



MABANK INDEPENDENT SCHOOL DISTRICT

FIRST GRADE REPORT CARD RUBRIC

| READING | Performance Level 1 <i>(not able to)</i> | Performance Level 2 <i>(some of the time, with teacher guidance, inconstantly)</i> | Performance Level 3 <i>(most of the time)</i> | Performance Level 4 <i>(consistently /all the time)</i> |
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| <p><u>Print Awareness</u> Understands how English is Written/Printed</p> | <ul style="list-style-type: none"> • recognizes that words can be represented by print • identifies upper- and lower-case letters • recognizes distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation) • reads texts by moving from top to bottom of the page and tracking words from left to right with return sweep | | | |
| <p><u>Beginning Reading Strategies</u> Uses Strategies to Comprehend Text</p> | <ul style="list-style-type: none"> • identifies the information that different parts of a book provide (e.g., title, author, illustrator, table of contents) • confirms predictions by “reading the part that tells” • asks relevant questions, seeks clarification, and locates facts and details about stories and other texts • establishes purposes for reading texts • monitors comprehension, making adjustments and corrections when understanding breaks down, with support • establishes purpose for reading selected texts based on the goals for reading those texts • asks literal questions of texts • monitors & adjusts comprehension • makes inferences about texts and uses textual evidence to support understanding • retells or acts out important events in stories in logical order • makes connections to own experiences, to ideas in other texts, to the larger community, & discusses textual evidence | | | |
| <p><u>Comprehension</u> Uses Decoding Strategies to Comprehend Texts</p> | <ul style="list-style-type: none"> • uses the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English • decodes words in context • decodes words in isolation • uses common syllabication patterns to decode words • decodes words with common spelling patterns • reads base words with inflectional endings • uses knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream) • identifies and reads contractions • identifies and reads at least 100 high-frequency words from the RRISD High Frequency Word List • monitors accuracy of decoding | | | |
| <p><u>Reading</u> Fluency</p> | <ul style="list-style-type: none"> • reads from grade level texts with a minimum accuracy of 90% • reads from grade level texts with a minimum fluency rate of 60 words per minute • reads aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension | | | |

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| <p><u>Vocabulary Development</u> Understands and Uses New Vocabulary from Texts</p> | <ul style="list-style-type: none"> • identifies words that name actions (verbs) and words that name persons, places, or things (nouns) when reading texts and student's own writing • determines the meaning of compound words using knowledge of the meaning of their individual component words when reading texts and student's own writing • determines what words mean from how they are used in a sentence, either heard or read in texts or in someone's writing • identifies and sorts words into conceptual categories (e.g. opposites, living things) when reading texts and student's own writing • alphabetizes a series of words to the first or second letter, • uses a dictionary to find words |
| <p><u>Comprehension of Literary Texts</u></p> | <p>Theme/Genre</p> |

- connects the meaning of a well-known story or fable to personal experiences ...
- explains the function of recurring phrases in traditional folk- and fairy-tales

Poetry

- understands the structure and elements of poetry (rhythm, rhyme, and alliteration)
- makes inferences and draws conclusions about the structure and elements of poetry (rhythm, rhyme, and alliteration)
- provides evidence from poems to support understanding of the structure and elements of poetry (rhythm, rhyme, alliteration)
- responds to use of rhythm, rhyme, and alliteration in poetry

Fiction

- describes the plot (problem and solution)
- retells a story's beginning, middle, and end with attention to the sequence of events
- describes characters in a story and the reasons for their actions and feelings

Literary Nonfiction

- determines whether a piece of literary nonfiction is true or a fantasy, and explains why by providing evidence from text

Sensory Language

- provides evidence from text that shows how authors create imagery by using sensory language

Independent Reading

- reads independently for sustained periods of time
- produces evidence of independent reading

Culture & History

- identifies the topic in cultural, historical, and contemporary texts ...
- explains the author's purpose in writing about a particular topic (in cultural, historical and contemporary texts)

Comprehension of Informational Texts

- **Culture & History**
- Expository
- Procedural Texts

Expository Text

- restates the main idea (heard or read)...
- identifies important facts or details in text (heard or read)...
- retells the order of events in a text by referring to the words and/or illustrations ...
- uses text features (e.g., title, table of contents, illustrations) to locate specific information in text

