



K I R K W O O D
S C H O O L D I S T R I C T

**FIRST GRADE
REPORT CARD
SCORING GUIDES
(RUBRICS)**

2019-2020

**OFFICE OF CURRICULUM & INSTRUCTION
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First Grade Listening and Speaking

Comprehension and Collaboration

Effectively Engages in Discussions Within A Group

Beginning: I need guidance to initiate and participate in collaborative discussions.

Approaching: I occasionally initiate and participate in collaborative discussions and seek to understand diverse perspectives within the group.

Meeting: I can initiate and participate in collaborative discussions and seek to understand diverse perspectives within the group.

Extending: I can participate in collaborative discussions and seek to understand diverse perspectives within the group and transfer my understanding effectively across the curriculum.

Understands and Identifies Details from Text Read Aloud

Beginning: I need guidance to integrate and evaluate information from digital and print formats.

Approaching: I occasionally integrate and evaluate information from digital and print formats and work to understand the author's message.

Meeting: I can integrate and evaluate information from a variety of digital and print formats and work to understand the author's message.

Extending: I can integrate and evaluate information from a variety of digital and print formats and work diligently to understand the author's message and transfer my understanding effectively across the curriculum.

Evaluates a Speaker's Point of View

Beginning: I need guidance to work diligently to understand precisely what a speaker is saying.

Approaching: I attempt to work diligently to understand precisely what a speaker is saying.

Meeting: I can work diligently to understand precisely what a speaker is saying.

Extending: I can work diligently to understand precisely what a speaker is saying and transfer my understanding effectively across the curriculum.

Presentation of Knowledge and Ideas

Presents Information with Relevant Facts and Descriptive Details

Beginning: I can report on a topic or tell a story and need some guidance to use relevant evidence when supporting my own points in speaking, making my reasoning clear to the listener.

Approaching: I can report on a topic or tell a story and attempt to use relevant evidence when supporting my own points in speaking, making my reasoning clear to the listener.

Meeting: I can report on a topic or tell a story and demonstrate some use of relevant evidence when supporting my own points in speaking, making my reasoning clear to the listener.

Extending: I can report on a topic or tell a story and consistently use relevant evidence when supporting my own points in speaking, making my reasoning clear to the listener and transfer my understanding effectively across the curriculum.

Speaks Clearly with Appropriate Pace, Volume, and Expression

Beginning: I need guidance to speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning.

Approaching: I attempt to speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning.

Meeting: I can speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning.

Extending: I can speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning and transfer my understanding effectively across the curriculum.

FIRST GRADE READING

Decoding: Uses Multiple Decoding Strategies to Solve Tricky Words

Beginning: I need help to use decoding strategies to solve tricky words.

Approaching: I can sometimes use multiple decoding strategies to solve tricky words.

Meeting: I can consistently use multiple decoding strategies to solve tricky words.

Look Fors:

Q 1 and Q 2: Checks the picture, takes a running start, looks at all the parts, double checks, tries it two ways.

Q 3 and Q 4: Crashes the parts together, does a slow check, asks, "Does it look right? Does it sound right? Does it make sense?"

Extending: I can use the *most efficient strategies* to solve tricky words.

Fluency: Reads at A Smooth Pace with Appropriate Expression

Beginning: I need help to read at a smooth pace with appropriate expression.

Approaching: I can sometimes read at a smooth pace with appropriate expression.

Meeting: I can consistently read at a smooth pace with appropriate expression.

Look Fors:

Q 1: Scooping up more words, rereading to improve fluency.

Q 2: Stress and intonation, reading with feeling/drama.

Q 3: Use sight words to read fluently, use dialogue tags, scoop up lots of words, notice and act on punctuation.

Q4: Change voice to match characters' feelings, use dialogue tags, punctuation, and special text as clues on how to read, reread to make voice smoother and show big feelings.

Extending: I can read at a smooth pace with appropriate expression *even when I'm reading longer sentences*.

Literal Comprehension: Understands What is Written in the Text

Beginning: I need help understanding what is written in the text.

Approaching: I can sometimes understand what is written in the text.

Meeting: I can consistently understand what is written in the text.

Look Fors:

Q 1: Revises/confirms predictions, retells, answers questions during read-aloud and shared reading.

Q 2: Stops and studies each page, talks about new learning, gives examples of new learning, explains why new learning is important, learns new words from reading, shares interesting information on their topic, guesses what comes next in a text.

Q 3: Rereads and shares new understandings, makes mind movies to picture what is happening, keeps track of who is talking.

Q 4: Retells with more details, understands what characters say, do, like/dislike.

Extending: I can understand what the *most important details* are in the text.

Interpretive Reading: Understands What the Author Means but May Not Say in The Text; Understands the Similarities and Differences Between Texts; & Supports Thinking with Evidence from The Text

Beginning: I need help:

1. Understanding what the author means but may not say in the text.
2. Understanding the similarities and differences between texts.
3. Supporting my thinking with evidence from the text.

Approaching: I can sometimes:

1. Understand what the author means but may not say in the text.
2. Understand the similarities and difference between texts.
3. Support my thinking with evidence from the text.

Meeting: I can consistently:

1. Understand what the author means but may not say in the text.
2. Understand the similarities and differences between texts.
3. Support my thinking with evidence from the text.

Look Fors:

Q 1: Not reported.

Q 2: Not reported.

Q 3: Makes mind movies to picture what is happening, infers about theme and characters' reasoning, feelings, and thoughts during read-aloud and shared reading.

Q 4: Infers characters' feelings and determines lessons characters learn, compares/contrasts books.

Extending: I can:

1. Understand what the author means but may not say in the text.
2. Understand the similarities and differences between texts.
3. Support my thinking with the *best evidence* from the texts.

