meets the expectations independently and does not require assistance or redirecting. |
| 2 Inconsistently Meets Expectations | The student requires moderate assistance and redirecting to meet the expectation. |
| 3 Rarely Meets Expectations Independently | The student rarely meets the expectation independently and requires considerable assistance and redirecting. |

Shading

Shaded areas on the progress report indicate that a concept/skill is not being formally assessed at this point in the year.

Teacher Comments

Teacher comments are written in an effort to create a picture and foster understanding of the progress and learning needs of each student. The indicators on the progress report present a comprehensive view of a child's performance, which makes the need for extensive comments less necessary. Parents/teacher conferences also provide an additional opportunity for parents to talk about their child's strengths and areas for growth.

Teacher comments may reflect:

- A general statement of academic progress, as well as personal and social development
- Student strengths and/or areas of concern, both academic and behavioral
- Individual student goals or an action plan

Kindergarten Terms and Explanations

Mathematics	
Compares sets of objects up to 20	Uses words such as more, less, equal, or the same to compare sets
Identifies numerals up to 20 with fluency	Names numbers 1-20 out of order, without hesitation (automatically)
Describes objects in the environment using names of shapes	Uses names of shapes including square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, and sphere – Students learn about 2-D shapes prior to 3-D shapes
Uses position words	Words such as above, below, between, next to, beside, in front of, behind
Builds and draws shapes	Uses a variety of materials (i.e. sticks, blocks, clay, etc.) to build shapes
Compares objects using measurement attributes	Attributes include length, weight, height
Fluently adds numbers within 5 using strategies	Adds 2 numbers within 5 with accuracy (correct answer), efficiency (reasonable time), and flexibility (using the most appropriate strategy) without manipulatives. For example, when adding $1 + 4$, starts with the larger number (4) and counts on 1 orally within 3 seconds. It is not appropriate for students at this level to “memorize” facts. Rather, they need multiple opportunities to manipulate numbers with hands-on activities, drawings, and then in their heads.
Fluently subtracts numbers within 5 using strategies	Subtracts within 5 with accuracy (correct answer), efficiency (reasonable time – 3 seconds), and flexibility (using the most appropriate strategy) without manipulatives. For example, when subtracting $3 - 2$, starts with the larger number (3) and counts back 2 OR starts with the smaller number (2) and counts up to the higher number orally within 3 seconds. It is not appropriate for students at this level to “memorize” facts. Rather, they need multiple opportunities to manipulate numbers with hands-on activities, drawings, and then in their heads.
Partitions numbers less than or equal to 10	Shows more than one way to make a given number ($5=2+3$ and $5=4+1$) using objects or equations
Different ways for solving story problems	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations
Reading	
Blends sounds into words	When given sounds, puts them together to say a word (for example, b-a-t = bat)
Identifies letters fluently	Names upper and lower case letters out of order, without hesitation (automatically)
High frequency words	Commonly used words that appear often in writing (the, to, in, etc.)

Grade 1 Terms and Explanations

Mathematics	
Place value	Identifies 10 more/less than a given number; groups a number of objects by 10's and 1's; identifies the 10's and 1's place in a number; counts by 10's and counts the number of leftovers; finds numbers on a chart
Fluency with addition facts within 10	Adds 2 numbers with sums up to 10 automatically with speed and accuracy; without manipulatives (36/40 problems in 2 minutes - written)
Fluency with subtraction facts within 10	Subtracts numbers from the number 10 or lower automatically with speed and accuracy; without manipulatives (36/40 correct in 2 minutes - written)
Adds within 100 using various strategies	Uses a number line, 10 frame, counting on, known facts, and/or manipulatives, pictures, decomposing numbers, commutative and associative properties of operations Decomposing numbers means breaking numbers apart to aid in computation. For example, 13 can be broken apart into 6 and 7, 10 and 3, etc. Commutative property ($6 + 4 = 10$ so $4 + 6 = 10$) Associative property ($3 + 5 + 2$ can be found by $3 + 5 = 8$, then $8 + 2 = 10$, OR by $5 + 2 = 7$, then $7 + 3 = 10$)
Subtracts numbers that are multiples of 10 using various strategies	Uses concrete models, drawings and place value strategies to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50). For example, $90 - 10 = 80$, $50 - 30 = 20$, etc.
Solves word problems involving numbers within 20 using various strategies	Draws a picture; writes a number sentence; uses addition or subtraction to solve a problem. Problems include adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions (for example, $2 + 3 = n$, $2 + n = 5$, $n + 3 = 5$)
Attributes of shapes	Attributes include open/closed, number of sides, number of corners/angles, and length of sides. Building/composition of 2-dimensional shapes will include rectangles, squares, trapezoid, triangles, half-circles, and quarter circles. 3-dimensional shapes include cones, cylinders, cubes, and right rectangular prisms. Students learn about 2-D shapes prior to 3-D shapes.
Tells and writes time	Tells and writes time using analog and digital clocks
Nonstandard units to measure	Uses paperclips, blocks, links, unifix cubes, etc. to measure length
Makes sense of problems and perseveres in solving problems	Realizes that doing mathematics involves solving problems and discussing how they solved them. Explains to themselves the meaning of a problem and looks for ways to solve it. Uses concrete objects or pictures to help conceptualize and solve problems. Checks thinking by asking themselves, "Does this make sense?" Sticks with it and is willing to try other approaches.
Communicates thinking	Participates in mathematical discussions involving questions like "How did you get that?", "Explain your thinking," and "Why is that true?" Explains own thinking and listens to others' explanations. Decides if the explanations make sense and asks questions.
Reading	
Decoding	Uses strategies to take apart and put together sounds in words; uses beginning, middle, and end sounds; blends sounds; uses word parts