Procedural Text

- understands how to glean and use information in procedural texts and documents ...
- follows multi-step directions with picture cues to assist with understanding ...
- explains the meaning of specific signs and symbols (e.g., map features)

Media Literacy

Comprehends Media Literacy

[adult assistance required

according to state standards where indicated]

- uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning,
- recognizes the different purposes of media (e.g., informational, entertainment) - with adult assistance
- identifies techniques used in media (e.g., sound, movement)

| WRITING | Performance Level 1 <i>(not able to)</i> | Performance Level 2 <i>(some of the time, with teacher guidance, inconstantly)</i> | Performance Level 3 <i>(most of the time)</i> | Performance Level 4 <i>(consistently /all the time)</i> |
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| Writing Process Uses the Writing Process to Compose Texts | <ul style="list-style-type: none">• uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose texts• plans a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)• develops drafts by sequencing ideas through writing sentences• revises drafts by adding or deleting a word, phrase, or sentence• publishes and share writing with others | | | |
| Writing Literary Texts | <ul style="list-style-type: none">• writes literary texts to express ideas and feelings about real or imagined people, events, and ideas• writes brief stories that include a beginning, middle, and end• writes short poems that convey sensory details | | | |
| Writing Expository and Procedural Texts | <ul style="list-style-type: none">• writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes• writes brief compositions about topics of interest to the student• writes short letters that put ideas in chronological order or logical sequence and use appropriate conventions (e.g., date, salutation, closing)• writes brief comments on literary or informational texts | | | |
| ORAL & WRITTEN CONVENTIONS | Performance Level 1 <i>(not able to)</i> | Performance Level 2 <i>(some of the time, with teacher guidance, inconstantly)</i> | Performance Level 3 <i>(most of the time)</i> | Performance Level 4 <i>(consistently /all the time)</i> |
| Oral and Written Conventions Conventions & Academic Language | <ul style="list-style-type: none">• understands the function of and the use the conventions of academic language when speaking and writing• understands and uses verbs (past, present, future) in the context of writing• understands and uses nouns (singular/plural, common/proper) in the context of writing | | | |

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| | <ul style="list-style-type: none"> • understands and uses adjectives (descriptive) in the context of writing • understands and uses adverbs (time) in the context of writing • understands and uses prepositions and prepositional phrases in the context of writing • understands and uses pronouns (e.g., I, me) in the context of writing • understands and uses time-order transition words in the context of writing • speaks in complete sentences with correct subject-verb agreement • asks questions with appropriate subject-verb inversion |
| <u>Oral and Written Conventions</u> Handwriting, Capitalization, & Punctuation | <ul style="list-style-type: none"> • writes legibly and uses appropriate capitalization and punctuation conventions in their compositions • forms upper- and lower-case letters in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences • recognizes and uses basic capitalization at the beginning of sentences • recognizes and capitalizes the pronoun "I" • recognizes and capitalizes names of people • recognizes and uses punctuation marks at the end of declarative, exclamatory, and interrogative sentences |
| <u>Oral and Written Conventions</u> Spelling | <ul style="list-style-type: none"> • asks questions with appropriate subject-verb inversion • understands and uses the following parts of speech in the context of speaking • spells correctly • uses phonological knowledge to match sounds to letters to construct known words • uses the following letter-sound pattern: CVC • uses the following letter-sound pattern: CVCe • uses the following letter-sound pattern: one-syllable words with consonant blends (e.g., drop) • spells high-frequency words from the RRISD High Frequency Word List (in the context of writing & in isolation) • spells words with inflectional endings (e.g., adding "s" to make plurals) • uses resources to find correct spellings |