Reading On-Grade Level Texts: Uses Decoding, Fluency, and Comprehension Skills to Read Grade Level Texts

Beginning: I can use decoding, fluency, and comprehension skills as I approach grade level texts.

Quarter 1/Quarter 2: A-B
Quarter 3: C
Quarter 4: D

Approaching: I can use decoding, fluency, and comprehension skills as I approach grade level texts.

Quarter 1: C
Quarter 2: D
Quarter 3: E
Quarter 4: G

Meeting: I can consistently use decoding, fluency, and comprehension skills to read grade level text. **Expectations for Instructional Text Levels:**

Quarter 1: E
Quarter 2: G
Quarter 3: I
Quarter 4: K

Extending: I can use decoding, fluency, and comprehension skills to *read above grade level text*.

Quarter 1: K
Quarter 2: L
Quarter 3: M
Quarter 4: N

FIRST GRADE WRITING

Structure

Organizes ideas using leads, transitions, and endings

Beginning: I need help to organize ideas using leads, transitions, and endings.

Approaching: I can sometimes organize ideas using leads, transitions, and endings.

Meeting: I can consistently organize ideas using leads, transitions, and endings.

Looks for:

Quarter 1: (narrative) writes a story with a beginning, puts pages in order using words such as and, then and so, has an ending, and tells the story across three or more pages.

Quarter 2: (informational) teaches readers about a topic, names the topic in the beginning and gets the readers' attention, tells different parts about the topic on different pages, tells the topic part by part, writes an ending

Quarter 3: (opinion) names the topic and writes opinion telling why, writes a beginning to get the readers' attention, says more about the opinion using words such as and, and because, and writes an ending

Quarter 4: (fiction/narrative) has a beginning, puts pages in order, writes the story across three or more pages, has an ending

Extending: I can increase the focus of my writing by adding specific details to organize ideas using leads, transitions, and endings.

Development

Elaborates on ideas and makes craft choices

Beginning: I need help to elaborate on ideas and make craft choices.

Approaching: I can sometimes elaborate on ideas and make craft choices.

Meeting: I can consistently elaborate on ideas and make craft choices.

Look for:

Quarter 1: (narrative) adds labels, uses details in pictures and words

Quarter 2: (informational) puts facts in writing to teach about the topic, uses labels and words to give facts

Quarter 3: (opinion) writes at least two reasons for opinion, uses labels and words to give details

Quarter 4: (fiction/narrative) adds labels, uses details in pictures and words

Extending: I can engage my audience through intentional elaboration and craft choices.

Conventions

Uses correct spelling in writing

Beginning: I need help to use correct spelling in writing.

Approaching: I can sometimes use correct spelling in writing.

Meeting: I can consistently use correct spelling in writing.

Looks for:

Uses known words and chunks of words to help spell, spells all the word wall words right

*Below look fors are cumulative

Quarter 1: uses letter sound knowledge to spell (writing the sounds you hear)

Quarter 2: uses knowledge of silent e to spell (cvce) words

Quarter 3: uses blends and digraphs to spell

Quarter 4: uses vowel patterns to spell

Extending: I can effectively use resources to spell unknown words correctly.

Uses correct punctuation in writing

Beginning: I need help to use correct punctuation in writing.

Approaching: I can sometimes use correct punctuation in writing.

Meeting: I can consistently use correct punctuation in writing.

Look fors:

*Below looks fors are cumulative

Quarter 1: uses correct spacing between words and sentences

Quarter 2: begins to end sentences with correct punctuation, begins to start sentences with a capital letter and begins to use capital letters for names

Quarter 3: ends sentences with correct punctuation, starts sentences with a capital letter

Quarter 4: begins to use commas in lists and dates

Extending: I can enhance the meaning of writing through my purposeful use of punctuation.

FIRST GRADE MATHEMATICS

Flexibly Adds and Subtracts Numbers Within 20 Using a Variety of Strategies (Basic Facts)

*Reported all 4 quarters

Beginning: I need help to add and subtract within 20 and I need help to understand the strategy used.

Expectations:

Quarter 1: Adds and subtracts within 5

Quarter 2: Adds and subtracts within 5 with one or two strategies

Quarter 3: Adds and subtracts within 10 with one or two strategies

Quarter 4: Adds and subtracts within 10 fluently (First grade standard)

Approaching: I can use one or two strategies to add and subtract within 20 and may or may not be able to explain the method used to show my understanding.

(such as: counting on/back, making 10, known number combinations, compensation)

Expectations:

Quarter 1: Adds and subtracts within 5 with one or two strategies

Quarter 2: Adds and subtracts within 10 with one or two strategies

Quarter 3: Adds and subtracts within 10 fluently (First grade standard)

Quarter 4: Adds and subtract within 15

Meeting: I can use a variety of strategies to flexibly add and subtract within 20 and can explain the method used to show my understanding.

(such as: counting on/back, making 10, known number combinations, compensation)

Expectations:

Quarter 1: Adds and subtracts within 10 with high accuracy

Quarter 2: Adds and subtracts within 10 fluently. (First grade standard)

Quarter 3: Adds and subtract within 15

Quarter 4: Adds and subtracts within 20

Extending: I can fluently use a variety of strategies to solve a problem while adding and subtracting within 20 and can explain the method used to show my understanding.