	(i.e. at, it, etc.); looks for word patterns.....
High frequency words	Commonly used words that appear often in writing
Reads with fluency	Ability to read accurately, at a good rate, effortlessly and with appropriate expression and meaning
Story elements	Identifies characters, setting, problem, solution
Central idea	The main message or lesson of a fictional story or the main idea of an informational text.
Text features	Knows and uses features such as headings, table of contents, glossaries, electronic menus, and icons to locate key facts or information in a text.
Writing and Language	
Capitalization	Uses capitalization appropriately for the beginning of a sentence, names, and dates
Punctuation	Uses end punctuation for sentences, commas in dates and to separate single words in a series.
Narrative	Recounts two or more sequenced events; includes some details about what happened; uses temporal words to signal event order; provides a sense of closure
Opinion piece	Introduces the topic or book they are writing about; states an opinion; supplies a reason for the opinion; provides a sense of closure
Informational piece	Names a topic; supplies some facts about the topic; provides a sense of closure
Applies spelling strategies	Understands that taught patterns are used to spell a variety of other words and uses these patterns correctly in daily writing. Spells high frequency words correctly (for example, <i>they, want, have, again</i>).
Handwriting	
Forms letters	Correctly forms letters using model; uses space appropriately; writes letters using learned strokes
Social Studies, Science, and Health	
Demonstrates understanding of concepts in current trimester	<p>The marking symbol represents understanding specific to the units taught in this marking period. The following units are completed during each trimester.</p> <p>1st Trimester: <i>Social Studies:</i> Citizenship and Community <i>Science:</i> Life Cycles <i>Health and Wellness:</i> Skills for Learning</p> <p>2nd Trimester: <i>Social Studies:</i> Communities, Families, and Traditions <i>Science:</i> Living Things <i>Health and Wellness:</i> Empathy; Emotion Management</p> <p>3rd Trimester: <i>Social Studies:</i> Economy and Me <i>Science:</i> Motion, Sun, and Shadows <i>Health and Wellness:</i> Problem Solving</p> <p>Additionally, concepts related to safety and healthy habits within the Health and Wellness curriculum are taught throughout the year.</p>

