

## Grade Level

## First

Term	READING	<i>BEGINNING</i>	<i>PROGRESSING</i>	<i>APPROACHING</i>	<i>MEETING</i>	<i>EXCEEDING</i>
1, 2, 3	<b>Reads literature with comprehension</b> <b>RL. 1.1-1.10</b>	Beginning to read and understand below grade level fiction (characters, setting, events, key details) and poetry with guidance and support from adults. <b>Benchmark Levels A-D</b>	Reads and understands below grade level fiction (characters, setting, events, key details) and poetry with some guidance and support from adults. <b>Benchmark Levels E-G</b>	Reads and understands grade level fiction (characters, setting, events, key details) and poetry with increased accuracy and independence. <b>Benchmark Levels H-I</b>	Consistently, accurately, and independently reads and understands grade level fiction (characters, setting, events, key details) and poetry. <b>Benchmark Level J</b>	Consistently, accurately, and independently reads and understands above grade level fiction (characters, setting, events, key details, genre, moral) and poetry (beats, alliteration, rhyme, repeated lines). <b>Benchmark Level K+</b>
1, 2, 3	<b>Reads informational text with comprehension</b> <b>RI. 1.1-1.10</b>	Beginning to read and understand below grade level informational text and its features (photographs, diagrams) to locate key facts with guidance and support from adults. <b>Benchmark Levels A-D</b>	Reads and understands below grade level informational text and its features (headings, table of contents, glossary) to locate key facts with some guidance and support from adults. <b>Benchmark Levels E-G</b>	Reads and understands grade level informational text and its features (headings, table of contents, glossary) to locate key facts with increased accuracy and independence. <b>Benchmark Levels H-I</b>	Consistently, accurately, and independently reads and understands grade level informational text and its features (headings, table of contents, glossary) to locate key facts. <b>Benchmark Level J</b>	Consistently, accurately, independently reads and understands above grade level informational text and its features (captions, bold print, subheadings, glossaries, indexes) to locate key facts. <b>Benchmark Level K+</b>
1, 2, 3	<b>Demonstrates an understanding of phonological awareness</b> <b>RF. 1.2</b> <b>MA. 2.</b>	Beginning to distinguish long/short vowel sounds and orally blend sounds in single syllable words with guidance and support from adults.	Distinguishes long/short vowel sounds and orally blends sounds in single syllable words including consonant blends with some guidance and support from adults.	Distinguishes long/short vowel sounds, orally blends sounds including consonant blends, isolates and pronounces initial, medial, and final sounds with increased accuracy and independence.	Consistently, accurately, and independently distinguishes long/short vowel sounds, orally blends sounds including consonant blends, isolates and pronounces initial, medial, and final sounds, and segments single syllable words.	Consistently, accurately, and independently distinguishes long/short vowel sounds, orally blends sounds including consonant blends, isolates and pronounces initial, medial, and final sounds, and segments single syllable and multisyllabic words.
1, 2, 3	<b>Knows and applies grade level phonics skills in decoding words</b> <b>RF. 1.3</b> <b>MA. 3</b>	Beginning to know and apply spelling-sound correspondences for consonants/vowels and decodes regularly spelled one-syllable words with guidance and support from adults.	Knows and applies spelling-sound correspondences for consonants/vowels and consonant digraphs. Decodes regularly spelled one-syllable words with some guidance and support from adults.	Knows and applies spelling-sound correspondences for consonants/vowels, consonant digraphs, final -e/vowel teams and decodes one-syllable words with increased accuracy and independence.	Consistently, accurately, and independently knows and applies spelling-sound correspondences for consonants/vowels, consonant digraphs, final -e/vowel teams, suffixes, and decodes one and two-syllable words.	Consistently, accurately and independently knows and applies long/short vowels, spelling-sound correspondences for vowel teams, syllable division, and prefixes/suffixes to decode one and two-syllable words.
