



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

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

2019-2020

**OFFICE OF CURRICULUM & INSTRUCTION
AUGUST 2019**

FIFTH GRADE LISTENING AND SPEAKING..... 2

FIFTH GRADE READING 4

FIFTH GRADE WRITING 9

FIFTH GRADE MATHEMATICS 12

FIFTH GRADE SCIENCE AND ENGINEERING..... 16

FIFTH GRADE SOCIAL STUDIES 19

KINDERGARTEN THROUGH FIFTH GRADE LEARNING BEHAVIOR 21

FIFTH GRADE ART 24

KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL) 26

FIFTH GRADE MUSIC 29

FOURTH AND FIFTH GRADE PHYSICAL EDUCATION 31

FIRST THROUGH FIFTH GRADE HEALTH 34

KINDERGARTEN THROUGH FIFTH GRADE REACH..... 35

ELEMENTARY TECHNOLOGY LITERACY 36

FIFTH GRADE LISTENING AND SPEAKING

Comprehension and Collaboration

Effectively Engages in Discussions Within a Group

Beginning: I need guidance to participate effectively in a range of conversations and collaborative discussions.

Approaching: I attempt to participate effectively in a range of collaborative discussions and seek to understand diverse perspectives within the group.

Meeting: I can participate effectively in a range of 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 attempt to 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 demonstrate 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 can ask and answer questions about the topic and need some 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 descriptive details and relevant evidence to support 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 descriptive details and relevant evidence to support my own points in speaking, making my reasoning clear to the listener.

Meeting: I can report on a topic or tell a story and use descriptive details and relevant evidence to support my own points in speaking, making my reasoning clear to the listener.

Extending: I can report on a topic or tell a story and use descriptive details and relevant evidence to support 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 initiate opportunities to 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.

FIFTH 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:

Quarter 1 – Quarter 4: Word Work/Word Solving Strand: Uses context, looks for examples, synonyms, and definitions in text and features; uses prefixes, suffixes and root words to solve the words; substitutes word or phrases that are similar and checks that they 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:

Quarter 1 – Quarter 4: Fluency Strand: Reading voice reflects mood of story, emotions of characters, and the kind of people they are; reads like this in both poetry and prose; uses voice to emphasize big points in nonfiction; uses voice to sound like an expert who might be on a video.

Quarter 1 - Quarter 4: Punctuation & Sentence Complexity Strand: When punctuation is used in unusual ways, can explain how author probably wanted the reading to sound; adjusts voice to reflect author's purpose; adjusts voice to show parts of complex sentence that are meant as small additions.

Extending: I can read at a smooth pace with an engaging voice and shift the tone of my voice between explaining or storytelling as the text requires.

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:

Quarter 1 – Quarter 4: Main Ideas and Supporting Details/Summary Strand: Notices several main ideas in a text; points to ideas that thread through entire text instead of part of it; sorts details and weighs importance; explains important details and how they support each of the main ideas; keeps opinion separate from ideas in the text; avoids mentioning minor details.

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 for:

Quarter 1:

- a. Determining Themes/Cohesion Strand: Determines a couple of significant themes in a text; explains which themes are best supported; ties together several key parts of story to think about themes and their significance; can highlight craft decisions and how they connect to theme; cites details that support several themes, keeping straight which details support which themes; summarizes and sometimes quotes, when the exact words used can help convey the theme.
- b. Comparing & Contrasting Story Elements and Themes Strand: Explains similarities and differences in how several texts in same genre explore the same theme; explains how themes are developed differently in these texts (and use author's craft during this explanation); supports thinking with exact details and examples from text, including quotes.

Quarter 2:

- a. Inferring within the Text/Cohesion Strand: Discusses major relationships that occur across a discipline based text; generates own ideas about relationships between events, ideas, and key concepts; uses academic and domain-specific vocabulary to do this, especially terms that help logic of writing (nevertheless, however, in addition, similarly).
- b. Comparing & Contrasting Strand: Compares or contrasts different texts or parts of texts, considering content, perspectives, and/or craft and structure.

Quarter 3:

Cross Text(s) Synthesis Strand: Collects information from multiple texts on one topic by subtopic and forms own categories and headings; sorts learning under headings; organization of learning may not match organization of original texts; is aware that sometimes texts contradict each other and considers the source of that conflict (firsthand and secondhand accounts, for example).

