

Name: _____

Standard: I can comprehend grade level text.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student can comprehend level J (18) text independently.	Student can comprehend level J text independently.	Student can comprehend level J text independently.	Student can comprehend level K (19+) or higher text independently.
3	Student can comprehend level D (5-6) text independently.	Student can comprehend level F (9-10) text independently.	Student can comprehend level H (13-14) text independently.	Student can comprehend level J (18) text independently.
2	With prompting, student can comprehend level D (5-6) text.	With prompting, student can comprehend level F (9-10) text.	With prompting, student can comprehend level H (13-14) text.	With prompting, student can comprehend level J (18) text.
1	Even with prompting, student is unable to comprehend level D (5-6) text.	Even with prompting, student is unable to comprehend level F (9-10) text.	Even with prompting, student is unable to comprehend level H (13-14) text.	Even with prompting, student is unable to comprehend level J (18) text.

Standard: I can read grade level text with fluency.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student can read level J (18) text independently.	Student can read level J (18) text independently.	Student can read level J (18) text independently.	Student can read level K (19+) or higher text independently.
3	Student can read level D (5-6) text independently.	Student can read level F (9-10) text independently.	Student can read level H (13-14) text independently.	Student can read level J (18) text independently.
2	Student reads at an instructional level D (5-6).	Student reads at an instructional level F (9-10).	Student reads at an instructional level H (13-14).	Student reads at an instructional level J (18).
1	Student is unable to read a level D (5-6).	Student is unable to read a level F (9-10).	Student is unable to read a level H (13-14).	Student is unable to read a level J (18).

Standard: I can utilize reading strategies.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Student can utilize one reading strategy independently.	Student can utilize three reading strategies independently.	Student can utilize four reading strategies independently.	Student can utilize six reading strategies independently.
2	With prompting, student can utilize one reading strategy.	With prompting, student can utilize three reading strategies.	With prompting, student can utilize four reading strategies.	With prompting, student can utilize six strategies.
1	Even with prompting, student is unable to utilize one reading strategy.	Even with prompting, student is unable to utilize three reading strategies.	Even with prompting, student is unable to utilize four reading strategies.	Even with prompting, student is unable to utilize reading strategies.

Standard: I can read grade level trick words.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Student can consistently read first quarter trick words at 93% or above.	Student can consistently read second quarter trick words at 93% or above.	Student can consistently read third quarter trick words at 93% or above.	Student can consistently read fourth quarter trick words at 93% or above.
2	Student can read first quarter trick words at 85-92%.	Student can read second quarter trick words at 85-92%.	Student can read third quarter trick words at 85-92%.	Student can read fourth quarter trick words at 85-92%.
1	Student can read first quarter trick words at 84% or below.	Student can read second quarter trick words at 84% or below.	Student can read third quarter trick words at 84% or below.	Student can read fourth quarter trick words at 84% or below.

Standard: I can use age appropriate developmental spelling.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.			
3	Student can use age appropriate developmental spelling.			
2	With prompting, student can use age appropriate developmental spelling.	With prompting, student can use age appropriate developmental spelling.	With prompting, student can use age appropriate developmental spelling.	With prompting, student can use age appropriate developmental spelling.
1	Student cannot use age appropriate developmental spelling, even with prompting.	Student cannot use age appropriate developmental spelling, even with prompting.	Student cannot use age appropriate developmental spelling, even with prompting.	Student cannot use age appropriate developmental spelling, even with prompting.

Standard: I can spell grade level trick words.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Student can consistently spell first quarter trick words at 93% or above.	Student can consistently spell second quarter trick words at 93% or above.	Student can consistently spell third quarter trick words at 93% or above.	Student can consistently spell fourth quarter trick words at 93% or above.
2	Student can spell first quarter trick words at 85-92%.	Student can spell second quarter trick words at 85-92%.	Student can spell third quarter trick words at 85-92%.	Student can spell fourth quarter trick words at 85-92%.
1	Student can spell first quarter trick words at 84% or below.	Student can spell second quarter trick words at 84% or below.	Student can spell third quarter trick words at 84% or below.	Student can spell fourth quarter trick words at 84% or below.