(such as: mental math, counting on/back, making 10, known number combinations, compensation)

Expectations:

Quarter 1: Uses mental math to fluently add/subtract within 10, Can use a variety of strategies to solve problems within 20

Quarter 2: Uses mental math to add and subtract within 15, Can use a variety of strategies to solve problems within 20

Quarter 3: Fluently uses mental math to add and subtract within 20

Quarter 4: Fluently uses mental math to add and subtract within 20

Common Misconceptions:

- Does not understand the concept of addition or subtraction
- Reverses operation actions
- Does not know doubles facts
- Does not understand making a ten
- Does not understand equivalent expressions
- Does not understand counting on or counting back
- Does not understand that teen numbers can be decomposed or composed to add or subtract
- Does not understand terms: compose, decompose, add, addition, subtract, minus

Understands and Compares Numbers by Place Value

*Reported all 4 quarters

Beginning: I need help to compare two two-digit numbers based on the meaning of the tens and ones digits.

Expectations:

Quarter 1: Needs help to decompose teen numbers into tens and ones

Quarter 2: Inconsistently decomposes tens and ones correctly to compare teen numbers

Quarter 3: Compares teen numbers by a group of ten and some ones

Quarter 4: Compares teen numbers using symbols $>$, $=$, $<$

Approaching:

Expectations:

Quarter 1: Inconsistently decomposes tens and ones correctly to compare teen numbers

Quarter 2: Compares teen numbers by a group of ten and some ones

Quarter 3: Compares teen numbers using symbols $>$, $=$, $<$

Quarter 4: Compares two-digit numbers by a group of ten and some ones

Meeting: I can compare two two-digit numbers based on the meaning of the tens and ones digits.

Expectations:

Quarter 1: Compares teen numbers by a group of ten and some ones

Quarter 2: Compares teen numbers using symbols $>$, $=$, $<$

Quarter 3: Compares two-digit numbers by a group of ten and some ones

Quarter 4: Compares two-digit numbers using symbols $>$, $=$, $<$

Extending: I can consistently compare numbers based on place value.

Expectations:

Quarter 1: Compares teen numbers using symbols $>$, $=$, $<$

Quarter 2: Compares two-digit numbers by a group of ten and some ones

Quarter 3: Compares two-digit numbers using symbols $>$, $=$, $<$

Quarter 4: Compares larger numbers extending the place value pattern

Common Misconceptions:

- Does not understand the terms tens and ones
- Does not understand the teen numbers as 10(group of ten ones) and some more
- Miscounts groups of ten and inaccurately identifies the total
- Miscounts groups of tens and inaccurately identifies the total groups
- Reverses the digits in a two-digit number

Names, Draws, Builds, Compares, and Describes Two and Three Dimensional Shapes

*Reported Quarter 1 and Quarter 4

Beginning: I need help to identify, draw, build, and describe attributes of two and three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations. (attributes: number of sides, number of angles, length of sides, and curves.)

Approaching: I can sometimes identify, draw, build, and describe attributes of two and three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations. (attributes: number of sides, number of angles, length of sides, and curves.)

Meeting: I can identify, draw, build, and describe attributes of two and three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations. (attributes: number of sides, number of angles, length of sides, and curves.)

Expectations:

Quarter 1: Two Dimensional Objects such as circles, squares, triangles, rectangles, hexagons, and half circles

Quarter 4: Three Dimensional shapes such as cubes, cones, spheres, and cylinders

Extending: I can consistently identify, draw, build and describe attributes of two and three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations. (attributes: number of sides, number of angles, length of sides, and curves.)

Common Misconceptions:

- Thinks orientation or size is tied to a shape
- Does not recognize or identify that different shapes have different attributes.
- Confuses attribute terms sides/vertices/faces

Uses Addition and Subtraction to Solve Different Types of Word Problems Within 20

*Reports Quarter 2, Quarter 3, and Quarter 4

Beginning: I need help to add and subtract within 20 to solve word problems with unknowns in any positions.

Expectations:

Quarter 2: cannot solve for unknowns in any word problem

Quarter 3: adds and subtracts within 5

Quarter 4: adds and subtracts within 10

Approaching: I can add and subtract within 20 to solve some types of word problems with unknowns in some of the positions but not all of them.

Expectations:

Quarter 2: adds and subtracts within 5

Quarter 3: adds and subtracts within 10.

Quarter 4: Adds and subtract within 15

Meeting: I can independently add and subtract within 20 to solve **all** types of word problems (some and some more, add to, take from, take apart, and compare) with unknowns in all positions.

Expectations:

Quarter 2: adds and subtracts within 10

Quarter 3: Adds and subtract within 15

Quarter 4: Adds and subtracts within 20

Extending: I can consistently and independently add and subtract to solve all types of word problems with unknowns in all positions.

Expectations:

Quarter 2: Adds and subtract within 15

Quarter 3: Adds and subtracts within 20.

Quarter 4: Adds and subtracts to solve two-step word problems and extends the work to numbers within 100

Common Misconceptions:

- Confuses addends with the sum or part with the whole.
- Always adds quantities given in a problem.
- Interprets an unknown to always be the sum or the difference.
- Does not understand a comparison relationship.

Accurately Uses Standard and Non-Standard Measurements

*reported Quarter 2

Beginning: I need help to measure, compare, and order lengths of objects.

Approaching: I can sometimes independently measure, compare, and order lengths of objects.

Meeting: I can independently measure, compare, and order lengths of objects with high accuracy.

Extending: I can measure, compare, and order lengths of objects using two different units of measurement and recognize that the numerical representation is dependent on the unit of measurement.

Common Misconceptions:

- Does not align objects end to end before comparing.
- Confuses the terms taller/shorter, more/less.
- Does not understand that “unit” implies uniformity in length.

Represents and Draws Conclusions from Data

*Reported Quarter 3

Beginning: I need help to organize and accurately represent my data.

Approaching: I can sometimes organize and accurately represent and draw conclusions from data. (My not have complete representations of all my data)

Meeting: I can organize and accurately represent and draw conclusions from data. (compare up to three categories in object graphs, picture graphs, t-charts, or tallies)

Extending: I can organize and accurately represent data in more than one way and draw conclusions from data.