Quarter 4:

- a. Determining Themes/Cohesion Strand: Determines a couple of significant themes in a text; explains which themes are best supported; ties together several key parts of story to think about themes and their significance; can highlight craft decisions and how they connect to theme; cites details that support several themes, keeping straight which details support which themes; summarizes and sometimes quotes, when the exact words used can help convey the theme.
- b. Comparing and Contrasting Story Elements and Themes Strand: Explains similarities and differences in how several texts in same genre explore the same theme; explains how themes are developed differently in these texts (and uses author's craft during this explanation); supports thinking with exact details and examples from text, including quotes.

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.

Analytic Reading: Breaks Apart And Puts Together Text Meaning, Evaluates Author's Choices, And Grows Own Ideas About Text

Beginning: I need help to:

1. Grow my own ideas about Text.
2. Notice and think about why authors make the choices they do.
3. Break apart and put together parts of the text to understand.

Approaching: I can sometimes:

1. Grow my own ideas about Text.
2. Notice and think about why authors make the choices they do.
3. Break apart and put together parts of the text to understand.

Meeting: I can consistently:

1. Grow my own ideas about Text.
2. Notice and think about why authors make the choices they do.
3. Break apart and put together parts of the text to understand.

Look Fors:

Quarter 1:

- a. Analyzing Parts of a Story in Relation to the Whole Strand: Explains the importance of one part or aspect of a story (an event, setting, minor character) to the whole story, explains how one part of story connects to another part or to the whole story (i.e., a scene may explain a later choice a character makes or show the character is changing; a setting may be symbolic); explains if this part supports a larger idea or theme in the text.
- b. Analyzing Author's Craft Strand: When parts of a story stand out, explains author's technique and goal; uses literary language to name techniques and goals (i.e., *the author uses flashback to increase tension or the author repeats a line to support the theme*); explains how the text would have been different had the author made different choices.

Quarter 2:

Analyzing Author's Craft Strand. Explains how author's choices affect readers; uses academic language to name the goals and techniques (i.e., *surprising statistics and suggests the significance of a point*).

Quarter 3:

a. Analyzing Parts of a Text in Relation to the Whole Strand: Explains how this part of the text fits into the structure AND how it advances the author's main idea/claim; understands that parts play different roles in a text (i.e., illustrate ideas/claims, raise new perspectives, show implications of an idea); uses academic terms to talk about this; when a part seems disconnected, describes its relationship to the main ideas/claims (background, implications, another perspective).

b. Analyzing Perspective Strand: Notices when two texts on same topic are written from different points of view; explains how the content of these texts will be different based on different points of view; explains why the narrator feels and thinks the way she does (life experiences? Membership role? Time period?).

Quarter 4:

a. Analyzing Parts of a Story in Relation to the Whole Strand: Explains the importance of one part or aspect of a story (an event, setting, minor character) to the whole story, explains how one part of story connects to another part or to the whole story (i.e., a scene may explain a late choice a character makes or show the character is changing; a setting may be symbolic); explains if this part supports a larger idea or theme in the text.

b. Analyzing Author's Craft Strand: When parts of a story stand out, explains author's technique and goal; uses literary language to name techniques and goals (i.e. *the author uses flashback to increase tension or the author repeats a line to support the theme*); explains how the text would have been different had the author made different choices.

Extending: I can:

1. Grow my own ideas about text and connect them to *my learning about the world*.
2. Notice and think about why authors make the choices they do and *how those choices support most important ideas in the text*.
3. Break apart and put together parts of the text to *understand the most important parts of the text*.

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: Q
- Quarter 2: R
- Quarter 3: S
- Quarter 4: T

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

- Quarter 1: R-S
- Quarter 2: S-T
- Quarter 3: T-U
- Quarter 4: U-V

Meeting: I can consistently use decoding, fluency, and comprehension skills to read grade level text.

Expectations for Instructional Text Levels:

- Quarter 1: T
- Quarter 2: U
- Quarter 3: V
- Quarter 4: W

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

- Quarter 1: W
- Quarter 2: X
- Quarter 3: Y
- Quarter 4: Z

FIFTH 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.

Look for:

Quarter 1: (Narrative) Writes a story of an important moment; true accounts read like a story; writes a beginning that shows what happens and where, and also gives some clues to the main character's later problems; uses transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later); writes an ending that connects to the main part of the story. Uses character realizations at the end that came from what happens in the story; gives readers a sense of closure; uses paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story are longer and more developed than others.