| RESEARCH | Performance Level 1 <i>(not able to)</i> | Performance Level 2 <i>(some of the time, with teacher guidance, inconstantly)</i> | Performance Level 3 <i>(most of the time)</i> | Performance Level 4 <i>(consistently /all the time)</i> |
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| <u>Research</u> Research Plan <i>[adult assistance required according to state standards]</i> | <ul style="list-style-type: none"> • asks open-ended research questions and develops a plan for answering them • helps generate a list of topics of class-wide interest • helps formulate open-ended questions about one or two of the topics generated • helps decide what sources of information might be relevant for answering the open-ended questions | | | |
| <u>Research</u> Locates & Explores Research Sources <i>[adult assistance required according to state standards]</i> | <ul style="list-style-type: none"> • determines, locates, and explores the full range of relevant resources addressing a research question and systematically records the information gathered • gathers information from available sources (both natural and personal) as well as from interviews with local experts • uses text features (e.g. table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • records basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • | | | |
| <u>Research</u> Synthesizing Research Information <i>[adult assistance required according to state standards where indicated]</i> | <ul style="list-style-type: none"> • clarifies research questions and evaluates and synthesizes collected information • <i>revises the topic as a result of answers to initial research questions - adult assistance required</i> | | | |

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| Research Organizing and Presenting Research <i>[adult assistance required according to state standards where indicated]</i> | <ul style="list-style-type: none"> organizes and presents ideas and information according to the purpose of the research and their audience creates a visual display or dramatization to convey the results of the research - adult assistance required |

| LISTENING & SPEAKING | Performance Level 1 <i>(not able to)</i> | Performance Level 2 <i>(some of the time, with teacher guidance, inconstantly)</i> | Performance Level 3 <i>(most of the time)</i> | Performance Level 4 <i>(consistently /all the time)</i> |
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| Listening and Speaking Uses comprehension skills to listen to others in formal and informal settings | <ul style="list-style-type: none"> uses comprehension skills to listen attentively to others in formal and informal settings listens attentively to speakers asks speakers relevant questions to clarify information follows oral instructions that involve a short related sequence of actions restates oral instructions that involve a short related sequence of actions gives oral instructions that involved a short related sequence of actions | | | |
| Listening and Speaking Speaks clearly and to the point | <ul style="list-style-type: none"> speaks clearly and to the point using the conventions of the language shares information and ideas about the topic under discussion speaks clearly at an appropriate pace | | | |
| Listening and Speaking Communicates well in teams | <ul style="list-style-type: none"> works productively with others in teams follows agreed-upon rules for discussion listens to others makes appropriate contributions | | | |

| MATH | Performance Level 1 <i>(not able to)</i> | Performance Level 2 <i>(some of the time, with teacher guidance, inconstantly)</i> | Performance Level 3 <i>(most of the time)</i> | Performance Level 4 <i>(consistently /all the time)</i> |
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| Problem Solving Skills/Concepts | | | | |

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| <p>Applies Grade 1 math to solve problems connected to everyday experiences in and outside of school</p> | <p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to use drawings and manipulatives in an appropriate way, with support • Begins to use concrete models, pictorial models and representations, with support • Begins to identify math in everyday situations, with support • Begins to understand processes and select strategies, with support | <p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, uses drawings, and manipulatives in an appropriate way • With increasing frequency and less support, uses concrete models, pictorial models and representations • With increasing frequency and less support, understands the math processes and strategies (making a plan, carrying out the plan, evaluating for reasonableness....) • With increasing frequency and less support, selects an appropriate problem solving strategy (draw a picture, look for pattern, systematic guess/check or act out | <p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently identifies math in everyday situations • Consistently solves problems with guidance that incorporates processes of understanding the problem, making a plan, carrying out the plan, evaluating the solution for reasonableness • Consistently selects or develops an appropriate problem solving strategy including drawing a picture, looking for a pattern, systematically guessing and checking or acting out. • Consistently uses concrete and pictorial models and representations | <p>Understandings beyond grade level expectations:</p> <ul style="list-style-type: none"> • Independently selects multiple strategies • Independently applies concrete, pictorial and abstract models and representations |
| <p>Communicates using informal language and uses logical reasoning</p> | <p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to explain or record observations with objects, words, pictures, or numbers with support • Begins to use the vocabulary needed to relate informal language to math language, with support • Begins to justify thinking using objects, pictures, words or numbers, with support | <p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, explains and records observations using objects, words, pictures, numbers and technology • With increasing frequency and less support, relates informal language to mathematical language and symbols • With increasing frequency and less support, uses logical reasoning to justify thinking with objects, words, pictures, numbers and technology | <p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently explains and records observations using objects, words, pictures, numbers and technology • Consistently relates informal language to mathematical language and symbols • Consistently uses logical reasoning to justify thinking using objects, words, pictures, numbers and technology • Consistently displays math concepts in problem solving connected to everyday experiences | <p>Understandings beyond grade level expectations:</p> <ul style="list-style-type: none"> • Independently selects multiple strategies • Independently gives clear explanations of conceptual understandings • Independently applies concrete, pictorial, and abstract models and representations |