Standard: I can produce letter sounds that have been introduced.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.			
3	Student can produce letter sounds that have been introduced.	Student can produce letter sounds that have been introduced.	Student can produce letter sounds that have been introduced.	Student can produce letter sounds that have been introduced.
2	Student can produce letter sounds that have been introduced with support.	Student can produce letter sounds that have been introduced with support.	Student can produce letter sounds that have been introduced with support.	Student can produce letter sounds that have been introduced with support.
1	Student cannot produce letter sounds that have been introduced even with support.	Student cannot produce letter sounds that have been introduced even with support.	Student cannot produce letter sounds that have been introduced even with support.	Student cannot produce letter sounds that have been introduced even with support.

Standard: I can spell grade level pattern words.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Student can consistently spell first quarter pattern words at 93% or above.	Student can consistently spell second quarter pattern words at 93% or above.	Student can consistently spell third quarter pattern words at 93% or above.	Student can consistently spell fourth quarter pattern words at 93% or above.
2	Student can spell first quarter pattern words at 85-92%.	Student can spell second quarter pattern words at 85-92%.	Student can spell third quarter pattern words at 85-92%.	Student can spell fourth quarter pattern words at 85-92%.
1	Student can spell first quarter pattern words at 84% or below.	Student can spell second quarter pattern words at 84% or below.	Student can spell third quarter pattern words at 84% or below.	Student can spell fourth quarter pattern words at 84% or below.

Standard: I can use correct size and spacing of letters and words.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Student consistently uses correct size and spacing of letters and words.	Reassess if the standard is not met.	Reassess if the standard is not met.	Reassess if the standard is not met.
2	With prompting, student can use correct size and spacing of letters and words.			

1	Even with prompting, student is unable to use correct size and spacing of letters and words.			
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Standard: I can use grade appropriate capitalization and punctuation.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Student independently uses grade appropriate capitalization and punctuation consistently.	Reassess if the standard is not met.	Reassess if the standard is not met.	Reassess if the standard is not met.
2	Student independently uses grade appropriate capitalization and punctuation inconsistently.			
1	Student is unable to independently use grade appropriate capitalization and punctuation.			

Standard: I can write a complete sentence

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Not assessed until second quarter.	Student can independently write a simple sentence. (subject/ noun and predicate/verb)	Student can independently write a complex sentence. (subject/noun, predicate/verb, and adjective)	Student can independently write a complex sentence. (subject/noun, predicate/verb, and adjective, and conjunction.)
2		With prompting, student can write a simple sentence.	With prompting, student can write a complex sentence.	With prompting, student can write a complex sentence
1		Even with prompting, student is unable to write a simple sentence.	Even with prompting, student is unable to write a complex sentence.	Even with prompting, student is unable to write a complex sentence

Standard: I can count orally to 120.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Student can count orally to 100.	Student can count orally to 120.	Reassess if the standard is not met.	Reassess if the standard is not met.
2	With prompting, student can count orally to 100.	With prompting, student can count orally to 120.		
1	Even with prompting, student is unable to count orally to 100.	Even with prompting, student is unable to count orally to 120.		

Standard: I can write numerals to 120

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
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4	Student demonstrates knowledge beyond the expectation taught.			
3	Student can consistently write to 20.	Student can consistently write to 50.	Student can consistently write to 110.	Student can consistently write to 120.
2	Students are inconsistent when writing to 20.	Students are inconsistent when writing to 50.	Students are inconsistent when writing to 110.	Students are inconsistent when writing to 120.
1	Students are unable to write to 20 even with support.	Students are unable to write to 50 even with support.	Students are unable to write to 110 even with support.	Students are unable to write to 120 even with support.

Standard: I can solve addition facts to 10 fluently.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Student can solve addition facts to 5.	Student can solve addition facts to 5 fluently.	Student can solve addition facts to 10.	Student can solve addition facts to 10 fluently.
2	Students can solve addition facts to 5 by using concrete manipulatives with prompting.	Students can solve addition facts to 5 by using concrete manipulatives.	Students can solve addition facts to 10 by using concrete manipulatives.	Students can solve addition facts to 10 with concrete manipulatives.
1	Students are unable to solve facts to 5 even with concrete manipulatives and prompting.	Students are unable to solve facts to 5 even with concrete manipulatives.	Students are unable to solve facts to 10 even with concrete manipulatives.	Students are unable to solve facts to 10 even with concrete manipulatives.