Quarter 2: (Opinion) Makes claim or thesis on a topic or text, supports it with reasons, and provides evidence for each reason; writes a leading introduction and gets readers to care about their opinion; gets readers to care by including a cool fact or jazzy question, and gives readers information about what is significant about the topic; works to find the precise words to state the claim; introduces the reasons they would develop later; uses transition words or phrases to connect evidence to their reasons using phrases such as this shows that ...; helps readers follow thinking with phrases such as another reason and the most important reason; uses phrases such as consequently and because of to show what happened; uses words such as specifically and in particular in order to be more precise; works on a conclusion which they connect back to and highlight what the text was mainly about, not just the preceding paragraph; groups information and related ideas into paragraphs; puts the parts of their writing in the order that most suits their purpose and help me prove my reasons and claim.

Quarter 3: (Informational) Uses different kinds of information to teach about a subject, writes an introduction and a conclusion, organizes writing into a sequence of separate sections; writes each section according to an organizational plan shaped partly by the genre of the section.

Quarter 4: (Narrative) Writes a story of an important moment; it reads like a story, even though it might be a true account; writes a beginning in which they not only show what happens and where, but also gives some clues to what would later become a problem for the main character; uses transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later); writes an ending that connects to the main part of the story. The character says, does, or realizes something at the end that came from what happens in the story; gives readers a sense of closure; uses paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story are longer and more developed than others.

Extending: I can engage my audience through intentional use of 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 fors:

Quarter 1: (Narrative) Develop characters, setting, and plot through the use of description, action, dialogue and thinking. I also include precise details so readers can visualize story elements. I varied my sentences.

Quarter 2: (Opinion) Gave reasons to support my claim, such as facts, examples, quotes, and micro-stories, and discuss how these reasons relate. I made deliberate word choices and included figurative language that has an effect on readers. Using a scholarly voice, I angled my evidence to support my points.

Quarter 3: (Informational) I made choices on how to convey different aspects about a specific subject and included a variety of information. I gave credit to those sources when appropriate. I made deliberate word choices and included figurative language that has an effect on readers. I blended the use of storytelling, summary, and other genres to help me to use a consistent teacher tone.

Quarter 4: (Narrative) Add more to my story, by including actions, dialogue, thoughts, and feelings that show “why” my characters did what they did. I also changed the pacing of my story. I used sensory details, figurative language, objects, and symbols to bring my story to life and used a storytelling voice. I varied my sentences to create tone and pace.

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

Conventions

Uses Correct Punctuation and Sentence Structure in Writing

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

Approaching: I can sometimes use correct punctuation and sentence structure in writing.

Meeting: I can consistently use correct punctuation in writing.

Look fors:

Quarter 1: (Narrative) Uses capital letters at the beginning of every sentence, uses capital letters for proper nouns, uses commas to set off introductory parts of a sentence and uses commas to show talking directly to someone, writes in complete sentences with punctuation at the end.

Quarter 2: (Opinion) Uses capital letters at the beginning of every sentence, uses capital letters for proper nouns, uses commas to set off introductory parts of a sentence, fix run-on sentences, and cite sources, writes in complete sentences with punctuation at the end.

Quarter 3: (Informational) Uses capital letters at the beginning of every sentence, uses capital letters for proper nouns, uses commas to set off introductory parts of a sentence and fix run-on sentences, writes in complete sentences with punctuation at the end.

Quarter 4: (Narrative) Uses capital letters at the beginning of every sentence, uses capital letters for proper nouns, uses commas to set off introductory parts of a sentence and uses commas to show talking directly to someone, writes incomplete sentences with punctuation at the end.

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

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.

Look fors:

Quarter 1-Quarter 4: I use what I know about word families and spelling rules to help me spell and edit.

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

FIFTH GRADE MATHEMATICS

Writes and Interprets Numerical Expressions

*Reported Quarter 1

Beginning: I am developing the skills to know the order of operations.

Approaching: I can solve problems involving parentheses, brackets/braces, in numerical expressions. I am working on interpreting expressions with grouping symbols to represent a situation.

Meeting: I can use my understanding of operations and grouping symbols to write, solve, and interpret expressions with parentheses, brackets/braces, to represent a situation.

Extending: I can explain how and why the order of operations affects the outcome.

Common Misconceptions:

- Disregards order of operations.
- Performs operations in order from left to right.
- Groups wrong values.
- Performs incorrect calculations with operations.