| <p align="center">Number & Operations Skills/Concepts</p> | | | | |
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| <p>Uses whole numbers to describe and compare quantities</p> | <p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to compare and order whole numbers to 20 using | <p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, compares, and | <p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently compares, and orders | <p>Understandings beyond grade level expectations:</p> <ul style="list-style-type: none"> • Independently explores concrete |

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| | <p>concrete models, with support</p> <ul style="list-style-type: none"> • Begins to demonstrate one to one correspondence, with support • Begins to use more, less, and equal to using concrete models, with support • Begins to use concrete models to 20, with support • Begins to read and write numbers to 20, with support • Begins to use math vocabulary, with support | <p>orders whole numbers beyond 20</p> <ul style="list-style-type: none"> • With increasing frequency and less support, creates sets of tens and ones using concrete models • With increasing frequency and less support, recognizes coins • With increasing frequency and less support, reads and writes numbers beyond 20 • With increasing frequency and less support, uses math vocabulary | <p>whole numbers up to 99 (less than, greater than, equal to) using sets of concrete objects and pictorial models</p> <ul style="list-style-type: none"> • Consistently creates sets of tens and ones using concrete objects to describe, compare, and order whole numbers • Consistently identifies individual coins by name and value and describes relationships among them • Consistently reads and writes numbers to 99 to describe sets of concrete objects • Consistently uses math vocabulary • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models, and representations | <p>and pictorial models beyond 99</p> <ul style="list-style-type: none"> • Independently explores place value using concrete and pictorial models beyond 99 • Independently compares and orders whole numbers beyond 100 using concrete models (greater than, less than, equal to) • Independently reads and writes numbers beyond 100 to describe sets of concrete objects. |
| <p>Uses pairs of numbers to describe fractional parts of a whole or sets of objects</p> | <p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to separate a whole into two equal parts and use appropriate language, with support • Begins to use concrete models to separate a whole or set into equal parts, with support • Begins to use math vocabulary, with support | <p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, separates a whole or set into two, three or four equal parts with concrete models • With increasing frequency and less support, uses appropriate language to describe parts of a whole or sets of objects • With increasing frequency and less support, uses math vocabulary | <p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently separates a whole into two, three, or four equal parts and uses appropriate language to describe the parts, such as three out of four equal parts • Consistently uses appropriate language to describe part of a set, such as three out of eight crayons are red • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations | <p>Understandings beyond grade level expectations:</p> <ul style="list-style-type: none"> • Independently uses concrete and pictorial models to separate a whole or sets beyond two, three, four equal parts • Independently explores more complex fraction models and uses appropriate math vocabulary |
| <p>Recognizes and solves problems in addition and subtraction situations</p> | <p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to model and create addition and subtraction problems to 5 using concrete models, with support • Begins to use concrete models to apply basic addition and subtraction facts to 5, with support • Begins to write corresponding number sentences, with support • Begins to use math vocabulary, with support | <p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, models and creates addition and subtraction problem situations and write number sentences • With increasing frequency and less support, uses concrete and pictorial models to apply basic addition and subtraction facts • With increasing frequency and less support, writes corresponding number sentences • With increasing frequency and less support, uses math vocabulary | <p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently models and creates addition and subtraction problem situations with concrete objects and write the corresponding number sentences • Consistently uses concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$, $18-9=9$) • Consistently displays math concepts in problem solving connected to everyday experiences | <p>Understandings beyond grade level expectations:</p> <ul style="list-style-type: none"> • Independently applies counting strategies to recall facts beyond $9+9=18$ and $18-9=9$ • Independently applies concrete, pictorial, and abstract models and representations |