Common Misconceptions:

- Cannot organize data to keep track of totals
- Confuses terms more/less, greater than/less than
- Does not know how to construct a chart or graph

Finds Ten More and Ten Less Than the Given Number

*Reported Quarter 4

Beginning: I need help to add and subtract ten more and ten less.

Approaching: I can sometimes add and subtract ten more and ten less to a two-digit number and can sometimes explain the method used to show understanding of place value.

Meeting: I can mentally add and subtract ten more and ten less to a two-digit number with high accuracy and can explain the method used to show understanding of place value.

Extending: I can mentally add and subtract ten more and ten less to larger numbers with high accuracy.

Common Misconceptions:

- Increases the ones digit by 1 instead of the tens digit when adding by 10
- Decreases the ones digit by 1 instead of the tens digit when subtracting by 10
- Does not keep track of the number counted on

FIRST GRADE SCIENCE AND ENGINEERING

PRACTICES

Science Practices

Beginning: I am beginning to engage in science practices.

Approaching: With teacher guidance I ask questions about what I observe in the world around me, suggest ways we could find answers, and work with my teacher and classmates to conduct investigations.

Meeting: I ask questions about what I observe in the world around me, suggest ways we could find answers, and work with my teacher and classmates to conduct investigations.

Extending: I show a level of insight conducting science investigations and interest/curiosity that is above what is typical for 1st graders.

Engineering Practices

Beginning: I am beginning to engage in engineering practices.

Approaching: With teacher guidance I can identify problems and work with my teacher and classmates to solve them using a design process that includes testing and improving multiple solutions.

Meeting: I can identify problems and work with my teacher and classmates to solve them using a design process that includes testing and improving multiple solutions.

Extending: When solving engineering problems or challenges, I show a level of creativity and ingenuity that is above what is typical for 1st graders.

Computer Science Practices

Beginning: I know the basic definitions and facts related to computer programming.

Approaching: With teacher guidance I can meet the 1st grade computer science practices.

Meeting: I understand that computers follow programs AND I can write basic programs to achieve a goal or solve a problem.

Extending: I can write computer programs that are a level of complexity beyond what is typical for a 1st grader.

CONTENT KNOWLEDGE

Animals and Plants: Parents & Offspring

Beginning: I know the basic definitions and facts related to animals; behavior and characteristics.

Approaching: With teacher guidance I can apply my knowledge to meet expectations.

Meeting: I can describe behavior of parents and offspring that help offspring survive AND I understand that young plants and animals are similar to but not exactly alike, their parents.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Biomimicry

Beginning: I know the basic definitions and facts related to biomimicry.

Approaching: With teacher guidance I can apply my knowledge to meet expectations.

Meeting: I understand that solutions to problems can be designed by mimicking structures found in nature.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Patterns in the Sky

Beginning: I know the basic definitions and facts related to patterns in the sky.

Approaching: With teacher guidance I can apply my knowledge to meet expectations.

Meeting: I can describe patterns in the visibility, appearance, and apparent motion of the sun, moon, and stars over a day, month, or year AND I can explain how the motions of the sun, moon, Earth and stars cause these patterns to occur.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Sound

Beginning: I know the basic definitions and facts related to sound.

Approaching: With teacher guidance I can apply my knowledge to meet expectations.

Meeting: I understand that sound is caused by vibrations. AND I understand that the characteristics of an object affect the properties of the sound it makes.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Light

Beginning: I know the basic definitions and facts related to light.

Approaching: With teacher guidance I can apply my knowledge to meet expectations.

Meeting: I understand that light can be reflected, absorbed, or move through materials. AND I understand that we see objects when light reflects off of them and enters our eye.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

CROSSCUTTING CONCEPTS

Patterns

Beginning: I am beginning to understand that patterns can exist in data and observations.

Approaching: When patterns in data and observations are pointed out to me I can use them to make predictions.

Meeting: I can recognize and describe patterns in data and observations (in situations with clear patterns.) AND I can use patterns to make predictions.

Extending: I can extend my understanding by using patterns to group similar events or organisms.

Cause & Effect

Beginning: I am beginning to understand that cause and effect relationships exist in the natural world.

Approaching: When cause and effect relationships are pointed out to me, I can explain them.

Meeting: I can identify and explain cause and effect relationships in the natural world. AND I can use patterns to make predictions.

Extending: I can also explain how changing the “cause” will impact the “effect”.

Structure and Function

Beginning: I am beginning to understand that there is a relationship between structure and function in the natural world and objects/systems designed by humans.

Approaching: When structure and function relationships are pointed out to me, I can explain them.

Meeting: I understand that the structures of natural and designed objects are related to their function(s). AND I can identify examples of structure/function relationships.

Extending: I can apply my understanding of the relationship between structure and function to individual object and to systems.

FIRST GRADE SOCIAL STUDIES

CONCEPTS AND FACTS

Understands Concepts and Facts

Beginning: I am developing prerequisite skills needed to demonstrate partial mastery of concepts and facts.

Approaching: I can demonstrate partial mastery of concepts and facts.

Meeting: I can demonstrate secure mastery of concepts and facts.

Extending: I can demonstrate secure mastery of concepts and facts and apply them to different context.

TOOLS OF INQUIRY

Acquires Information Using a Variety of Resources

Beginning: I am developing prerequisite skills to use these provided resources (maps, globes, trade books, pictures, artifacts, and digital technology) to locate random information.

Approaching: I can use the following provided resources (maps, globes, trade books, pictures, artifacts, and digital technology) to locate random information on a topic.

