

Quarter 4				
	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 91 or more on phonemic awareness of STAR Early Literacy.	Blends phonemes in a word. Scores 81-90 on phonemic awareness of STAR Early Literacy.	Blend phonemes in a word. Scores 71-80 on phonemic awareness of STAR Early Literacy.	Blend phonemes in a word. Scores 70 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 91 or more phonics of STAR Early Literacy.	Generates sounds in isolation for 20-25 letters as well as short vowels OR scores 81-90 on phonics of STAR Early Literacy.	Generates sounds in isolation for 10 -19 letters OR scores 71-80 on phonics of STAR Early Literacy.	Generates sounds in isolation of 10 or less letters OR scores less than 71 on phonics of STAR Early Literacy.
Identifies high frequency words (ELA1R4)	Reads automatically 196 or more Newton County Sight Vocabulary Words from lists 1-10	Reads automatically 195-188 Newton County Sight Vocabulary Words from lists 1-10	Reads automatically 187-180 Newton County Sight Vocabulary Words from lists 1-10	Reads automatically 179 or less 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 91 or more on vocabulary of STAR Early Literacy.	Identifies and uses 90-95% NCSS critical vocabulary words AND/OR scores 81-90 on vocabulary of STAR Early Literacy.	Identifies and uses 80-89% NCSS critical vocabulary words AND/OR scores 71-80 on vocabulary of STAR Early Literacy.	Identifies and uses less than 80% NCSS critical vocabulary words AND/OR scores less than 71 on vocabulary of STAR Early Literacy.
Demonstrates comprehension of grade-level text (ELA1R6)	Identifies the main idea and supporting details using oral retelling and/or graphic organizers, and/or writing samples without prompts.	Identifies the main idea and supporting details using oral retelling, and/or graphic organizers, and/or writing samples with prompts.	Identifies the main idea and supporting details using oral retelling, and/or graphic organizers, and/or writing samples with prompts.	Cannot identify the main idea and supporting details using oral retelling, and/or graphic organizers, and/or writing samples with prompts.
Demonstrates fluency in reading (ELA1R4)	Reads a 1.5 HM text at 61 WPM with expression and 95-100% accuracy (cold read only) OR scores an estimated oral reading fluency of 61 or	Reads a 1.5 HM text at 60 WPM with expression and 95-100% accuracy (cold read only) OR scores an estimated oral reading fluency of 60	Reads a 1.5 HM text at 50-59 WPM with expression and a minimum of 90% accuracy (cold read only) OR scores an estimated oral reading	Reads a 1.5 HM text below 50 WPM without expression and below 90% accuracy. (cold read only) OR scores an estimated oral reading