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| | | support, uses math vocabulary | <ul style="list-style-type: none"> Consistently uses concrete and pictorial models and representations | |
| Patterns, Relationships, Algebraic Thinking Skill/Concept | | | | |
| Uses repeating patterns and additive patterns to make predictions | With direct guidance: <ul style="list-style-type: none"> Begins to identify, describe or extend concrete pattern, with support Begins to identify the repeating “core” of a pattern, with support Begins to use math vocabulary, with support | With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, identifies, describes and extends concrete and pictorial patterns in order to make predictions and solve problems With increasing frequency and less support, identifies, extends, and creates the repeating “core” of a pattern with concrete or pictorial models With increasing frequency and less support, uses math vocabulary | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently identifies, describes and extends concrete and pictorial patterns in order to make predictions and solve problems Consistently displays math concepts in problem solving connected to everyday experiences Consistently uses concrete and pictorial models and representations | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Independently applies more complex repeating and additive patterns to make predictions and solve problems Independently identifies, describes and extends concrete, pictorial and abstract patterns to make predictions and solve problems |
| Recognizes patterns in number and operations | With direct guidance: <ul style="list-style-type: none"> Begins to use patterns to skip count by 10’s, with support Begins to find patterns in numbers, with support Begins to compare and order whole numbers, with support Begins to use patterns to develop strategies to solve basic addition problems, with support Begins to use math vocabulary, with support | With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, uses patterns to skip count by 2’s, 5’s, and 10’s, With increasing frequency and less support, finds patterns in numbers With increasing frequency and less support, uses patterns to develop addition and subtraction strategies with concrete models With increasing frequency and less support, identifies patterns in related addition and subtraction sentences with concrete models With increasing frequency and less support, uses math vocabulary | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently uses patterns to skip count by 2’s, 5’s, and 10’s Consistently finds patterns in numbers including odd and even Consistently compares and orders whole numbers using place value Consistently uses patterns to develop strategies to solve basic addition and subtraction problems Consistently identifies patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2+3=5$, $3+2=5$, $5-2=3$, $5-3=2$ Consistently displays math concepts in problem solving connected to everyday experiences Consistently uses concrete and pictorial models and representations | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Independently applies skip count patterns other than 2’s, 5’s, and 10’s Independently applies patterns in related addition and subtraction sentences Independently applies pattern strategies to solve addition and subtraction problems beyond sums of 18 |
| Geometry Skill/Concept | | | | |
| Uses attributes to identify, compare, contrast 2D and 3D geometric figures or both | With direct guidance: <ul style="list-style-type: none"> Begins to describe and identify 2D geometric figures, with support Begins to identify 3D geometric figures, with support Begins to sort figures according to attributes, with support Begins to use math vocabulary, with support | With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, describes, and identifies 2D geometric figures With increasing frequency and less support, describes, and identifies 3D geometric figures With increasing frequency and less support, sorts 2D and 3D geometric figures according to a | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently describes and identifies 2D geometric figures including circles, triangles, rectangles, and squares (a special type of rectangle) Consistently describes, and identifies 3D geometric figures, including spheres, rectangular prisms (including cubes), cylinders, | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Independently describes, and identifies 2D and 3D geometric figures beyond circles, triangles, rectangles, squares, spheres, rectangular prisms, cylinders, cones Independently sorts 2D and 3D geometric figures according to |

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| | | <p>given attribute using informal language</p> <ul style="list-style-type: none"> • With increasing frequency and less support, uses math vocabulary | <p>and cones</p> <ul style="list-style-type: none"> • Consistently sorts 2D and 3D geometric figures according to a given attribute using informal and formal language • Consistently uses concrete models to combine 2D geometric figures to make new geometric figures • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations | <p>more than one given attribute using informal and formal language</p> |
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Measurement Skill/Concept