Meeting: I can use the following provided resources (maps, globes, trade books, pictures, artifacts, and digital technology) to locate relevant information on a topic.

Extending: I can use provided resources (maps, globes, trade books, pictures, artifacts, and digital technology) to answer student-initiated questions.

Organizes Information and Communicates it with Others

Beginning: I am developing prerequisite skills to arrange pictures to create lists, charts, timelines or maps.

Approaching: With assistance, I can use teacher provided patterns to create lists, charts, timelines and maps.

Meeting: I can use teacher provided patterns to create lists, charts, timelines and maps.

Extending: I can create student-initiated lists, charts, timelines, maps or other documents.

Participates in Thoughtful Discussion

Beginning: I am developing prerequisite skills needed to listen to others and share ideas.

Approaching: I can listen to the opinions of others and share random ideas or opinions.

Meeting: I can listen to the opinions of others and share ideas or opinions which are on topic.

Extending: I can listen to the opinions of others, share ideas or opinions which are on topic and ask questions of others.

KINDERGARTEN THROUGH FIFTH GRADE LEARNING BEHAVIOR

BEHAVIOR

Perseverance

Beginning: Student has not yet demonstrated being able to work through challenges to accomplish a goal.

Approaching: Student sometimes demonstrates being able to work through challenges to accomplish a goal.

Meeting: Student often demonstrates being able to work through challenges to accomplish a goal.

Extending: Student almost always demonstrates being able to work through challenges to accomplish a goal.

Indicators of Perseverance - Being able to work through challenges to accomplish a goal.

1. Keeps going despite setbacks.
2. Commits to a task even when the task is challenging.
3. Asks for help when needed.
4. Problem solves when stuck.
5. Shows stamina for tasks that are difficult
6. Stays motivated.
7. Demonstrates grit.

Engagement

Beginning: Student has not yet demonstrated being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

Approaching: Student sometimes demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

Meeting: Student often demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

Extending: Student almost always demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

Indicators of Engagement - Being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

1. Asks questions to increase understanding.
2. Makes connections between their own ideas and those of others.
3. Seeks to know more about the topic.
4. Participates with a sense of investment in the learning.
5. Sets goals.
6. Measures own growth and progress.
7. Takes risks by exploring questions, topics, and ideas.

Work Habits

Beginning: Student has not yet demonstrated being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

Approaching: Student sometimes demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

Meeting: Student often demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

Extending: Student almost always demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

Indicators of Productive Work Habits - Being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

1. Takes initiative.
2. Demonstrates responsibility.
3. Uses time constructively.
4. Works independently and collaboratively.
5. Demonstrates pride in work.
6. Follows directions.
7. Shows respect for adults and peers.

Mindset

Beginning: Student has not yet demonstrated being able to accept challenges and apply effort to improve learning.

Approaching: Student sometimes demonstrates being able to accept challenges and apply effort to improve learning.

Meeting: Student often demonstrates being able to accept challenges and apply effort to improve learning.

Extending: Student almost always demonstrates being able to accept challenges and apply effort to improve learning.

Indicators of Growth Mindset - Being able to accept challenges and apply effort to improve learning.

1. Takes productive risks and learns from challenges.
2. Applies effort to improve learning.
3. Stays motivated throughout the struggle.
4. Demonstrates flexibility by revising plans to work through challenges.

Self-Regulation

Beginning: Student has not yet demonstrated being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

Approaching: Student sometimes demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

Meeting: Student often demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

Extending: Student almost always demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

Indicators of Self-Regulation - Being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

1. Demonstrates an awareness of emotions and how they affect others.
2. Demonstrates self-reflections skills.
3. Respects others' rights, feelings, and property.
4. Uses coping skills when encountering challenging situations.
5. Demonstrates a level of confidence that allows one to achieve goals.

FIRST GRADE ART

ART CONCEPTS AND SKILLS

Uses Materials, Techniques, and Processes in Artwork

Beginning: Uses provided materials and applies techniques to complete a process with physical assistance.

Approaching: Uses some provided materials and/or applies some technique to complete a process.

Meeting: Uses provided materials and applies techniques to complete a process.

Extending: Uses provided materials and applies techniques to complete a process that goes beyond what was demonstrated.

Identifies and Uses Elements of Art and Principles of Design

Beginning: Identifies and uses elements and principles with assistance.

Approaching: Identifies and uses some of the elements and principles.

Meeting: Identifies and uses elements and principles (line, shape, form, texture, color, space, balance, and pattern).

Extending: Identifies and uses elements and principles and goes beyond what was demonstrated in class.

LEARNING BEHAVIORS

Has Confidence/ Takes Risks

Beginning: Can get frustrated easily and give up without trying to do the activity.

Approaching: Occasionally becomes frustrated when attempting an activity, but still tries with encouragement and help.

Meeting: Accepts challenges and keeps trying until he/she succeeds.

Extending: Seeks out challenges and always tries until he/she succeeds.

Participates

Beginning: Involved (actions, clean-up, comments, questions) in class activities with teacher encouragement.

Approaching: Chooses to be involved (actions, clean-up, comments, questions) some of the time with activities in class.

Meeting: Consistently chooses to be involved (actions, clean-up, comments, questions) with activities in class.

Extending: Consistently chooses to be involved (actions, clean-up, comments, questions) with activities for self and others.

KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL)

Listening

Develops and applies effective listening skills and strategies

Beginning: Points to stated pictures, words, phrases. Sorts pictures, objects according to oral directions. Follows one or two-step directions. Matches oral statements to objects, figures, illustrations.

Approaching: Locates, selects, orders information from oral descriptions or instructions. Follows multi-step directions. Categorizes or sequences oral information using pictures, objects.