Grade 2 Terms and Explanations

Mathematics	
Place value	Understands that a digit has a specific value determined by its position in a number (ones, tens, and hundreds place)
Demonstrates fluency with facts	Recalls facts with accuracy and speed (36/40 correct/2 minutes – written)
Adds and subtracts with regrouping	<i>For example, 45 + 16.</i> Adds the ones ($5 + 6 = 11$) and understands that $11 = 1$ ten and 1 one. The 1 ten must be added to the numbers in the tens column
Solves 1 and 2-step word problems involving numbers within 100	Draws a picture; writes an equation; uses addition or subtraction to solve a problem. One or two step problems include adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions (for example, $2 + 3 = n$, $2 + n = 5$, $n + 3 = 5$)
Partitions shapes into equal shares	Describes the shares using the words halves, thirds, half of, a third of, etc., and describes the whole as two halves, three thirds, four fourths. Recognizes that equal shares of identical wholes need not have the same shape
Tells and writes time	Tells and writes time using analog and digital clocks
Measures to the nearest unit using appropriate tools	Tools include rulers, yardsticks, meter sticks, and measuring tapes. The nearest unit includes customary and metric (inch, foot, yard, centimeter, meter)
Relationship between measurement and unit chosen	Measures the length of an object twice using two different units (for example, centimeters and inches). Understands that it takes fewer inches because the units are larger
Makes sense of problems and perseveres in solving problems	Realizes that doing mathematics involves solving problems and discussing how they solved them. Explains to themselves the meaning of a problem and looks for ways to solve it. Uses concrete objects or pictures to help conceptualize and solve problems. Checks thinking by asking themselves, “Does this make sense?” Sticks with it and plans out a problem-solving approach
Communicates thinking	Participates in mathematical discussions involving questions like “How did you get that?”, “Explain your thinking,” and “Why is that true?” Explains own thinking, and listens to others’ explanations. Decides if the explanations make sense and asks appropriate questions
Reading	
Decodes words	Uses strategies to take apart and put together sounds in words; blends sounds; uses word parts (i.e. at, it, etc.); looks for word patterns.....
Reads with fluency	Ability to read accurately, at a good pace, effortlessly and with appropriate expression and meaning
Determines meaning of unknown words and phrases	Uses strategies such as context clues, prefixes and suffixes (i.e. <i>tell/retell</i>), known root words (i.e. <i>addition/additional</i>), compound words, glossaries and dictionaries
Monitors comprehension	Monitors understanding while reading, rereads at points of difficulty and self corrects when reading doesn’t make sense
Central ideas	The main message or lesson of a fictional story or the main idea of an informational text
Text features	Knows and uses features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons to locate key facts and

	information efficiently.
Writing and Language	
Capitalization	Uses capitalization rules from previous grades (beginning of a sentence, names, and dates); capitalizes holidays, product names, and geographic names
Punctuation	Uses punctuation rules from previous grades (end punctuation for sentences, commas in dates and to separate single words in a series); uses commas in greeting and closing of a letter, uses an apostrophe to form contractions and possessives
Narrative	Recounts a well-elaborated event or short sequence of events; includes details to describe actions, thoughts, and feelings; uses temporal words to signal event order; provides a sense of closure
Opinion piece	Introduces the topic or book they are writing about; states an opinion; supplies reasons that support the opinion; uses linking words (e.g. <i>because, also</i>) to connect opinion and reasons; provides a concluding statement
Informational piece	Introduces a topic; uses facts and definitions to develop points; provides a concluding statement
Edits	Makes corrections to capitalization and punctuation
Applies spelling strategies	Understands that taught patterns are used to spell a variety of other words; Uses these patterns correctly in daily writing; Spells high frequency words correctly (for example, <i>they, want, have, again</i>)
Speaking and Listening	
Rules for discussion	Gathers the floor in respectful ways, listens with care, speaks one at a time about the topic under discussion
Social Studies, Science, and Health	
Demonstrates knowledge of content vocabulary and understands and applies basic concepts in current trimester	<p>The marking symbol represents understanding specific to the units taught in this marking period. The following units are completed during each trimester.</p> <p>1st Trimester: <i>Social Studies</i>: Democracy in Action <i>Science</i>: Nutrition <i>Health and Wellness</i>: Skills for Learning, Germs</p> <p>2nd Trimester: <i>Social Studies</i>: Citizenship in our Community <i>Science</i>: Matter <i>Health and Wellness</i>: Empathy; Emotion Management</p> <p>3rd Trimester: <i>Social Studies</i>: Geography and Economy <i>Science</i>: Soil and Plants <i>Health and Wellness</i>: Problem Solving</p>