Finds the Volume of Rectangular Prisms

*Reported Quarter 1

Beginning: I need help in finding the volume of a rectangular prism.

Approaching: I can consistently find the volume of a rectangular prism using concrete and pictorial models, but I am not yet able to use the formula.

Meeting: I can consistently find the volume of a rectangular prism using concrete models, pictorial models, and formulas. I can also find the volume of two solid figures composed of two non-overlapping right rectangular prisms.

Extending: In addition to meeting the standard, I can apply my understanding of volume to solve complex situations.

Common Misconceptions:

- Does not notice all cubes in the figure (cubes hidden).
- Adds the dimensions instead of multiplying.
- Does not use the formula correctly.
- Labels units as squared rather than cubed.

Adds and Subtracts Fractions and Mixed Numbers

*Reported Quarter 2

Beginning: I can add and subtract fractions with like denominators using models.

Approaching: I can solve problems involving addition and subtraction of fractions and mixed numbers with like denominators. I make mistakes and or have difficulty explaining why my results make sense.

Meeting: I can solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators and explain why my answers make sense using models and equations.

Extending: In addition to meeting, I can solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators using reasoning. I can explain why my results make sense.

Common Misconceptions:

- May add or subtract both the numerators and denominators.
- May not be able to create equivalent fractions.
- May incorrectly add and subtract whole numbers and fraction portions.
- May not understand how to write mixed fractions as improper fractions.

Uses a Coordinate Plane to Solve Problems

*Reported Quarter 3

Beginning: I am developing the skills for understanding the coordinate system.

Approaching: I can sometimes generate numerical patterns to find coordinate pairs and I may transpose the “x” and “y” intercepts in a quadrant 1 grid.

Meeting: I can consistently generate numerical patterns to find coordinate pairs and graph them in a quadrant 1 grid.

Extending: I can consistently generate numerical patterns to find coordinate pairs and graph them in a quadrant 1 grid. I can also analyze different strategies to solve problems in the coordinate grid.

Common Misconceptions:

- Transpose the “x” and “y” intercepts.
- Misinterpreting the meaning of the terms in a problem.
- Does not verify that the rule works for all terms in the problem.

Adds, Subtracts, Multiplies, and Divides Decimals

Beginning: I need help to add, subtract, multiply, and divide decimals to the hundredths and I may only have one strategy. (concrete and pictorial models, equations, place value properties)

Approaching: I can sometimes add, subtract, multiply, and divide decimals to the hundredths using one or two strategies (concrete and pictorial models, equations, place value properties) in multi-step problems.

Meeting: I can consistently add, subtract, multiply, and divide decimals to the hundredths using multiple strategies (concrete and pictorial models, equations, place value properties) in multi-step problems.

Expectations:

Quarter 3: Addition and subtraction of decimals

Quarter 4: Multiplication and Division of decimals

Extending: I can consistently add, subtract, multiply, and divide decimals to the hundredths using multiple strategies (concrete and pictorial models, equations, place value properties) in multi-step problems. I can also determine the most efficient strategy to solve a problem.

Common Misconceptions:

- Does not understand the difference in tenths and hundredths.
- Does not align place value positions correctly when adding and subtracting.
- May have regrouping errors.
- Ignores the decimal point when multiplying.
- Misplaces the decimal point with long division.

Multiplies Fractions

*Reported Quarter 4

Beginning: I need help to model a fraction multiplication situation.

Approaching: I can explain or model a fraction multiplication situation with consistency but may make computational errors. I can multiply fractions by whole numbers, but not with fractions.

Meeting: I can consistently multiply fractions with fractions and whole numbers using models and strategies, to solve real-world situations. I can explain my strategies.

Extending: I can consistently multiply fractions with fractions and whole numbers using models and strategies, to solve real-world situations. I can compare and relate different strategies used to solve problems.

Common Misconceptions:

- Misinterprets the shaded portions of an area model.
- Counts all boxes, instead of boxes with overlapping shading in an area model.
- Adds rather than multiply.
- Does not multiply both the numerator and denominator.
- May not understand how to simplify the fraction.

Divides Fractions

*Reported Quarter 4

Beginning: I need help to divide unit fractions by whole numbers and other unit fractions.

Approaching: I can use a strategy to divide a unit fraction by a whole number. I am working on dividing a whole number by a unit fraction.

Meeting: I can consistently divide a unit fraction by a whole number and a whole number by a unit fraction using models and strategies. I can explain my strategies.