Meeting: Able to comprehend and apply information or content acquired through oral instruction or discourse. Able to compare/contrast information and draw conclusions. Can identify cause and effect relationships.

Extending: Able to comprehend and apply information or content acquired through oral instruction or discourse. Analyzes, synthesizes and applies complex oral information to grade level tasks.

Speaking

Uses English to Share Information, Express Needs and Conduct Transactions in and outside of the classroom with peers

Beginning: Names objects, people, and pictures using basic words. Answers WH- questions or either/or questions in one-on-one situations or in structured conversations. Produces words in response to WH- questions or from picture prompts.

Approaching: Responds to WH- questions and begins to form WH- questions to request information from others. Discourse is limited to short phrases/sentences and memorized utterances.

Meeting: Asks questions and clarifies information by restating or rephrasing ideas. Expresses connected ideas to relate personal information or opinions. Compare/contrasts personal experiences to those of others or to text. Independently initiates conversations and negotiates meaning with peers and adults for both academic and nonacademic reasons.

Extending: Offers specific information that supports ideas with peers. Evaluates validity of information in grade-level text based on personal experiences. Provides extended discourse with justification in regard to personal information or opinions.

Uses English to ask for help, clarification or self-advocacy

Beginning: Responds orally or non-verbally to teacher/peer offers of help or interactions. Seeks assistance from peers or teacher to gather information. Asks for assistance with a task. Responds orally or non-verbally to teacher/peer offers of help or interactions.

Approaching: Ask WH-questions. Begins to initiate questions about content material or instructions with peers/teacher. Asks questions in mostly one-on-one situations. Asks questions or exchanges information with peers. Begins to initiate conversations with peers or in small groups.

Meeting: Initiates questions for varying purposes and using a variety of idiomatic expressions and structures. Asks questions mostly within a small group setting. Independently initiates conversations with peers and adults for both academic and non-academic reasons.

Extending: Independently initiates questions or asks for clarification in small, large group or whole class instruction using correct idiomatic expressions and structures. Student demonstrates ability to self-advocate for academic and non-academic reasons.

Develops and applies effective speaking skills and strategies for various audiences and purposes.

Beginning: Relies on pictorial or graphic representation or general language related to content area. Produces words, phrases or short sentences, using language with phonological, syntactic or semantic errors that impede meaning of communication.

Approaching: Uses general and some specific language of content area. Produces expanded sentences in oral or written communication, using language with phonological, syntactic or semantic errors that may impede meaning of communication.

Meeting: Uses specific and some technical language of content area. Produces a variety of sentence lengths of varying linguistic complexity or multiple, related sentences or paragraphs. Minimal phonological, syntactic or semantic errors that do not impede overall meaning of communication.

Extending: Uses specialized or technical language reflective of the content area at grade level. Produces a variety of sentence lengths of varying linguistic complexity as required by grade level. Speaking and/or writing skills equivalent to English proficient peers.

Reading

Develops and applies skills and strategies to the reading process

Beginning: Matches icons and symbols to words, phrases or environmental print. Identifies concepts about print and text features.

Approaching: Locates and classifies information. Sequences pictures, events, processes. Identifies facts and main ideas.

Meeting: Uses context clues to determine meaning of words. Interprets information or data. Finds details that support main ideas. Identifies word families, figures of speech.

Extending: Conducts research to glean information from multiple sources. Draws conclusions from implicit and explicit text. Makes connections between various texts and complex ideas.

Develops and applies skills and strategies to comprehend, analyze and evaluate works of fiction or nonfiction from a variety of cultures and times.

Beginning: Finds identifying information related to topic or main idea from illustrations, text features, words or phrases.

Approaching: Sequences events in chronological or logical order. Sorts relevant information using graphic organizers or pictures. Identifies main idea and/or supporting details, lists events or highlighted vocabulary or concepts.

Meeting: Interprets information or data. Finds details that support main ideas from multiple paragraphs using visual or graphic support. Compare/contrasts information using illustrations or graphic organizers. Identifies cause/effect and summaries plot, issues or conflicts. Offers opinions or makes connections to text.

Extending: Synthesizes information, infers main idea from details, makes connections and draws conclusions from grade level text. Conducts research to glean information from multiple sources. Able to support opinions using details or evidence from the text.

Writing

Applies a Writing process in composing text

Beginning: Copies words or phrases from models, labels pictures. Completes graphic organizer by copying model. Revises work by copying corrections from peer/teacher editing.

Approaching: Produces short phrases or sentences. Uses graphic organizer with support; writing tends to be copied directly from graphic organizer. Requires support for edits and revisions.

Meeting: Produces increasingly complex sentences and paragraphs with some detail. Uses graphic organizer independently. Is able to revise and edit independently with inconsistent quality.

Extending: Produces paragraphs with cohesive structure and logical sequence with supporting detail. Uses graphic organizer independently and expands final writing from basic ideas in graphic organizer. Edits and revises independently and correctly for grade level.

Composes well-developed text using standard English conventions

Beginning: Sound/symbol letter relationships used in spelling. Spelling errors reflect nonnative English pronunciation/spelling patterns. Writes words or short phrases, labels pictures, or copies environmental text.

Approaching: Spells words from common word families. Some upper/lowercase used, punctuation or verb tenses may be inaccurate. Writes longer sentences or groups of related sentences. Use of mostly high-frequency vocabulary.

Meeting: Produces accurate spelling and punctuation; some complex verb tenses and use of technical or academic vocabulary. Well-developed sentences in cohesive, organized paragraph(s). Increasingly complex paragraphs with supporting detail and use of content-related vocabulary. Errors don't impede comprehensibility.