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| <p>Directly compares attributes of length, area, weight/mass, capacity, and temperature using comparative language to solve problems. Selects and uses nonstandard units to describe length.</p> | <p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to estimate and measure any of the following: length, area, weight/mass, temperature, with support • Begins to compare and order two or more objects by length, area, weight/mass, and temperature, with support • Begins to use math vocabulary, with support • Begins to use concrete and pictorial models and representations, with support | <p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, estimates and measures any of the following: length, area, weight/mass, capacity, temperature • With increasing frequency and less support, compares and orders two or more objects by length, area, weight/mass, and temperature • With increasing frequency and less support, uses concrete models and representations • With increasing frequency and less support, uses math vocabulary | <p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently estimates, and measures length using nonstandard units • Consistently compares, and orders two or more concrete objects according to length (longest to shortest) • Consistently describes the relationship between the size of the unit and the number of units needed to measure the length of an object • Consistently compares, and orders the area of two or more 2D surfaces (covers most to least) • Consistently compares, and orders two or more containers according to capacity (holds most to least) • Consistently compares, and orders two or more objects according to weight/mass (heaviest to lightest) • Consistently compares, and orders two or more objects according to relative temperatures (hottest to coldest) • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations | <p>Understandings beyond grade level expectations:</p> <ul style="list-style-type: none"> • Independently experiments with a variety of standard units • Independently learns the language used to communicate measurements and comparisons |
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| Understands time can be measured. Uses time to describe and compare situations | With direct guidance: <ul style="list-style-type: none"> Begins to understand that time can be measured Begins to order 2 or more events according to duration, with support Begins to read analog and digital clocks to the hour, with support Begins to use math vocabulary, with support | With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, orders three or more events according to duration With increasing frequency and less support, reads time to the hour and half-hour using analog and digital clocks With increasing frequency and less support, uses math vocabulary | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently orders three or more events according to duration Consistently reads time to the hour and half-hour using analog and digital clocks Consistently displays math concepts in problem solving connected to everyday experiences Consistently uses concrete and pictorial models and representations | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Independently orders more than three events according to duration Independently reads time using analog and digital clocks with five minute increments |
| Probability and Statistics Skills/Concepts | | | | |
| Displays data in an organized form | With direct guidance: <ul style="list-style-type: none"> Begins to collect data, with support Begins to use data to construct real object graphs, with support Begins to use math vocabulary with support | With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, collects and sorts data With increasing frequency and less support, uses organized data to construct real-objects graphs, and picture graphs With increasing frequency and less support, uses math vocabulary | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently collects and sorts data Consistently uses organized data to construct real-object graphs, picture graphs, and bar-type graphs Consistently displays math concepts in problem solving connected to everyday experiences Consistently uses concrete and pictorial models and representations | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Independently uses symbols to represent pictures or real objects when collecting data Independently applies knowledge of constructing graphs to other content areas |
| Uses information from organized data | With direct guidance: <ul style="list-style-type: none"> Begins to locate one piece of information from graphs, with support Begins to identify events as certain or impossible, with support Begins to use vocabulary needed to be repeated frequently, with support | With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, uses correct vocabulary when answering questions With increasing frequency and less support, identifies events as certain or impossible With increasing frequency and less support, uses math vocabulary | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently draws conclusions and answers questions using information organized in real-object graphs, picture graphs, and bar-type graphs Consistently identifies events as certain or impossible such as drawing a red crayon from a bag of green crayons Consistently displays math concepts in problem solving connected to everyday experiences Consistently uses concrete and pictorial models and representations | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Independently uses mathematical language in explanations of information (We had two more sunny days than rainy days....) |
| ART | Performance Level 1 <i>(not able to)</i> | Performance Level 2 <i>(some of the time, with teacher guidance, inconstantly)</i> | Performance Level 3 <i>(most of the time)</i> | Performance Level 4 <i>(consistently /all the time)</i> |
| Demonstrates concepts and skills | With direct guidance: <ul style="list-style-type: none"> Applies the art elements of line, color, shape, texture, form, variety and emphasis with direct | With minimal guidance: <ul style="list-style-type: none"> Applies the art elements of line, color, shape, texture, form, variety and emphasis in their personal art | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Able to use a variety of materials to consistently apply the art | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Independently applies and expresses their understanding of the |

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| | guidance to their personal artwork. | work and art discussions with minimal guidance. | elements of line, shape, color, balance, texture, form, variety and emphasis in all of their personal artwork and art discussions. | art elements of line, shape, color, balance, texture, form, variety and emphasis in all of their personal artwork and art discussions. |
| Participates in activities | With direct guidance: <ul style="list-style-type: none"> Listens and participates occasionally in the art class with consistent reminders and redirections. | With minimal guidance: <ul style="list-style-type: none"> Listens and participates in the art class with few reminders or redirection. | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Listens and participates in all of the art class projects/discussions. | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Listens critically and participates in the art class projects/discussions and demonstrates new insight/solutions to the presented art |