Grade 3 Terms and Explanations

Mathematics	
Describes problems that can be solved using multiplication and division equations	<i>For example</i> , describes a context in which a total number of objects can be expressed as 5×7 . Interprets products and quotients, e.g., interprets 5×7 as the total number of objects in 5 groups of 7 objects each; interprets $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally in to 8 shares OR as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
Demonstrates fluency with facts	Recalls facts with accuracy and speed (36/40 correct/2 minutes – written) (*Note that students are expected to master addition and subtraction facts prior to grade 3)
Adds and subtracts 3-digit numbers with regrouping	<i>For example</i> , $345 + 216$. Adds the ones ($5 + 6 = 11$) and understands that $11 = 1$ ten and 1 one. The 1 ten must be added to the numbers in the tens column.
Multiplies 1-digit numbers by multiples of 10	Multiples of 10 include a range of 10 to 90. <i>For example</i> , $4 \times 10 = 40$, $4 \times 20 = 80$, $4 \times 40 = 160$, etc.
Properties of operations	Commutative property ($6 \times 4 = 24$ so $4 \times 6 = 24$) Associative property ($3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, OR by $5 \times 2 = 10$, then $3 \times 10 = 30$) Distributive property (knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$)
Determines equivalence of fractions	Understands fractions that are equal ($1 \cong = 2 \exists = 3 \perp$)
Understands that shapes in different categories may share attributes	Shapes in different categories (e.g. rhombuses, rectangles, and squares) may share attributes (e.g. having 4 sides), and the shared attributes can define a larger category (e.g. quadrilaterals).
Partitions shapes	Divides shapes into parts with equal areas and labels parts using fractions
Time to minute	Tells time to hour, $\frac{1}{2}$ hour, $\frac{1}{4}$ hour, 5 minute, minute and fraction of an hour
Elapsed time	Measurement of time that has occurred (for example, time that has passed between 8:00 and 11:15)
Volume and mass	Uses standard units of grams (g), kilograms (kg), and liters (l) to solve problems involving measuring and estimating
Area	Solves problems by determining area (number of square units needed to cover a surface) using strategies such as tiling and counting squares or multiplying side lengths).
Perimeter	Solves problems involving determining the perimeter (distance around a figure).
Makes sense of problems and perseveres in solving problems	Realizes that doing mathematics involves solving problems and discussing how they solved them. Explains to themselves the meaning of a problem and look for ways to solve it. Uses concrete objects or pictures to help conceptualize and solve problems. Checks thinking by asking themselves, “Does this make sense?” Listens to the strategies of others and tries different approaches. Sticks with it and often uses another method to check an answer.
Communicates thinking	Constructs arguments using concrete referents, such as objects, pictures, and drawings. Refines mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” Explains thinking to others and responds to others’ thinking.
Reading	
Reads with fluency	Ability to read accurately, at a good rate, effortlessly and with appropriate expression and meaning
Determines the meaning of unknown words and	Uses strategies such as context clues, prefixes and suffixes (i.e. <i>agreeable/disagreeable</i>), known root words (i.e. <i>company/companion</i>),

phrases	glossaries and dictionaries
Monitors comprehension	Monitors understanding while reading, rereads at points of difficulty and self corrects when reading doesn't make sense
Central ideas	The main message or lesson of a fictional story or the main idea of an informational text.
Text features	Uses text features and search tools such as key words, sidebars, and hyperlinks to locate information relevant to a given topic efficiently.
Information from graphics and words	Uses all relevant information in a text to develop meaning (e.g., pictures, captions, maps, photographs, etc.)
Writing and Language	
Capitalization	Uses capitalization rules from previous grades (beginning of a sentence, names, and dates, capitalizes holidays, product names, and geographic names); capitalizes appropriate words in a title
Punctuation	Uses punctuation rules from previous grades (end punctuation for sentences, commas in dates and to separate single words in a series, uses commas in greeting and closing of a letter, uses an apostrophe to form contractions and possessives); uses commas in addresses and quotation marks, uses possessives
Narrative	Writes narratives to develop real or imagined experiences or events; uses dialogue and description; uses temporal words and phrases to signal event order; provides a sense of closure
Opinion piece	Introduces a topic; states and opinion; creates an organizational structure that lists reasons to support the opinion; uses linking words (i.e. <i>because, therefore, since, for example</i>) to connect opinion and reasons, provides a concluding statement
Informational piece	Introduces a topic; groups related information together; includes illustrations when useful; develops topic with facts, definitions, and details; uses linking words and phrases (e.g. <i>also, another, and, more, but</i>); provides a concluding statement
Edits	Makes corrections to capitalization, punctuation, grammar, sentence structure, etc.
Applies spelling strategies	Understands that taught patterns are used to spell a variety of other words; Uses these patterns correctly in daily writing; Spells high frequency words correctly
Speaking and Listening	
Rules for discussion	Gathers the floor in respectful ways, listens with care, speaks one at a time
Asks and answers questions to add to a discussion	Stays on topic, asks for clarification when needed, elaborates on the topic
Social Studies, Science, and Health	
Demonstrates understanding of concepts	The marking symbol represents understanding specific to the units taught in this marking period. The following units are completed during each trimester. 1 st Trimester: <i>Social Studies:</i> Community and Government <i>Science:</i> Properties of Matter <i>Health and Wellness:</i> Skills for Learning, Eating Healthy and Outdoor Safety 2 nd Trimester: <i>Social Studies:</i> Why Communities Change; Character and Contributions <i>Science:</i> Conservation <i>Health and Wellness:</i> Empathy; Emotion Management 3 rd Trimester: <i>Science:</i> Adaptations; Rocks and Minerals <i>Health and Wellness:</i> Problem Solving