Extending: Conventions match grade level. Complex tenses and structures used correctly. Uses a variety of techniques to convey personal style and voice. Uses specific and technical language related to content area and format is appropriate to task. Writing is comparable to English proficient peers.

FIRST GRADE MUSIC

Music Concepts and Skills

Demonstrates Vocal Technique

Beginning: Uses speaking voice only.

Approaching: Uses speaking voice and attempts other uses of the voice (sing, speak, hum, whisper).

Meeting: Explores uses of the voice (sing, speak, hum, whisper).

Extending: Explores solo and echo singing.

Demonstrates Instrumental Technique

Beginning: Has difficulty playing instruments correctly or with intension.

Approaching: Attempts to use correct playing techniques.

Meeting: Performs with correct playing techniques.

Extending: Performs with **mostly** accurate rhythms, melodies, and dynamics.

Responds to Music through Movement

Beginning: Attempts to perform and respond to music through movement.

Approaching: Performs and responds to strong beats through movement with assistance.

Meeting: Performs and responds to strong beats through movement independently.

Extending: Performs and responds to strong beats through movement independently and exhibits artistic interpretations of music through movement.

Approach to Learning

Respects Others

Beginning: Has difficulty, without reminders, treating others in a caring and respectful way and often uses a tone of voice that can make others feel put down or hurt.

Approaching: Almost always treats others in a caring and respectful way and shows awareness that the tone of his/her voice or non-verbal gestures affects others.

Meeting: Consistently treats others in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt.

Extending: Consistently treats others in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt, while encouraging others to do the same.

Respects Property

Beginning: Needs reminders to treat school property and the property of others with respect and care.

Approaching: Usually treats school property and the property of others with respect and care.

Meeting: Consistently treats school property and the property of others with respect and care.

Extending: Always treats school property and the property of others with respect and care and is a positive role model for others.

Participates

Beginning: Has difficulty participating or staying on task during class.

Approaching: Participates and stays on task during class with reminders.

Meeting: Participates and stays on task during class.

KINDERGARTEN THROUGH THIRD GRADE PHYSICAL EDUCATION

Efficiency of Human Movement

Performs Locomotor and Non-Locomotor Skills

Beginning:

1. **Locomotor:** Attempts a limited number of basic locomotor skills.
2. **Non-Locomotor:** Attempts a limited number of basic non-locomotor skills.

Approaching

1. **Locomotor:** Demonstrates correctly a limited number of basic locomotor skills.
2. **Non-locomotor:** Correctly demonstrates a limited number of basic non-locomotor skills.

Meeting:

1. **Locomotor:** Demonstrates correctly all basic locomotor skills (walk, run, jump, hop, gallop, slide, skip, and leap).
2. **Non-locomotor:** Performs all basic non-locomotor skills (bending, rocking/swaying, swinging, twisting, balance, stretching, pushing, pulling).

Extending:

1. **Locomotor:** Demonstrates correctly all basic locomotor skills using a variety of pathways around obstacles.
2. **Non-Locomotor:** Performs a combination of non-locomotor skills.

Performs Fundamental Movement Skills

Beginning:

1. **Catches** – Catches a variety of self-tossed objects.
2. **Dribbles** – Bounces a ball using one or two hands while standing in place.
3. **Kicks** – Bounces a ball using one or two hands while standing in place.
4. **Strikes** – Strikes a stationary object using an implement.
5. **Throws** – Throws a variety of objects from a stationary position.
6. **Volleys** – Volleys an object with either hand in general space.

Approaching:

1. **Catches** – Catches, with a partner, a variety of objects thrown at the same height.
2. **Dribbles** – Dribbles “in control” with either hand or foot while standing in place.
3. **Kicks** – Kicks a moving ball with one foot.
4. **Strikes** – Strikes a moving object positioned at different heights using an implement.
5. **Throws** – Throws a variety of objects toward a target area while leading with the foot that is opposite of the throwing arm.
6. **Volleys** – Volleys an object with hands maintaining control and self-space.

Meeting:

1. **Catches** – Catches, with a partner, a variety of objects thrown at different heights.
2. **Dribbles** – Dribbles “in control” with either hand or foot while on the move.
3. **Kicks** – Kicks a moving ball with either foot.
4. **Strikes** – Strikes a moving object using an implement.
5. **Throws** – Throws a variety of objects to a specific distance/target, while leading with the foot that is opposite of the throwing arm.
6. **Volleys** – Volleys an object with hands maintaining control and passing to a partner.

Extending:

1. **Catches** – Catches, with a partner, a variety of objects thrown at different heights, increased velocity, or while on the move.
2. **Dribbles** – Dribbles “in control” with either hand or foot while moving around obstacles and picking up speed.
3. **Kicks** – Kicks a moving ball with either foot, showing increased velocity and accuracy.
4. **Strikes** – Strikes a variety of moving objects using an implement and hitting with increased velocity.
5. **Throws** – Throws a variety of objects to a specific distance/target, while leading with the foot that is opposite of the throwing arm and while gaining increased velocity.
6. **Volleys** – Volleys an object with hands maintaining control while on the move.

Performs Rhythm and Dance

Beginning:

1. **Rhythm** – Attempts to perform a limited number of basic movements using manipulatives or with a rhythmic pattern.
2. **Dance** - Attempts to perform a limited number of basic dance steps with music, or can perform without music.

Approaching:

1. **Rhythm** – Performs a limited number of basic movements using manipulatives within a general rhythmic pattern.
2. **Dance** – Performs, with music, a limited number of basic dance steps taught in a dance unit.

Meeting:

1. **Rhythm** – Performs all basic movements using manipulatives (jump rope, tinkling poles, lummi sticks, hula hoops, etc.) within a rhythmic pattern.
2. **Dance** – Performs, with music, all basic dance steps taught in a dance unit (Yearly rotation: social dance, creative dance, folk dance, square dance, line dance).

