

Quarter 1				
	In addition to meeting the standard, the student...	The student independently and consistently...	The student requires guidance to complete/show partial mastery of...	Even with guidance the student does not...
Reading	4	3	2	1
Identify and orally manipulate words and sounds in spoken words (ELA1R2)	Blends phonemes in a word. Scores 61 or more on phonemic awareness of STAR Early Literacy.	Blends phonemes in a word. Scores 51-60 on phonemic awareness of STAR Early Literacy.	Blend phonemes in a word. Scores 41-50 on phonemic awareness of STAR Early Literacy.	Blend phonemes in a word. Scores 40 or less on phonemic awareness of STAR Early Literacy.
Applies Strategies to decode unfamiliar words (ELA1R3)	Generates sounds in isolation for ALL letters (including hard and soft c & g) as well as short vowels OR scores 61 or more on phonics of STAR Early Literacy.	Generates sounds in isolation for 20-25 letters as well as short vowels OR scores 51-60 on phonics of STAR Early Literacy.	Generates sounds in isolation for 19 -10 letters OR scores 41-50 on phonics of STAR Early Literacy.	Generates sounds in isolation of 10 or less letters OR scores less than 40 on phonics of STAR Early Literacy.
Identifies high frequency words (ELA1R4)	Reads automatically 88 or more Newton County Sight Vocabulary Words from lists 1-10	Reads automatically 80-87 Newton County Sight Vocabulary Words from lists 1-10	Reads automatically 70-79 Newton County Sight Vocabulary Words from lists 1-10	Reads automatically less than 70 Newton County Sight Vocabulary Words from lists 1-10
Acquires and uses vocabulary to communicate (ELA1R5)	Identifies and uses 100% NCSS critical vocabulary words AND/OR scores 61 or more on vocabulary of STAR Early Literacy.	Identifies and uses 90-95% NCSS critical vocabulary words AND/OR scores 51-60 on vocabulary of STAR Early Literacy.	Identifies and uses 80-89% NCSS critical vocabulary words AND/OR scores 41-50 on vocabulary of STAR Early Literacy.	Identifies and uses less than 80% NCSS critical vocabulary words AND/OR scores less than 40 on vocabulary of STAR Early Literacy.
Demonstrates comprehension of grade-level text (ELA1R6)	Identifies the beginning, middle and end of a story and story elements (plot, setting, characters, events, problems, resolutions) using oral retelling and/or graphic organizers, and/or writing samples without prompts.	Identifies the beginning, middle and end of a story and story elements (plot, setting, characters, events, problems, resolutions) using oral retelling, and/or graphic organizers, and/or writing samples with prompts.	Identifies the beginning, middle and end of a story and story elements (plot, setting, characters, events, problems, resolutions) using oral retelling, and/or graphic organizers, and/or writing samples with prompts.	Cannot identify the beginning, middle and end of a story and story elements (plot, setting, characters, events, problems, resolutions) using oral retelling, and/or graphic organizers, and/or writing

				samples with prompts.
Demonstrates fluency in reading (ELA1R4)	Reads a 1.2 HM text at 31 WPM with expression and 95-100% accuracy (cold read only) OR scores an estimated oral reading fluency of 31 or more WPM on STAR Early Literacy.	Reads a 1.2 HM text at 30 WPM with expression and 95-100% accuracy (cold read only) OR scores an estimated oral reading fluency of 30 WPM on STAR Early Literacy.	Reads a 1.2 HM text at 20-29 WPM with expression and a minimum of 90% accuracy (cold read only) OR scores an estimated oral reading fluency of 20-29 WPM on STAR Early Literacy.	Reads a 1.2 HM text at less than 20 WPM without expression and below 90% accuracy. (cold read only) OR scores an estimated oral reading fluency of less than 20 WPM on STAR Early Literacy.
Research	4	3	2	1
Uses reference materials to locate info				
Writing	4	3	2	1
ID's parts of speech				
Applies spelling/phonics skills to written work (ELA1W1)	Spells words using previously taught spelling patterns with 100% accuracy.	Spells words using previously taught spelling patterns with 90-95% accuracy.	Spells words using previously taught spelling patterns with 80-89% accuracy.	Spells words using previously taught spelling patterns with below 80% accuracy.
Uses capitalization and punctuation (ELA1W1)	Correctly punctuates the end of telling sentences and capitalizes initial words with 100% accuracy.	Correctly punctuates the end of telling sentences and capitalizes initial words with 90-95% accuracy.	Correctly punctuates the end of telling sentences and capitalizes initial words with 85-89% accuracy.	Correctly punctuates the end of telling sentences and capitalizes initial words with below 85% accuracy.
Uses the writing process				