Grade 4 Terms and Explanations

Mathematics	
Place value concepts	Knows the value of digits in larger numbers based on the position in the number (i.e. the value of 4 in 24,673 = 4,000).
Factor pairs	A pair of numbers that result in a product when multiplied by each other. For example, factor pairs of 24 include 1 and 24, 2 and 12, 3 and 8, and 4 and 6.
Demonstrates fluency with facts	Recalls facts with accuracy and speed (36/40 correct/2 minutes – written) <i>(*Note that students are expected to master addition and subtraction facts prior to grade 4)</i>
Compares fractions with different numerators and different denominators	For example, $\frac{2}{3} > \frac{1}{4}$
Adds and subtracts fractions	Includes mixed numbers (numbers represented by a whole number and a fraction)
A letter standing for the unknown	In an equation, a letter represents the unknown variable. For example, $35 \times n = 105$ where $n = 3$.
Parallel and perpendicular lines, symmetry, and angles	Parallel lines (2 lines that never touch); perpendicular lines (2 lines that intersect to make 4 right angles); symmetry (divide a shape into 2 equal parts); angle (a figure formed when 2 rays share the same endpoint).
Converts measures	For example, 3 meters = 300 centimeters; 6 gallons = 24 quarts.
Solves problems involving measurement	Measurements include distances, intervals of time, liquid volumes, masses of objects, and money.
Angle measurements	Knows that 2 angles can be combined to make a larger angle and applies this to determine the size of an unknown angle. For example, 2 angles are combined to make a 90 degree angle. If one measure is given as 30 degrees, the remaining angle can be determined to be 60 degrees because $30 + n = 90$.
Makes sense of problems and perseveres in solving problems	Realizes that doing mathematics involves solving problems and discussing how they solved them. Explains to themselves the meaning of a problem and looks for ways to solve it. Uses concrete objects or pictures to help conceptualize and solve problems. Checks their thinking by asking themselves, “Does this make sense?” Listens to the strategies of others and tries different approaches. Sticks with it and uses another method to check answers.
Communicates thinking	Constructs arguments using concrete referents such as objects, pictures, and drawings. Explains thinking and makes connections between models and equations. Refines mathematical communication skills by participating in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” Explains thinking to others and responds to others’ thinking.
Reading	
Reads with fluency	Reads with accuracy, quickly, effortlessly with appropriate expression and meaning
Determines meaning of unknown words and phrases	Uses strategies such as context clues, Greek and Latin affixes and roots (i.e. <i>telegraph, photograph, autograph</i>), reference materials (i.e.. <i>dictionaries, glossaries, thesauruses</i>)
Monitors comprehension	Monitors understanding while reading, rereads at points of difficulty and self corrects when reading doesn’t make sense
Summarizes text	Uses information from the text to summarize the key events in fiction or