1, 2, 3	<b>Reads accurately</b> <b>RF. 1.4</b>	Beginning to read below grade level text orally using picture clues with guidance and support from adults. <b>Benchmark Levels A-D</b>	Reads below grade level text orally using picture clues and context to confirm with some guidance and support from adults. <b>Benchmark Levels E-G</b>	Reads grade level text orally with using context to confirm or self-correct word recognition with increased accuracy and independence. <b>Benchmark Levels H-I</b>	Consistently, accurately, and independently reads grade level text orally using context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>Benchmark Level J</b>	Consistently, accurately, and independently reads above grade level text orally using context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>Benchmark Level K+</b>
1, 2, 3	<b>Reads fluently</b> <b>RF. 1.4</b>	Beginning to read below grade level text orally with accuracy, appropriate rate and expression with guidance and support from adults.	Reads below grade level text orally with accuracy, appropriate rate and expression with some guidance and support from adults.	Reads grade level text orally with accuracy, appropriate rate and expression with increased accuracy and independence.	Consistently, accurately, and independently reads grade level text orally with accuracy, appropriate rate and expression.	Consistently, accurately, and independently reads above grade level text orally with accuracy, appropriate rate and expression.
1, 2, 3	<b>Recognizes and reads grade level sight words</b> <b>RF.1.3</b>	Beginning to develop a sight word vocabulary with guidance and support from adults. (25 %)	Recognizes and reads some of the grade level sight words with guidance and support from adults. (50 %)	Recognizes and reads grade level sight words with increased accuracy and independence. (75%)	Consistently, accurately, and independently reads all grade level sight words. (100 %)	Consistently, accurately and independently reads all grade level and above grade level sight words. (100%+)

<b>Term</b>	<b>WRITING</b>	<b><i>BEGINNING</i></b>	<b><i>PROGRESSING</i></b>	<b><i>APPROACHING</i></b>	<b><i>MEETING</i></b>	<b><i>EXCEEDING</i></b>
<b>3</b>	<b>Writes opinion pieces</b>  <b>W. 1.1</b> <b>W. 1.5</b>	Beginning to use a combination of drawing, dictating and writing to state an opinion or preference about a topic with guidance and support from adults.	Writes opinion pieces introducing the topic and stating an opinion with some guidance and support from adults.	Writes opinion pieces introducing the topic, stating an opinion, and supplies reasoning for opinion with increased accuracy and independence.	Consistently, accurately, and independently writes opinion pieces introducing the topic, stating an opinion, supplies reasoning for opinion and provides closure.	Consistently, accurately, and independently writes opinion pieces introducing a topic, stating an opinion, using linking words to connect reasons, uses rich vocabulary and provides a concluding statement.
<b>2, 3</b>	<b>Writes informative/explanatory texts</b>  <b>W. 1.2</b> <b>W. 1.7</b> <b>W. 1.8</b>	Beginning to use a combination of drawing, dictating and writing to name what they are writing about and supply information with guidance and support from adults.	Writes informative/explanatory text by naming a topic and supplying some facts about the topic with some guidance and support from adults.	Writes informative/explanatory text by naming the topic, supplying facts about the topic with increased accuracy and independence.	Consistently, accurately, and independently writes informative/explanatory text by naming the topic, supplying facts about the topic and providing closure.	Consistently, accurately, and independently writes informative/explanatory text in which a topic is introduced, facts and definitions develop points, and a conclusion is provided.
<b>1, 2, 3</b>	<b>Writes narratives that recount two sequenced events</b>  <b>W. 1.3</b> <b>W. 1.8</b>	Beginning to use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events in sequence with guidance and support from adults.	Writes narratives recounting two or more sequenced events and includes details with some guidance and support from adults.	Writes narratives recounting two or more sequenced events, includes details, and uses temporal words to show event order with increased accuracy and independence.	Consistently, accurately, and independently writes narratives recounting two or more sequenced events, includes details, uses temporal words to show event order and provides closure.	Consistently, accurately, and independently writes narratives recounting two or more sequenced events, includes vivid details, rich vocabulary, temporal words to show event order and provides closure.