Extending: I can consistently divide a unit fraction by a whole number and a whole number by a unit fraction using models and strategies, and I can interpret remainders. I can explain my strategies.

Common Misconceptions:

- Multiplies rather than divide.
- Confuses the dividend and divisor in problem situations.
- Misunderstands why the quotient is a whole number.

Converts Units of Measurement

*Reported Quarter 4

Beginning: I am developing the understanding of both measurement systems in order to convert.

Approaching: I can convert different-sized units within both systems, but I may be inconsistent.

Meeting: I can convert different-sized units within both measurement systems (e.g., convert 5 cm to 0.05 m).

Extending: In addition to meeting, I can use these conversions in solving multi-step, real world problems.

Common Misconceptions:

- Moving the decimal point in the wrong direction when making conversions.
- Multiplying or dividing by the wrong unit of measure.
- Does not use unit labels.

FIFTH GRADE SCIENCE AND ENGINEERING

PRACTICES

Science Practices

Beginning: I am beginning to engage in science practices.

Approaching: With teacher guidance I can pose scientific questions, design and conduct investigations to answer them, collect and organize data (measurements and observations) and use evidence from investigations to support claims.

Meeting: Working independently, I can pose scientific questions, design and conduct investigations to answer them, collect and organize data (measurements and observations), and use evidence from investigations to support claims.

Extending: I show a level of insight conducting science investigations and interest/curiosity that is above what is typical for 5th graders.

Engineering Practices

Beginning: I am beginning to engage in engineering practices.

Approaching:

1. With teacher guidance I can identify problems, criteria, and constraints and work with my teacher and classmates to solve them using a design process that includes testing and improving multiple solutions.
2. I can analyze products (designed by me and others) to determine if they meet design criteria and how they can be improvised.

Meeting:

1. I can identify problems, criteria, and constraints and work with my teacher and classmates to solve them using a design process that includes testing and improving multiple solutions.
2. I can analyze products (designed by me and others) to determine if they meet design criteria and how they can be improvised.

Extending: When solving engineering problems or challenges, I show a level of creativity and ingenuity that is above what is typical for 5th graders.

Computer Science Practices

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

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

Meeting: In addition to meeting the expectations in earlier grade levels, I can use computer programs to control automated processes and robots.

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

CONTENT KNOWLEDGE

Patterns in Space

Beginning: I know the basic definitions and facts related to appearances and apparent motion of objects in the sky.

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

Meeting: I can describe and explain patterns in the appearance and apparent motion of the sun, moon, and stars.

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.

Matter - Properties, Changes, and Conservation

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

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

Meeting:

1. I understand that matter is made of particles too small to be seen.
2. I understand that materials can be identified and classified according to their properties.
3. I understand that matter can be changed and mixed in many ways, but in all cases the total mass stays the same.

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.

Matter, Energy, and the Earth

Beginning: I know the basic definitions and facts related to matter and energy in ecosystems.

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

Meeting:

1. I understand and can identify systems that exist on the earth, including ecosystems and simple planet-wide systems.
2. I understand the interdependence that exists between parts of these systems.
3. I can describe the flow of matter and energy through these systems.

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 can identify and describe patterns in data.

Approaching:

1. I can use similarities and differences in patterns to sort and classify.
2. I can use patterns to make predictions and as evidence to support a claim.

Meeting:

1. I can use patterns to classify/group objects and events, make predictions, and as evidence to support a claim.
2. I use graphs and charts to identify and represent patterns in data.

Extending: I can extend my understanding by recognizing patterns that are more complex or ambiguous than what is typically expected of 5th graders.

Systems and System Models

Beginning: I am beginning to understand the concept of systems.

Approaching: I understand that systems in the natural world have parts that work together.

Meeting:

1. I can describe systems and their functions both as a whole and in terms of their parts.
2. I can describe the flow of resources through a system and the impact that changes will have on individual parts and the system as a whole.

Extending: I can extend my understanding by describing and analyzing systems that are more complex or ambiguous than what is typically expected of 5th graders.

FIFTH GRADE SOCIAL STUDIES

Concepts and Facts

Understands Concepts and Facts (History, Geography, Civics, Culture, Economics)

Beginning: Even with assistance, I have difficulty demonstrating partial mastery of concepts and facts.

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

Meeting: I demonstrate secure mastery of concepts and facts.

Extending: I demonstrate secure mastery of concepts and facts and work beyond grade level expectations. I can apply concepts and facts to different contexts.