	more WPM on STAR Reading.	WPM on STAR Reading.	fluency of 50-59 WPM on STAR Reading.	fluency of less than 50 WPM on STAR Reading.
Research	4	3	2	1
Uses reference materials to locate info	Finds information in table of contents, dictionaries, glossaries, Internet, and encyclopedias without assistance.	Finds information in table of contents, dictionaries, glossaries, Internet, and encyclopedias with assistance.		Cannot find information in table of contents, dictionaries, glossaries, Internet, and encyclopedias with assistance.
Writing	4	3	2	1
ID's parts of speech	Uses singular and plural nouns, personal pronouns, and singular possessive pronouns correctly with 100% accuracy.	Uses singular and plural nouns, personal pronouns, and singular possessive pronouns correctly with 90-95% accuracy.	Uses singular and plural nouns, personal pronouns, and singular possessive pronouns correctly with 80-89% accuracy.	Uses singular and plural nouns, personal pronouns, and singular possessive pronouns correctly with less than 80% accuracy.
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 and asking sentences; capitalizes initial words and proper nouns; uses commas in a series of 3 items with 100% accuracy.	Correctly punctuates the end of telling and asking sentences; capitalizes initial words and proper nouns; uses commas in a series of 3 items with 90-95% accuracy.	Correctly punctuates the end of telling and asking sentences; capitalizes initial words and proper nouns; uses commas in a series of 3 items with 85-89% accuracy.	Correctly punctuates the end of telling and asking sentences; capitalizes initial words and proper nouns; uses commas in a series of 3 items with below 85% accuracy.
Uses the writing process	Writes 7 or more complete sentences about a topic with correct subject/verb agreement.	Writes 6 complete sentences about a topic with correct subject/verb agreement.	Writes 5 complete sentences about a topic with correct subject/verb agreement.	Writes less than 5 complete sentences about a topic with correct subject/verb agreement.
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	4	3	2	1
Number Sense and Operations	4	3	2	1
Recognizes, describes and extends number patterns (M1N1)	In addition to meeting the standard the student counts to 126 or above fluently without prompts and counts forward and back to 150 by 10s, by 5s to 150, AND by 2s to 120.	The student independently and consistently counts to 100 fluently without prompts and counts forward & backward to 100 by 10s, by 5s, by 1s, and by 2s.	The student requires guidance to to count forward and backward to 100 by 10s, by 5s, by 1s, and by 2s.	Even with guidance, the student does not count to 100 forward and backward to 100 by 10s, by 5s, by 1s, and by 2s.
Orders and compares numbers (M1N1)	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 100 with correct place value AND understands concepts of place value to build and record sets of numbers up to 100.	The student requires guidance to read and write numerals to 100 with correct place value AND understands concepts of place value to build and record sets of numbers up to 100.	Even with guidance the student does not read and write numerals to 100 with correct place value AND understand concepts of place value to build and record sets of numbers up to 100.
Knows addition and subtraction facts and solves problems with these facts (M1N3f)	In addition to meeting the standard, the student can solve 50 mixed addition and subtraction problems in 3 minutes.	The student can independently and consistently solve 25 mixed addition and subtraction problems in 3 minutes.	The student requires guidance to solve 25 mixed addition and subtraction problems in 3 minutes.	Even with guidance the student does not solve 25 mixed addition and subtraction problems in 3 minutes.
Determines equivalent names for numbers (M1N1)	In addition to meeting the standard, the student can build (compose/decompose) and record numbers (using manipulatives, models, diagrams, tally marks, or number sentences) greater than 100, five different ways.	The student can independently and consistently build (compose/decompose) and record numbers (using manipulatives, models, diagrams, tally marks, or number sentences) up to 100, five different ways.	The student requires guidance to build (compose/decompose) and record numbers (using manipulatives, models, diagrams, tally marks, or number sentences) up to 100, five different ways.	Even with guidance the student does not build (compose/decompose) and record numbers (using manipulatives, models, diagrams, tally marks, or number sentences) up to 100, 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 100 with correct place value AND understands concepts of place value to build and record sets of numbers up to 100.	The student requires guidance to read and write numerals to 100 with correct place value AND understands concepts of place value to build and record sets of numbers up to 100.	Even with guidance the student does not read and write numerals to 100 with correct place value AND understand concepts of place value to build and record sets of numbers up to 100.
Solves 2-digit add-subtraction problems	In addition to meeting the standard, the student can apply addition and subtraction to 2-digit numbers with regrouping (e.g. $18 + 9$, $26 - 9$)	The student can independently and consistently apply addition and subtraction to 2-digit numbers without regrouping (e.g. $15 + 3$, $28 - 3$)	The student requires guidance to apply addition and subtraction to 2-digit numbers without regrouping (e.g. $15 + 3$, $28 - 3$)	Even with guidance the student does not apply addition and subtraction to 2-digit numbers without regrouping (e.g. $15 + 3$, $28 - 3$)
Earth Science	4	3	2	1
Identifies weather patterns (S1E1)	The student can compare and contrast different types of weather in the summer and the characteristics of each. Students can explain in written form the characteristics of weather patterns in summer.	Identify different types of weather and the characteristics of summer	identify different types of weather and the characteristics of summer	identify different types of weather and the characteristics of summer
Demonstrates an understanding of changes in weather (S1E2)	The student can illustrate and explain the changes in water as it relates to weather when it freezes (ice) and when it melts (water)	distinguish between forms of precipitation such as rain, snow, sleet, and hailstones	distinguish between forms of precipitation such as rain, snow, sleet, and hailstones	distinguish between forms of precipitation such as rain, snow, sleet, and hailstones
Health and Personal Safety	4	3	2	1
Demonstrates health enhancing behaviors and identifies risks (HE 1.7)	The student is able to discriminate between enhancing behaviors and identify the risks.	Demonstrate enhancing behaviors and identify the risks.	Demonstrate enhancing behaviors and identify the risks.	Demonstrate enhancing behaviors and identify the risks.

Physical Science	4	3	2	1
Identifies causes of sound	Identifies causes of sounds on the “sound walk” and creates a musical instrument. The student will also show or tell which part is vibrating.	Identifies causes of sounds on the “sound walk” and creates a musical instrument	Identifies causes of sounds on the “sound walk” and creates a musical instrument	Identifies causes of sounds on the “sound walk” and creates a musical instrument
Knows source of light, how shadow is made	Students will identify sources of light and describe how shadows are formed n each box, they write at least one sentence about that light source and explain in detail how their shadow was formed.	Students will identify sources of light and describe how shadows are formed	Students will identify sources of light and describe how shadows are formed	Students will identify sources of light and describe how shadows are formed
Social Studies	4	3	2	1