Extending:

1. **Rhythm** – Performs all basic movements using manipulatives within a specific rhythmic pattern and demonstrates movements to others.
2. **Dance** – Performs, with music, all basic dance steps taught and shows appropriate movement in the performance.

Personal and Social Behavior

Demonstrates Sportsmanship

Beginning: Has difficulty respecting the feelings and opinions of others.

Approaching: Usually respects the feelings and opinions of others.

Meeting: Respects the feelings and opinions of others.

Extending: Respects and appreciates the feelings and opinions of others, and models this behavior for others.

Follows Rules and Directions

Beginning: Follows rules and directions only after numerous reminders.

Approaching: Follows rules and directions with few reminders.

Meeting: Follows rules and directions the first time they are given.

Extending: Follows rules and directions the first time they are given and models this behavior for others.

Participates Fully

Beginning: Has difficulty participating in activities.

Approaching: Participates in some activities.

Meeting: Participates fully in all activities.

Extending: Participates fully in all activities and encourages others.

Wears Appropriate Tennis Shoes

Beginning: Rarely wears appropriate tennis shoes necessary for safe participation.

Approaching: Sometimes wears appropriate tennis shoes necessary for safe participation.

Meeting: Regularly wears appropriate, securely fastened tennis shoes necessary for safe participation in physical activities.

Extending: Regularly wears appropriate, securely fastened tennis shoes necessary for safe participation in physical activities.

FIRST THROUGH FIFTH GRADE HEALTH

Health Unit Content

Understands Concepts and Demonstrates Skills

Beginning: Even with assistance, has difficulty demonstrating partial mastery of the concepts and skills taught.

Approaching: Demonstrates partial mastery of concepts and skills taught.

Meeting: Demonstrates secure mastery of concepts and skills taught.

Extending: Demonstrates secure mastery of concepts and skills taught and demonstrates concepts and skills beyond grade level expectations.

Participates in Classroom Activities

Beginning: Has difficulty participating in activities even with frequent reminders.

Approaching: Participates and completes activities when given frequent reminders.

Meeting: Participates fully in all class activities all the time.

Extending: Participates fully in all activities and encourages others to do the same.

Completes Assignments

Beginning: Has difficulty completing assignments even with frequent reminders.

Approaching: Completes assignments when given few reminders.

Meeting: Completes assignments on time.

KINDERGARTEN THROUGH FIFTH GRADE REACH

Critical and Creative Thinking

Engages in Creative Process

Beginning: Generates Ideas.

Approaching: Uses a creative process to generate ideas.

Meeting: Intentionally uses creative processes to generate ideas, which are unique and purposeful.

Extending: Demonstrates innovative experimentation of functional ideas.

Processes Information

Beginning: Understands information.

Approaching: Demonstrates ability to analyze information.

Meeting: Evaluates information to interpret and generalize conclusions.

Extending: Synthesizes information to form own ideas, insight, understanding, and perspective.

Solves Problems

Beginning: Recognizes the problem exists.

Approaching: Identifies the problem and its possible causes.

Meeting: Develops reasonable solutions after considering all factors.

Extending: Develops innovative solutions after considering all factors.

Communication

Communicates Ideas and Viewpoints

Beginning: Needs assistance with the communication of ideas.

Approaching: Conveys ideas.

Meeting: Conveys a clear and distinct viewpoint.

Extending: Conveys viewpoint in relation to audience, task and purpose.

ELEMENTARY TECHNOLOGY LITERACY

Creativity and Innovation

Demonstrates Creative Thinking, Constructs Knowledge, and Develops Innovative Products and Processes Using Technology

Beginning: Still developing prerequisite skills of using technology to apply existing knowledge to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Approaching: Demonstrates partial mastery of using technology to apply existing knowledge to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Meeting: Demonstrates mastery of using technology to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Extending: Demonstrates mastery of and extends skills to new contexts when using technology to apply existing knowledge to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Communication and Collaboration

Uses Digital Media and Environments to Communicate and Work Collaboratively

Beginning: Still developing prerequisite skills of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Approaching: Demonstrates partial mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Meeting: Demonstrates mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Extending: Demonstrates mastery of and extends skills to new contexts interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Research and Information Fluency

Applies Digital Tools to Gather, Evaluate and use Information

Beginning: Still developing prerequisite skills of applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Approaching: Demonstrates partial mastery of applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Meeting: Demonstrates mastery of applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Extending: Demonstrates mastery of and extends skills to new contexts when applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Critical Thinking, Problem Solving and Decision Making

Uses Critical Thinking Skills with Digital Tools and Resources to Plan and Conduct Research, Manage Projects, Solve Problems, and Make Informed Decisions

Beginning: Still developing prerequisite skills of using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Approaching: Demonstrates partial mastery of using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Meeting: Demonstrates mastery of using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Extending: Demonstrates mastery of and extends skills to new contexts when using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship

Understands Human, Cultural and Societal Issues Related to Technology and Practices Legal and Ethical Behavior

Beginning: Still developing prerequisite skills of advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.
10. Practice Cyber Safety.

Approaching: Demonstrates partial mastery of advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.
10. Practice Cyber Safety.

Meeting: Demonstrates mastery of advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.

Extending: Demonstrates mastery of and extends skills to new contexts when advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.

Technology Operations and Concepts

Demonstrates a Sound Understanding of Technology Concepts, Systems, and Operations

Beginning: Still developing prerequisite skills of understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

Approaching: Demonstrates partial mastery of understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

Meeting: Demonstrates mastery of understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

Extending: Demonstrates mastery of and extends skills to new contexts when understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.