Tools of Social Studies Inquiry

Acquires Information Using a Variety of Resources

Beginning: I can use provided resources to acquire information to answer questions.

Approaching: I can locate and use various resources to acquire information to answer questions.

Meeting: I can locate and use various resources (textbooks, trade books, maps, globes, graphics, encyclopedias, special reference materials, primary documents, artifacts, lectures, interviews, and technology) to acquire relevant information to answer questions.

Extending:

1. I can locate and use multiple resources to compare information about research topics.
2. I can check reliability of information acquired through research.

Organizes Information and Communicates it with Others

Beginning: I can use teacher provided graphic organizers to create documents, draw inferences from factual material with little supporting evidence and when prompted, shares information with others during class discussion.

Approaching: With assistance, I can create documents based on teacher examples, predict likely outcomes or summarize information using supporting evidence and share information with others in class discussions.

Meeting: I can create documents (outlines, timelines, summaries, reports, research papers, maps, charts, graphic organizers, and presentations) based on teacher models, form opinions based on critical examination of relevant information and share information by presenting it in small groups.

Extending: I can create documents appropriate to audience and topic, form opinions based on critical examination of relevant information, state an hypothesis for further study and share information by presenting findings to a formal audience.

Engages in Civil Discourse

Beginning: Even with assistance, I have difficulty sharing opinions and listening to others.

Approaching: With assistance, I can support an opinion with evidence/reasoning and listen to others.

Meeting: With assistance, I can support an opinion with evidence/reasoning, consider the opinions of others and ask questions to further understanding.

Extending: I can support an opinion with evidence/reasoning, consider the opinions of others and ask questions to further understanding.

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.

FIFTH GRADE ART

Art Concepts and Skills

Selects and 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 techniques 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, color, form, texture, value, space, balance, emphasis, contrast, and proportion).

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

Communicates About Art (Ideas, Purposes, Artists, Cultures, Art History)

Beginning: Analyzes and evaluates art using art vocabulary with assistance.

Approaching: Analyzes and evaluates art using some art vocabulary.

Meeting: Analyzes and evaluates art using art vocabulary.

Extending: Analyzes and evaluates art using art vocabulary and goes beyond what was communicated 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.

FIFTH GRADE MUSIC

Music Concepts and Skills

Demonstrates Vocal Technique

Beginning: Explores uses of the voice.

Approaching: Sings with **mostly** accurate pitch.

Meeting: Sings with accurate pitch.

Extending: Sings with accurate pitch in the presence of other parts.

Demonstrates Instrumental Technique

Beginning: Performs with correct playing techniques.

Approaching: Plays with mostly accurate rhythms, melodies, and dynamics.

Meeting: Performs with accurate rhythms, melodies, and dynamics.

Extending: Performs with accurate rhythms, melodies, and dynamics as part of an ensemble.

Understands Music Theory and History

Beginning: Attempts to identify music notation (verbally and written).

Approaching: Identifies and labels music notation (verbally and written).

Meeting: Uses accurate terminology in explaining music, music notation, musical instruments, and voices.

Extending: Uses accurate terminology in explaining music, music notation, musical instruments and voices, composers and music of different cultures.

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.

Extending: Always participates and stays on task during class and encourages others to do the same.

FOURTH AND FIFTH GRADE PHYSICAL EDUCATION

Efficiency of Human Movement

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:** Kicks a stationary ball with one foot.
4. **Strikes:** Strikes a stationary object using an implement.

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.

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.

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.

Performs Sport Skills and Lifetime Activities

Beginning:

1. **Throws** – Throws a variety of objects from a stationary position.
2. **Volleys** – Volleys an object with either hand in general space.

Approaching:

1. **Throws** – Throws a variety of objects toward a target area while leading with the foot that is opposite of the throwing arm.
2. **Volleys** – Volleys an object with hands maintaining control and self-space.

Meeting:

1. **Throws** – Throws a variety of objects to a specific distance/target, while leading with the foot that is opposite of the throwing arm.
2. **Volleys** – Volleys an object with hands maintaining control and passing to a partner.

Extending:

1. **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.
2. **Volleys** – Volleys an object with hands maintaining control and passing to 2 or more people.

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 feeling and opinions of others.

Approaching: Usually respects the feeling and opinions of others.

Meeting: Respects the feelings and opinions of others.

Extending: Respects and appreciates the feeling 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.