	main ideas in informational text.
Identifies text structure	Identifies general organization for a piece of reading (main idea followed by supporting details, compare/contrast, cause/effect, sequence of events, problem/solution)
Interprets information presented visually and orally	Analyzes all information in a text to develop understanding (for example, charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages)
Writing and Language	
Capitalization	Uses correct capitalization (beginning of a sentence, names, and dates, capitalizes holidays, product names, and geographic names, capitalizes appropriate words in a title)
Punctuation	Uses punctuation rules from previous grades (end punctuation for sentences, commas in dates and to separate single words in a series, uses commas in greeting and closing of a letter, uses an apostrophe to form contractions and possessives, uses commas in addresses and quotation marks, uses possessives); uses commas and quotation marks, uses a comma before a coordinating conjunction in a compound sentence
Narrative	Writes narratives to develop real or imagined experiences or events; organizes event sequence to unfold naturally; uses dialogue and description; uses transition words; uses sensory details; provides a conclusion
Opinion piece	Introduces a topic; states and opinion; creates an organizational structure to group related ideas; provides reasons supported by facts and details; uses linking words (i.e. <i>for instance; in order to; in addition</i>) to connect opinion and reasons, provides a concluding statement
Informational piece	Introduces a topic; groups related information together; includes formatting (e.g. <i>headings</i>), illustrations, and multimedia when useful; develops topic with facts, definitions, details and quotations; uses linking words and phrases (e.g. <i>another, for example, also, because</i>); uses precise language and domain-specific vocabulary; provides a concluding statement
Edits	Makes corrections to capitalization, punctuation, grammar, sentence structure, etc.
Revises	Improves writing by adding detail, using stronger words, etc.
Applies spelling strategies	Understands that taught patterns are used to spell a variety of other words; Uses these patterns correctly in daily writing; Spells high frequency words correctly.
Social Studies, Science, and Health	
Demonstrates understanding of concepts	The marking symbol represents understanding specific to the units taught in this marking period. The following units are completed during each trimester. 1 st Trimester: <i>Social Studies:</i> Defining Regions <i>Science:</i> Interaction of Living Things <i>Health and Wellness:</i> Skills for Learning, Human Body Systems 2 nd Trimester: <i>Social Studies:</i> U.S. Geography: Communities Adapt, Character and Culture <i>Health and Wellness:</i> Empathy; Emotion Management 3 rd Trimester: <i>Science:</i> Forces and Motion, Electricity <i>Health and Wellness:</i> Problem Solving, Personal Health

Art Progress Report Information by Grade

This chart shows the topics in Art (column #1) and the indicators within each topic that are assessed by grade level.

Standard Topics	Kindergarten Progress Report Indicator	First Grade Progress Report Indicator	Second Grade Progress Report Indicator	Third Grade Progress Report Indicator	Fourth Grade Progress Report Indicator
PERFORMANCE					
Media (art materials), Techniques (how they are used), and Processes	Recognizes the difference between various art materials and how they are used	Recognizes the difference between various art materials and how they are used	Recognizes that different art materials and techniques cause various responses from people	Uses art materials and techniques appropriately to communicate ideas, feelings, and experiences	Uses art materials and techniques appropriately to communicate ideas, feelings, and experiences
Elements (line, shape, value, etc.) and Principles (variety, balance, repetition, perspective)	Chooses a variety of line, shape, color, and pattern to express ideas in artwork	Chooses a variety of line, shape, color, and pattern to create a balanced work of art	Uses patterns, texture, and space in artwork	Uses value (lightness/darkness), form (3D), and simple perspective in artwork	Uses value (lightness/darkness), form (3D), and simple perspective in artwork
Content	Selects and uses subject matter, symbols and ideas to communicate meaning	Selects and uses subject matter, symbols and ideas to communicate meaning	Selects and uses subject matter, symbols and ideas to communicate meaning	Selects and uses subject matter, symbols and ideas to communicate meaning	Selects and uses subject matter, symbols and ideas to communicate meaning
AESTHETICS					
History and Cultures	N/A	Creates artwork that demonstrates understanding of how history or culture can influence visual art.	Creates artwork that demonstrates understanding of how history or culture can influence visual art.	Creates artwork that demonstrates understanding of how history or culture can influence visual art.	Creates artwork that demonstrates understanding of how history or culture can influence visual art.
Analysis, Interpretation and Evaluation	N/A	Identifies possible improvements in the process of creating their own artwork.	Identifies possible improvements in the process of creating their own artwork.	Identifies possible improvements in the process of creating their own artwork.	Recognizes that there are different responses to works of art.
PERSONAL RESPONSIBILITY					
Follows Instructions	Works independently by following teacher directions, listens to instructions				
Interacts in a Positive Manner	Treats teachers and other students with respect				
Exhibits Self Control	Consistently follows school and classroom rules, respects space of self and others, takes responsibility for words and actions				
Demonstrates Effort	Works to potential, strives to improve, takes pride in consistent effort				

Music Progress Report Information by Grade

This chart shows the indicators in Music that are assessed across the grades (column #1). Under each grade level, examples are provided.