Prints legibly in everyday work (ELA1W1)	Prints with appropriate letter formation all of the time. (There are finger spaces and it is easy to read.)	Prints with appropriate letter formation most of the time. (There are finger spaces most of the time and it is easy to read.)	Prints with appropriate letter formation some of the time. (There are finger spaces some of the time.)	Does not print with appropriate letter formation. (Difficult to read.)
Listening, Speaking, and Viewing	4	3	2	1
Uses oral and visual strategies to communicate (ELA1LSV1)	Asks and answers questions AND recalls information presented orally and written.	Responds appropriately to questions AND recalls information presented orally.	Responds appropriately to questions AND/OR recalls information presented orally.	Does not respond appropriately to questions or recall information presented orally.
Math				
Number Sense and Operations	4	3	2	1
Recognizes, describes and extends number patterns (M1N1)	Counts to 126 or above fluently without prompts and counts forward and backward to 150 by 10s.	Counts to 100 by 1s and forward and backward to 100 by 10s.	Counting by 1s to 100 and forward and backward to 100 by 10s.	Count to 100 by 1s AND does not count forward and backward to 100 by 10s.
Orders and compares numbers (M1N1)	Demonstrates the magnitude/order of numbers including numbers larger than 100.	Demonstrates the magnitude/order of numbers and compares numbers up to 20 using a number line.	Demonstrating the magnitude/order of numbers and comparing numbers up to 20 using a number line.	Demonstrate the magnitude/order of numbers and does not compare numbers up to 20 using a number line.
Knows addition and subtraction facts and solves problems with these facts (M1N3f)	Can solve 20 addition problems in 3 minutes.	Can solve 10 addition problems with sums to 10 in 3 minutes.	Solving 10 addition problems with sums to 10 in 3 minutes.	Solve 10 addition problems with sums to 10 in 3 minutes.

Determines equivalent names for numbers (M1N1)	Can build (compose/ decompose) and record numbers (using manipulatives, models, diagrams, tally marks, or number sentences) greater than 100, five different ways.	Can build (compose/ decompose) and record numbers (using manipulatives, models, diagrams, tally marks, or number sentences) up to 25, five different ways.	Building (compose/ decompose) and recording numbers (using manipulatives, models, diagrams, tally marks, or number sentences) up to 25, five different ways.	Build (compose/ decompose) and record numbers (using manipulatives, models, diagrams, tally marks, or number sentences) up to 25, five different ways.
Understands and uses place value (M1N2)	In addition to meeting the standard, the student reads and writes any hundreds number with correct place value AND understands concepts of place value to build and record sets of numbers greater than 100.	The student independently and consistently reads and writes numerals to 25 with correct place value AND understands concepts of place value to build and record sets of numbers up to 25.	The student requires guidance to read and write numerals to 25 with correct place value AND understands concepts of place value to build and record sets of numbers up to 25.	Even with guidance the student does not read and write numerals to 25 with correct place value AND understand concepts of place value to build and record sets of numbers up to 25.
Data Analysis and Probability	4	3	2	1
Creates and interprets graphs (M1D1)	Can create and interpret additional graphs such as a line and circle graph.	Record data and interpret bar and picture graphs.	Recording data and interpreting bar and picture graphs.	Record data and interpret bar and picture graphs.
Process Skills	4	3	2	1
Solves and creates word problems (M1P1)	Can solve and create addition and subtraction word problems using numbers up to 100.	Solve addition word problems with sums up to 10.	Solving addition word problems with sums up to 10.	Solve word problems with sums up to 10.
Measurement	4	3	2	1
Measures Time	In addition to meeting the standard, the student can use a calendar to solve problems with elapsed time.	The student can independently and consistently put the days of the week and the months of the year in the correct order.	The student requires guidance to put the days of the week and the months of the year in order.	Even with guidance the student does not put the days of the week and the months of the year in order.
Earth Science	4	3	2	1

Identifies weather patterns (S1E1)	The student can compare and contrast different types of weather in the fall and the characteristics of each. Students can explain in written form the characteristics of weather patterns in fall.	Identify different types of weather and the characteristics of fall	identify different types of weather and the characteristics of fall	identify different types of weather and the characteristics of fall
Demonstrates using goal-setting to enhance health	The student can identify multiple actions needed to achieve a short term personal health goal and create a plan (Ex. Schedule, checklist) to achieve their goal	Identify actions needed to achieve a short term personal health goal.	Identify actions needed to achieve a short term personal health goal.	Identify actions needed to achieve a short term personal health goal.
Nature of Science – Habits	4	3	2	1
Students will use tools and instruments for observing, measuring, and manipulating in scientific activities	Student will create his or her own project to use to measure an element of weather.	uses tools and instruments for observing, measuring, and manipulating in scientific activities.	uses tools and instruments for observing, measuring, and manipulating in scientific activities.	uses tools and instruments for observing, measuring, and manipulating in scientific activities.
Physical Science	4	3	2	1
Demonstrates an understanding of magnets (S1P2)	The student is able to test the effects (attract, repel, and has force) of magnets and defend the results.	Demonstrate the effects (attract, repel, and has force) of magnets on other magnets and on other objects.	Demonstrate the effects (attract, repel, and has force) of magnets on other magnets and on other objects.	Demonstrate the effects (attract, repel, and has force) of magnets on other magnets and on other objects.
Social Studies	4	3	2	1
Explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful. (SS1CG2)	Student will write their own verse or lyrics to add to song to show understanding.	Explains the meaning of the lyrics for each song.	Explaining the meaning of the lyrics for each song.	Explain the meaning of the lyrics for each song.