<b>1,2, 3</b>	<b>Strengthens writing through revision with guidance</b>  <b>W. 1.5</b>	Beginning to strengthen writing through revision with guidance and support from adults.	Strengthens writing through revision with some guidance and support from adults.	Strengthens writing through revision with increased independence.	Consistently and independently strengthens writing through revision with guidance.	Consistently, strengthens writing through revision independently.
<b>Term</b>	<b>SPEAKING &amp; LISTENING</b>	<b><i>BEGINNING</i></b>	<b><i>PROGRESSING</i></b>	<b><i>APPROACHING</i></b>	<b><i>MEETING</i></b>	<b><i>EXCEEDING</i></b>
<b>1, 2, 3</b>	<b>Participates in collaborative discussions</b>  <b>SL. 1.1</b> <b>SL. 1.2</b> <b>SL. 1.3</b>	Beginning to listen to others, take turns speaking about topics/texts, and continue a conversation with guidance and support from adults.	Listens to others with care, speaks one at a time about topics/texts, and builds on the conversation by responding to the comments of others with some guidance and support from adults.	Listens to others with care, speaks one at a time about topics/texts, builds on the conversation by responding to the comments of others, and asks appropriate questions with increased accuracy and independence.	Consistently and independently listens to others with care, speaks one at a time about topics/texts, builds on the conversation by responding to the comments of others, asks and answers questions to gather additional information.	Consistently and independently gains the floor in respectful ways, listens to others with care, speaks one at a time about topics/texts, links comments to the remarks of others, and asks/answers questions to gather additional information or to gain a deeper understanding of a topic.
<b>1, 2, 3</b>	<b>Expresses thoughts, ideas and feelings clearly</b>  <b>SL. 1.4</b> <b>SL. 1.5</b> <b>SL. 1.6</b>	Beginning to describe familiar people/places/things/events, speak audibly, and express thoughts/feelings/ideas clearly with guidance and support from adults.	Describes people/places/things/events with relevant details and expresses ideas/feelings clearly with some guidance and support from adults.	Describes people/places/things/events with relevant details, expresses ideas/feelings clearly, and uses visuals when appropriate to clarify ideas/thoughts/feelings with increased accuracy and independence.	Consistently and independently describes people/places/things/events with relevant details, expresses ideas/feelings clearly, uses visuals when appropriate to clarify ideas/thoughts/feelings, and produces complete sentences.	Consistently and independently tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaks audibly in coherent sentences, uses audio/visuals when appropriate to clarify ideas/thoughts/feelings, and produces complete sentences in order to provide requested detail or

Term	LANGUAGE	<i>BEGINNING</i>	<i>PROGRESSING</i>	<i>APPROACHING</i>	<i>MEETING</i>	<i>EXCEEDING</i>
1, 2, 3	<b>Demonstrates command of grammar and usage</b>  L. 1.1	Beginning to use frequently occurring nouns/verbs, use question words and prepositions, and produce/expand complete sentences in shared language activities with guidance and support from adults.	Uses singular/plural nouns with matching verbs in basic sentences, uses pronouns to take the place of nouns, and uses verbs to convey a sense of past/present/future with some guidance and support from adults.	Uses singular/plural nouns with matching verbs in basic sentences, uses pronouns to take the place of nouns, uses verbs to convey a sense of past/present/future, uses adjectives, conjunctions, prepositions, and determiners with increased accuracy and independence.	Consistently, accurately, and independently demonstrates command of the conventions of standard English grammar including common/proper/plural nouns, pronouns, adjectives, conjunctions, prepositions and determiners. Produces complete simple and compound declarative, interrogative, and exclamatory sentences.	Consistently, accurately, and independently demonstrates command of the conventions of standard English grammar including collective nouns, irregular plural nouns, reflective pronouns, irregular verbs, adjectives and adverbs. Produce, expand, and rearrange complete simple and compound sentences.