Standard: I can solve subtraction facts to 10 fluently.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Student can solve subtraction facts to 5.	Student can solve subtraction facts to 5 fluently.	Student can solve subtraction facts to 10.	Student can solve subtraction facts to 10 fluently.
2	Students can solve subtraction facts to 5 by using concrete manipulatives with prompting.	Students can solve subtraction facts to 5 by using concrete manipulatives.	Students can solve subtraction facts to 10 by using concrete manipulatives.	Students can solve subtraction facts to 10 with concrete manipulatives.
1	Students are unable to solve facts to 5 even with concrete manipulatives and prompting.	Students are unable to solve facts to 5 even with concrete manipulatives.	Students are unable to solve facts to 10 even with concrete manipulatives.	Students are unable to solve facts to 10 even with concrete manipulatives.

Standard: I can solve addition and subtraction word problems to 20.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.			

3	Student can solve addition and subtraction word problems to 5.	Student can solve addition and subtraction word problems to 10.	Student can solve addition and subtraction word problems to 15.	Student can solve addition and subtraction word problems to 20.
2	Students can solve addition or subtraction word problems to 5 by using concrete manipulatives with prompting.	Students can solve addition or subtraction word problems to 10 by using concrete manipulatives with prompting.	Students can solve addition or subtraction word problems to 15 by using concrete manipulatives with prompting.	Students can solve addition or subtraction word problems to 20 with concrete manipulatives with prompting.
1	Students are unable to solve word problems to 5 even with concrete manipulatives and prompting.	Students are unable to solve word problems to 10 even with concrete manipulatives and prompting.	Students are unable to solve word problems to 15 even with concrete manipulatives and prompting.	Students are unable to solve word problems to 20 even with concrete manipulatives and prompting.

Standard: I can identify tens and ones in two-digit number.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4				
3	Not assessed until third quarter.		Student can identify tens and ones in a two-digit number.	Reassess if the standard is not met.
2			Student can identify tens and ones in a two-digit number with concrete manipulatives.	
1			Student is unable to identify tens and ones in a two-digit number using concrete manipulatives.	

Standard: I can bundle objects into groups of 10.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Not assessed until third quarter.		Student can bundle objects into groups of 10.	Reassess if the standard is not met.
2			Student is able to bundle objects into groups of 10 with support.	
1			Student is unable to bundle objects into groups of 10 even with support.	

Standard: I can compare two digit numbers using the symbols $<$, $>$, $=$

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
4				
3	Not assessed until third quarter.	Not assessed until third quarter.	Student can compare two digit numbers using the symbols $<$, $>$, and $=$	Reassess if the standard is not met.
2			Student can compare two digit numbers using the symbols $<$, $>$, and $=$ with support	
1			Student is unable to compare two digit numbers using the symbols $<$, $>$, and $=$ even with support	

Standard: I can use place value knowledge to solve addition and subtraction problems to 100.

	1 st	2 nd	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Not assessed until third quarter.		Student can solve addition and subtraction problems within 100 using place value using manipulatives.	Reassess if the standard is not met.
2			Student can solve addition and subtraction problems within 100 using place value using manipulatives with support.	
1			Student is unable to solve addition and subtraction problems within 100 using place value using manipulatives with support.	

Standard: I can classify the following plane shapes according to defined characteristics: rectangle, square, triangle, trapezoid, half-circle, and quarter circle.

	1 st	2 nd	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Not assessed until third quarter.		Student can classify plane shapes according to defined characteristics.	Reassess if the standard is not met.
2			Student can classify plane shapes according to defined characteristics with support.	
1			Student is unable to classify plane shapes according to defined characteristics even with support.	

Standard: I can classify the following geometric shapes according to defined characteristics: cubes, rectangular prisms, cones, and cylinders.

	1 st	2 nd	3 rd Quarter	4 th Quarter
4	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.	Student demonstrates knowledge beyond the expectation taught.
3	Not assessed until third quarter.		Student can classify geometric shapes according to defined characteristics.	Reassess if the standard is not met.
2			Student can classify geometric shapes according to defined characteristics with support.	
1			Student is unable to classify geometric shapes according to defined characteristics even with support.	

Standard: I can identify halves and quarters of plane shapes using the terms halves, fourths, quarters, half of, fourth of, quarter of.

	1 st	2 nd	3 rd	4 th
4	Student demonstrates knowledge beyond the expectation taught.			
3	Not assessed until fourth quarter.			Student can identify halves and quarters of plane shapes using the terms halves, fourths, quarters, half of, fourth of, quarter of.
2				Student can identify halves and quarters of plane shapes using the terms halves, fourths, quarters, half of, fourth of, quarter of with support.
1				Student is unable to identify halves and quarters of plane shapes using the terms halves, fourths, quarters, half of, fourth of, quarter of even with support.