Progress Report Indicator (all grades)	Kindergarten Examples	First Grade Examples	Second Grade Examples	Third Grade Examples	Fourth Grade Examples
PERFORMANCE					
Demonstrates abilities in keeping a steady beat	Moves to beat or taps beat on body or instrument	Moves to beat or taps beat on body or instrument	N/A	N/A	N/A
Demonstrates rhythmic abilities	N/A	Performs quarter note, eighth note and quarter rest patterns.	Performs quarter note, eighth note and quarter rest patterns.	Performs whole, half, quarter, eighth notes and rests in various rhythmic patterns.	Performs whole, half, quarter, eighth notes and rests in various rhythmic patterns.
Demonstrates using a proper singing voice	Independently identifies and uses singing, whispering, shouting, and speaking voices.	Sings independently with proper tone and strives for in-tune singing using unison songs.	Sings independently with proper tone and strives for in-tune singing using unison songs.	Sings independently with proper tone and strives for in-tune singing using unison songs.	Sings independently with proper tone and strives for in-tune singing using unison, rounds, and partner songs.
Demonstrates music literacy skills	N/A	N/A	Decodes quarter and eighth note patterns, and 3-note tonal patterns.	Reads whole, half, quarter and eighth note patterns, and 3 or 4-note tonal patterns.	Reads whole, half, quarter and eighth note patterns, and demonstrates proficiency with note names on the staff.
CREATING AND RESPONDING					
Creates music in a manner consistent with grade level	Creates using pitch and/or rhythmic exploration.	Creates using pitch and/or rhythmic exploration.	Creates 4-beat rhythmic patterns.	Creates 4-beat rhythmic patterns and/or 3-note tonal patterns.	Creates music using the Pentatonic (5-note) Scale.
Demonstrates critical listening skills by responding to musical qualities of a performance	Differentiates between high/low, fast/slow, loud/quiet	Differentiates between high/low, fast/slow, loud/quiet	Differentiates between piano/forte, fast/slow.	Differentiates between piano/forte, fast/slow using musical vocabulary.	Differentiates between piano/forte, fast/slow using musical vocabulary. Identifies instruments by sound.
PERSONAL RESPONSIBILITY					
Follows instructions	Works independently by following teacher directions, listens to instructions				
Interacts in a positive manner	Treats teachers and other students with respect				
Exhibits self-control	Consistently follows school and classroom rules, respects space of self and others, takes responsibility for words and actions				
Demonstrates effort	Works to potential, strives to improve, takes pride in consistent effort				

Wellness Progress Report Information by Grade

This chart shows the indicators in Physical Education that are assessed across the grades (column #1). Under each grade level, examples are provided.

Progress Report Indicator (all grades)	Kindergarten Examples	First Grade Examples	Second Grade Examples	Third Grade Examples	Fourth Grade Examples
PERFORMANCE					
Exhibits initial gross and fine-motor skills	Examples: Hopping, skipping, jumping, galloping, walking overhand	Examples: Efficient in hopping, skipping, jumping, galloping	NA	NA	NA
Demonstrates proper gross motor movement	NA	NA	Examples: Striking, kicking, volleying, rolling	Examples: Punting, dribbling, bumping, underhand serve	Examples: Efficient at dribbling, bumping, setting
Applies concepts and strategies appropriate to grade level	Understands simple games, rules, and personal space	Understands simple games, rules, and personal space	Applies strategies in game situations; Makes connections between games; Able to self-assess as a learning tool	Locates major muscles; Creates personal routine demonstrating learned concepts	Names major muscles and what they do; Self-officiates; Engages in peer assessment
FITNESS					
Exhibits physical fitness	Sustains moderate level of physical activity	Sustains moderate level of physical activity	Sustains moderate level of physical activity; Demonstrates proper start for mile walk, sit and reach, push up, and curl up	Demonstrates improvement on mile walk, sit and reach, push up, and curl up	Proficient in physical activities including the mile walk, sit and reach, push up, and curl up
Understands components of physical fitness	NA	NA	NA	Identifies purpose and components of mile walk, sit and reach, push up, and curl up; Understands terminology of fitness components	Connects each physical fitness area to the critical components: Flexibility (sit and reach); Muscle endurance (curl-ups); Muscular strength (sit ups); Cardiovascular (pacer)
PERSONAL RESPONSIBILITY					
Follows instructions	Works independently by following teacher directions, listens to instructions				
Interacts in a positive manner	Treats teachers and other students with respect				
Exhibits self-control	Consistently follows school and classroom rules, respects space of self and others, takes responsibility for words and actions				
Demonstrates effort	Works to potential, strives to improve, takes pride in consistent effort				