1, 2, 3	<b>Demonstrates command of capitalization and punctuation</b>  L. 1.2	Beginning to capitalize the first word in a sentence and the pronoun <i>I</i> . Recognizes and names end punctuation with guidance and support from adults.	Capitalizes dates and the names of people and uses end punctuation for sentences with some guidance and support from adults.	Capitalizes dates and the names of people, uses end punctuation for sentences, and uses commas in dates with increased accuracy and independence.	Consistently, accurately, and independently capitalizes dates and the names of people, uses end punctuation for sentences, and uses commas in dates and to separate single words in a series.	Consistently, accurately, and independently capitalizes holidays, product names, and geographic names. Uses commas in greetings and closings of letters. Uses an apostrophe to form contractions and possessives.
1, 2, 3	<b>Prints all upper and lower-case letters legibly</b>  L. 1.1	Beginning to print many upper- and lower-case letters using correct formation and use spacing and alignment with guidance and support from adults.	Prints upper- and lower-case letters with correct formation, spacing and alignment with some guidance and support from adults.	Prints upper- and lower-case letters with correct formation, spacing and alignment with increased accuracy and independence.	Consistently, accurately and independently prints all upper- and lower-case letters using correct formation, spacing and alignment in everyday writing.	Consistently, accurately and independently uses correct letter formation, spacing and alignment in everyday writing with a high level of quality.
1, 2, 3	<b>Applies phonics skills in everyday writing</b>  L. 1.2 L. 1.4 L. 1.5 L. 1.6	Beginning to spell simple words phonetically, drawing on knowledge of sound-letter relationships and use acquired language in everyday writing with guidance and support from adults.	Spells untaught words phonetically, drawing on phonemic awareness and uses taught vocabulary in everyday writing with some guidance and support from adults.	Spells untaught words phonetically, drawing on phonemic awareness, uses taught phonics rules to spell words and uses taught vocabulary in everyday writing with increased accuracy and independence.	Consistently, accurately, and independently spells untaught words phonetically, drawing on phonemic awareness, uses taught phonics rules to spell words correctly and uses taught vocabulary in everyday writing.	Consistently, accurately, and independently uses above grade level phonics rules to spell one and two-syllable words correctly. Uses rich vocabulary in everyday writing.
1, 2, 3	<b>Accurately spells sight words in everyday writing</b>  L. 1.2	Beginning to use conventional spelling for words with common spelling patterns and for irregular words in everyday writing with guidance and support from adults.	Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words in everyday writing with some guidance and support from adults.	Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words in everyday writing with increased accuracy and independence.	Consistently, accurately, and independently uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words in everyday writing.	Consistently, accurately and independently uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words in everyday writing and consults beginning dictionaries as needed to check and correct spelling.

Term	OPERATIONS & ALGEBRAIC THINKING	<i>BEGINNING</i>	<i>PROGRESSING</i>	<i>APPROACHING</i>	<i>MEETING</i>	<i>EXCEEDING</i>
1	<b>Represents and solves addition and subtraction word problems within 20</b>  1. OA. A. 1 1. OA. A. 2	Beginning to use addition and subtraction within 10 to solve word problems using objects and drawings to represent the problem with guidance and support from adults.	Uses addition and subtraction within 20 to solve word problems using objects, drawings, and symbols(= - +) with some guidance and support from adults.	Uses addition and subtraction within 20 to solve word problems using objects, drawings, and symbols (= - +) to form equations with increased accuracy and independence.	Consistently, accurately, and independently uses addition and subtraction within 20 to solve word problems of up to three whole numbers using objects, drawings, and symbols (= - +) to form equations.	Consistently, accurately, and independently uses addition and subtraction within 100 to solve one and two-step word problems using drawings and equations.