| MUSIC | Performance Level 1 (not able to) | Performance Level 2 (some of the time, with teacher guidance, inconstantly) | Performance Level 3 (most of the time) | Performance Level 4 (consistently/all the time) |
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| Demonstrates concepts and skills | With direct guidance: <ul style="list-style-type: none"> Demonstrates singing, beat, rhythm and an understanding of rhythmic and melodic patterns with direct guidance. | With minimal guidance: <ul style="list-style-type: none"> Demonstrates singing, beat, rhythm and an understanding of rhythmic and melodic patterns with minimal guidance. | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently demonstrates singing, beat, rhythm and an understanding of rhythmic and melodic patterns. | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Independently demonstrates singing, beat, rhythm and an understanding of rhythmic and melodic patterns. |
| Participates in activities | With direct guidance: <ul style="list-style-type: none"> Listens and participates occasionally in musical experiences with consistent reminders and redirections. | With minimal guidance: <ul style="list-style-type: none"> Listens for a sustained period of time and participates in musical experiences with few reminders or redirection. | Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Listen actively and responds to musical experiences. | Understandings beyond grade level expectations: <ul style="list-style-type: none"> Listens critically and expands ideas and experiences to demonstrate new insight in musical experiences. |
| PHYSICAL EDUCATION | Performance Level 1 (not able to) | Performance Level 2 (some of the time, with teacher guidance, inconstantly) | Performance Level 3 (most of the time) | Performance Level 4 (consistently/all the time) |
| Demonstrates concepts and skills | <ul style="list-style-type: none"> Exhibits skills/concepts with direct guidance | <ul style="list-style-type: none"> Exhibits skills/concepts with minimal guidance | <ul style="list-style-type: none"> Exhibits mastery of skill/concept | <ul style="list-style-type: none"> Understandings go beyond grade level expectations |
| Participates in activities | <ul style="list-style-type: none"> Participates with direct guidance | <ul style="list-style-type: none"> Participates with minimal guidance | <ul style="list-style-type: none"> Participates fully in activities | <ul style="list-style-type: none"> Participation exceeds grade level expectation |
| TECHNOLOGY | Performance Level 1 (not able to) | Performance Level 2 (some of the time, with teacher guidance, inconstantly) | Performance Level 3 (most of the time) | Performance Level 4 (consistently/all the time) |
| Demonstrates knowledge of hardware, software, and | With direct guidance: <ul style="list-style-type: none"> Starts and exits programs with | With minimal guidance: <ul style="list-style-type: none"> Starts and exits programs with | Exhibits mastery of grade level skill/concept: | Understandings beyond grade level expectations: |