1	<b>Understands the relationship between addition and subtraction</b>  1. OA. B. 3 1. OA. B. 4	Beginning to understand addition (as putting together and adding to) and subtraction (as taking apart and taking from) within 10 using objects or drawings with guidance and support from adults. (Commutative/Associative)	Applies properties of operations as strategies to add and subtract within 20 and to find missing addends using objects and drawings with some guidance and support from adults. (Commutative/Associative)	Applies properties of operations as strategies to add and subtract within 20 and to find missing addends using objects, drawings, and symbols (= - +) with increased accuracy and independence. (Commutative/Associative)	Consistently, accurately and independently applies properties of operations as strategies to add and subtract within 20 and to find missing addends using objects, drawings, and symbols (= - +). (Commutative/Associative)	Consistently, accurately, and independently applies the Commutative and the Associative property to add and subtract, finds missing addends, and uses repeated addition as a foundation for multiplication.
1	<b>Adds with accuracy and fluency within 10</b>  1. OA. C. 5 1. OA. C. 6	Beginning to recall addition facts within 5 by counting on with guidance and support from adults.	Recalls addition facts within 10 by counting on or making a ten with some guidance and support from adults.	Recalls addition facts within 10 by counting on, making a ten, or using the relationship between addition and subtraction with increased accuracy and independence.	Consistently, accurately and independently demonstrates fluency and accuracy for addition facts within 10 using mental strategies.	Consistently, accurately, and independently demonstrates fluency for addition facts within 20 using mental strategies.
1	<b>Subtracts with accuracy and fluency within 10</b>  1. OA. C. 5 1. OA. C. 6	Beginning to recall subtraction facts within 5 by counting back with guidance and support from adults.	Recalls subtraction facts within 10 by counting back or decomposing a ten with some guidance and support from adults.	Recalls subtraction facts within 10 by counting back, decomposing a ten, or using the relationship between addition and subtraction with increased accuracy and independence.	Consistently, accurately, and independently demonstrates fluency and accuracy for subtraction facts within 10 using mental strategies.	Consistently, accurately, and independently demonstrates fluency for subtraction facts within 20 using mental strategies.
1	<b>Works with addition and subtraction equations within 20</b>  1. OA. D. 7 1. OA. D. 8	Beginning to understand the meaning of the symbols (= + -) to form equations within 10 with guidance and support from adults.	Understands the meaning of the symbols (= + -) and can identify which addition/subtraction equations are true or false within 20 with some guidance and support from adults.	Understands the meaning of the symbols (= + -), can identify which addition/subtraction equations are true or false, and can find the missing number in an equation within 20 with increased accuracy and independence.	Consistently, accurately, and independently works with addition and subtraction equations, can recall which equations are true/false, and can find the missing number in an equation within 20.	Consistently, accurately, and independently works with addition/subtraction/ multiplication equations, can recall which are true or false and can find the missing number in an equation.

Term	NUMBER & OPERATIONS IN BASE TEN	<i>BEGINNING</i>	<i>PROGRESSING</i>	<i>APPROACHING</i>	<i>MEETING</i>	<i>EXCEEDING</i>
1	<b>Counts, reads, writes and represents numbers to 120.</b>  1. NBT. A. 1	Beginning to count orally to 100. Can write and represent numbers within 20 using objects and a written numeral with guidance and support from adults.	Counts orally to 120. Reads, writes, and represents numbers within 70 using objects and visuals with some guidance and support from adults.	Counts, reads, writes, and represents numbers within 120 with increased accuracy and independence.	Consistently, accurately, and independently counts, reads, writes, and represents numbers to 120.	Consistently, accurately, and independently counts, reads, writes, and represents numbers to 1000.
2	<b>Understands place value and compares 2 digit numbers</b>  1. NBT. B. 2 1. NBT. B. 3	Beginning to understand that the numbers from 10-19 decompose into a "ten" and some ones using objects with guidance and support from adults.	Understands that the two-digits in a two-digit number represent the amount of tens and ones and is using objects to build two-digit numbers with some guidance and support from adults.	Understands the amount of tens and ones in a two-digit numeral, can build two-digit numbers and can compare two-digit numerals using the symbols (>,<=)with increased accuracy and independence.	Consistently, accurately, and independently understands the amount of tens and ones in any two-digit number and can compare two-digit numerals using the symbols (>,<=).	Consistently, accurately, and independently understands the amount of tens, ones and hundreds in a three-digit number and can compare three-digit numbers using symbols (>,<=).
3	<b>Adds two-digit numbers</b>  1. NBT. C. 4 1. NBT. C. 5	Beginning to add two-digit numbers within 20 without regrouping using concrete models and drawings with guidance and support from adults.	Adds two-digit numbers within 60 without regrouping using concrete models, drawings and strategies with some guidance and support from adults.	Adds two-digit numbers within 100 with and without regrouping using concrete models, drawings and strategies with increased accuracy and independence.	Consistently, accurately, and independently adds two-digit numbers within 100 with and without regrouping using a strategy and can explain the reasoning being used.	Consistently, accurately, and independently adds up to four two-digit numbers within 1000 using a strategy and explain the reasoning being used.
2	<b>Subtracts multiples of 10 within 90</b>  1. NBT. C. 6	Beginning to subtract multiples of 10 within 30 using concrete models and drawings with guidance and support from adults.	Subtracts multiples of 10 within 60 using concrete models, drawings, and strategies with some guidance and support from adults.	Subtracts multiples of 10 within 90 using concrete models, drawings, and strategies with increased accuracy and independence.	Consistently, accurately, and independently subtracts multiples of 10 within 90 using a strategy and can explain the reasoning being used.	Consistently, accurately, and independently subtracts multiples of 10 within 900 and can explain the reasoning being used.

Term	MEASUREMENT AND DATA	<i>BEGINNING</i>	<i>PROGRESSING</i>	<i>APPROACHING</i>	<i>MEETING</i>	<i>EXCEEDING</i>
2	<b>Measures length using non-standard units</b>  1. MD. A. 1 1. MD. A. 2	Beginning to measure and compare two objects using non-standard units of measurement with guidance and support from adults.	Measures and compares three objects by length using non-standard units of measurement with some guidance and support from adults.	Measures and compares three or more objects by length using non-standard units of measurement with increased accuracy and independence.	Consistently, accurately, and independently measures and compares three or more objects by length using non-standard units of measurement.	Consistently, accurately, and independently measures the length of an object using appropriate tools and estimates using non-standard and standard units including inches, feet, centimeters, and meters.
3	<b>Tells and writes time to the hour and half-hour</b>  1. MD. B. 3	Beginning to tell and write time to the hour using an analog and digital clock with guidance and support from adults.	Tells and writes time to the hour and half-hour using an analog and digital clock with some guidance and support from adults.	Tells and writes time to the hour and half-hour using an analog and digital clock with increased accuracy and independence.	Consistently, accurately, and independently tells and writes time to the hour and half hour, using an analog and digital clock.	Consistently, accurately, and independently tells and writes time from analog and digital clocks to the nearest five minutes using a.m. and p.m.
2	<b>Represents and interprets data in categories</b>  1. MD. C. 4	Beginning to classify objects into given categories, count the numbers of objects and sort the categories by count with guidance and support from adults.	Organizes, represents, and interprets data with up to three categories with some guidance and support from adults.	Organizes, represents, interprets, and answers questions about data with up to three categories with increased accuracy and independence.	Consistently, accurately, and independently organizes, represents, interprets, and answers questions about data with up to three categories.	Consistently, accurately, and independently draw a picture graph and a bar graph with up to four categories.