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| <p>electronic networks</p> | <p>assistance.</p> <ul style="list-style-type: none"> Creates, names, saves, and prints files with assistance. Uses font, color, and graphics for effective communication with assistance. Applies language skills including capitalization, punctuation, spelling, and use of numbers as grade-level appropriate with assistance. Uses text, color, and graphics to enhance learning experiences for self with assistance. Publishes information in a variety of media including, but not limited to, printed copy, monitor display, and digitally stored files with assistance. Uses correct hand positions, body positions, and other proper keyboarding techniques. | <p>minimal guidance.</p> <ul style="list-style-type: none"> Creates, names, saves, and prints files with minimal guidance. Uses technology terminology appropriate to the task. Uses font, color, and graphics for effective communication with minimal guidance. Applies language skills including capitalization, punctuation, spelling, and use of numbers as grade-level appropriate with minimal guidance. Uses text, audio, and graphics to enhance learning experiences for self with minimal guidance. Publishes information in a variety of media including, but not limited to, printed copy, monitor display, and digitally stored files with minimal guidance. Uses correct hand positions, body positions, and other proper keyboarding techniques. | <ul style="list-style-type: none"> Starts and exits programs independently. Creates, names, saves, and prints files independently Uses technology terminology appropriate to the task. Uses font, color, and graphics for effective communication. Applies language skills including capitalization, punctuation, spelling, and use of numbers as grade-level appropriate. Uses text, audio, and graphics to enhance learning experiences for self. Publishes information in a variety of media including, but not limited to, printed copy, monitor display, and digitally stored files. Uses correct hand positions, body positions, and other proper keyboarding techniques. | <ul style="list-style-type: none"> Starts and exits programs independently Creates, names, saves, and prints files independently. Uses technology terminology appropriate to the task. Uses font, color, and graphics for effective communication. Applies language skills including capitalization, punctuation, spelling, and use of numbers appropriate to the task and beyond grade level standards. Uses text, audio, and graphics to enhance learning experiences for self and a defined audience. Publishes information in a variety of media including, but not limited to, printed copy, monitor display, and digitally stored files for an audience beyond the classroom. Uses correct hand positions, body positions, and other proper keyboarding techniques. |
| <p>Uses technology tools to solve problems and to locate, acquire, organize, and share information</p> | <p>With direct guidance:</p> <ul style="list-style-type: none"> Understands and follows the RRISD Acceptable Use Policy. Evaluates acquired electronic information for usefulness and validity with assistance. Uses research skills and electronic communication to create a defined product with assistance. | <p>With minimal guidance:</p> <ul style="list-style-type: none"> Understands and follows the RRISD Acceptable Use Policy. Evaluates acquired electronic information for usefulness and validity with minimal guidance. Uses research skills and electronic communication to create a defined product with minimal guidance. | <p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> Understands and follows the RRISD Acceptable Use Policy. Evaluates acquired electronic information for usefulness and validity. Uses research skills and electronic communication to create new knowledge. Uses communication tools to participate in group projects. | <p>Understandings beyond grade level expectations:</p> <ul style="list-style-type: none"> Understands and follows the RRISD Acceptable Use Policy. Evaluates acquired electronic information for usefulness and validity. Uses research skills and electronic communication to create new knowledge. Uses communication tools to participate in group projects. Evaluates communication effectiveness. |
| <p>STUDENT RESPONSIBILITIES</p> | <p>Performance Level 1 <i>(not able to)</i></p> | <p>Performance Level 2 <i>(some of the time, with teacher guidance, inconstantly)</i></p> | <p>Performance Level 3 <i>(most of the time)</i></p> | <p>Performance Level 4 <i>(consistently /all the time)</i></p> |
| <p>Strives for quality works/Shows positive attitude toward learning</p> | <p>With direct guidance, strives for quality work and shows positive attitude toward learning</p> | <p>With increasing frequency and less support, strives for quality work and shows positive attitude toward learning</p> | <p>Consistently strives for quality work and shows positive attitude toward learning</p> | <p>Exceeds grade level expectation for striving for quality work and showing positive attitude toward learning</p> |

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| Follows directions | With direct guidance, follows directions | With increasing frequency and less support, follows directions | Consistently follows directions | Exceeds grade level expectation for following directions |
| Works independently, completes work, stays on task | With direct guidance, works independently, completes work and stays on task | With increasing frequency and less support, works independently, completes work and stays on task | Consistently works independently, completes work and stays on task | Exceeds grade level expectation for working independently, completing work and staying on task |
| Organizes self, materials and belongings | With direct guidance organizes self, materials and belongings | With increasing frequency and less support, organizes self, materials and belongings | Consistently organizes self, materials and belongings | Exceeds grade level expectation for organizing self, materials and belongings |
| Participates appropriately in group activities | With direct guidance, participates appropriately in group activities | With increasing frequency and less support, participates appropriately in group activities | Consistently participates appropriately in group activities | Exceeds grade level expectation for participating appropriately in group activities |
| Respects adults, peers and school property | With direct guidance, respects adults, peers and school property | With increasing frequency and less support, respects adults, peers and school property | Consistently respects adults, peers and school property | Exceeds grade level expectation for respecting adults, peers and school property |
| Listens attentively without interrupting | With direct guidance, listens attentively without interrupting | With increasing frequency and less support, listens attentively without interrupting | Consistently listens attentively without interrupting | Exceeds grade level expectation for listening attentively without interrupting |
| Takes risks to attempt new tasks | With direct guidance, takes risks to attempt new tasks | With increasing frequency and less support, takes risks to attempt new tasks | Consistently takes risks to attempt new tasks | Exceeds grade level expectation for taking risks to attempt new tasks |
| Makes appropriate transitions between activities | With direct guidance, makes appropriate transitions between activities | With increasing frequency and less support, makes appropriate transitions between activities | Consistently makes appropriate transitions between activities | Exceeds grade level expectation for making appropriate transitions between activities |