3	<b>Identifies coins and their equivalent values (penny, nickel, dime, quarter)</b>  1. MD. 5 MA Standard	Beginning to identify coins (penny, nickel, dime, quarter) with guidance and support from adults.	Identifies coins (penny, nickel, dime, quarter) and their value with some guidance and support from adults.	Identifies coins and their value as well as equivalent values with increased accuracy and independence.	Consistently, accurately, and independently identifies coins (penny, nickel, dime, quarter) and their value, as well as equivalent values.	Consistently, accurately, and independently identifies coins and their value (penny, nickel, dime, quarter and the dollar bill), their equivalent value and uses the dollar/cents symbols.
Term	GEOMETRY	<i>BEGINNING</i>	<i>PROGRESSING</i>	<i>APPROACHING</i>	<i>MEETING</i>	<i>EXCEEDING</i>
2	<b>Identifies, composes, and describes two-dimensional or three-dimensional shapes</b>  1. G.A. 1. 1. G.A. 2. 1. G.A. 3.	Beginning to identify, compose, and describe two-dimensional shapes (rectangles, squares, trapezoids, triangles, circles, hexagons) or three-dimensional shapes (cubes, cones, cylinder, spheres) with guidance and support from adults.	Identifies, composes, and describes two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (cubes, prisms, cones, cylinders) with some guidance and support from adults.	Identifies, composes, and describes two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (cubes, prisms, cones, cylinders). Partitions two-dimensional shapes into two or four equal shares with increased accuracy and independence.	Consistently, accurately, and independently identifies, composes, and compares two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (cubes, prisms, cones, cylinders). Partitions two-dimensional shapes into two or four equal shares and describe the shares using fractions.	Consistently, accurately, and independently identifies, composes, and compares two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons) or three-dimensional shapes (cubes, prisms, cones, cylinders). Partitions circles and rectangles into two, three, or four equal parts and describe the shares using fractions.

Term	STANDARDS FOR MATHEMATICAL PRACTICE	<i>BEGINNING</i>	<i>PROGRESSING</i>	<i>APPROACHING</i>	<i>MEETING</i>	<i>EXCEEDING</i>
1, 2, 3	<b>Makes sense of problems and perseveres in solving them</b>	Beginning to use concrete objects or pictures in order to understand and solve math problems with guidance and support from adults.	Makes sense of problems through the use of concrete objects or pictures and numbers/symbols with some guidance and support from adults.	Makes sense of problems by explaining the problem to themselves, use math tools, concepts, and strategies to solve and check the answer with increased accuracy and independence.	Consistently, accurately and independently make sense of problems by explaining the problem to themselves, use math tools, concepts and strategies, and check answers for accuracy.	Consistently, accurately and independently make sense of problems by explaining the meaning of the problem to themselves and looking for entry points to its solution. Analyze and determine which math concepts and strategies to apply, check answers for accuracy using different methods, and explain solutions.
1, 2, 3	<b>Reasons and explains using words, illustrations, tools &amp; models</b>	Beginning to reason and explain using illustrations and concrete models with guidance and support from adults.	Reasons and explains using words, concrete models, and illustrations with some guidance and support from adults.	Reasons and explains using words, concrete models, illustrations, and tools with increased accuracy and independence.	Consistently, accurately and independently reasons and explains using words, illustrations, tools and models.	Consistently, accurately and independently reasons and explains using symbols, models, and tools. Reflect on current reasoning and results and improve the original model if needed.
1, 2, 3	<b>Attends to precision</b>	Beginning to communicate mathematics precisely to others using clear language with guidance and support from adults.	Communicates mathematics precisely to others using clear language and can calculate accurately with some guidance and support from adults.	Communicates mathematics precisely using clear language, calculates accurately and efficiently with increased independence.	Consistently, accurately and independently communicates mathematics precisely using clear language, calculates efficiently, and provides carefully formulated explanations to others.	Consistently, accurately and independently communicates mathematics precisely using advanced definitions and reasoning, calculates efficiently, and provides carefully formulated explanations to others.