ROUND ROCK ISD

SECOND GRADE REPORT CARD RUBRIC

READING	Performance Level 1 Exhibits skill/concept with direct guidance/assistance. The student…	Performance Level 2 Exhibits skill/concept with minimal guidance and increasing frequency. The student…	Performance Level 3 Exhibits mastery of grade level skill/concept consistently. The student…	Performance Level 4 Exhibits understanding beyond grade level expectations. The student independently…
Print Awareness **Understands how English is written/printed**	• understands how English is written and printed • understands that sentences are capitalized at the beginning, have ending punctuation, commas, and quotation marks • uses the relationships between letters and sounds to decode written English • decodes multisyllabic words in context and independent of context • reads and identifies contractions and abbreviations • identifies and reads at least 300 high-frequency words from the RRISD word list • monitors accuracy of decoding • uses single letters (consonants and vowels) • uses consonant blends (e.g., thr, spl) • uses consonant digraphs (e.g., ng, ck, ph) • uses vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou) • uses common syllabication patterns to decode words • uses closed syllables (CVC) (e.g., pic-nic, mon-ster) • uses open syllables (CV) (e.g., ti-ger) • uses final stable syllables (e.g., sta-tion, tum-ble) • uses vowel-consonant-silent "e" words (e.g., in-vite, cape) • uses vowel digraphs and diphthongs (e.g., boy-hood, oat-meal) • uses r-controlled vowels (e.g., per-fect, cor-ner) • reads words with common prefixes and suffixes			
Comprehension **Uses strategies to comprehend text**	• makes and confirms predictions using illustrations, titles, key words, foreshadowing • asks relevant questions, seeks clarification, locates facts and details, and supports answers with text evidence • establishes purposes for reading texts, monitoring comprehension, and making adjustments & corrections when comprehension breaks down • establishes purpose for reading selected texts based upon content to enhance comprehension • asks literal questions of texts • monitors & adjusts comprehension • makes inferences about texts and uses textual evidence to support understanding • retells or acts out important events in stories in logical order • makes connections to own experiences, to ideas in other texts, to the larger community, & discusses textual evidence			
Fluency **Develops fluency at expected levels**	• reads from grade level texts with a **minimum** accuracy of 90% • reads from grade level texts with a **minimum** fluency rate of 70 words per minute • reads aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension			
Vocabulary **Develops vocabulary at expected level**	• understands new vocabulary when reading • uses prefixes and suffixes to determine meanings of words • uses context to determine the meanings of relevant unfamiliar words/multiple-meaning words • identifies and uses words that are opposite or similar in meaning • uses dictionaries or glossaries efficiently			

Comprehension **Literary Text** • **Theme and Genre** • **Poetry** • **Drama** • **Fiction** • **Literary Nonfiction** • **Sensory Language** • **Independent Reading**	Theme and Genre • analyzes theme & genre in different cultural, historical, and contemporary contexts • makes inferences & draws conclusions about theme & genre in different cultural, historical, & contemporary contexts • provides evidence to support student understanding of cultural, historical, and contemporary texts • identifies moral lessons as themes in well-known fables, legends, myths, or stories • compares different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot Poetry • understands the structure and elements of poetry and provides evidence from text to support their understanding • makes inferences & draws conclusions about the structure & elements of poetry & provides evidence from text to support their understanding • describes how rhyme, rhythm, and repetition interact to create images in poetry Drama • understands the structure and elements of drama and provides evidence from text to support their understanding • makes inferences & draws conclusions about the structure & elements of drama & provides evidence from text to support their understanding • identifies the elements of dialogue and uses them in informal plays Fiction • understands about the structure and elements of fiction • makes inferences and draws conclusions about the structure and elements of fiction • describes similarities and differences in plots and settings of several works by the same author • Describes main characters in works of fiction including their traits, motivations, and feelings Literary Nonfiction • understands about the varied structural patterns and features of literary nonfiction • makes inferences and draws conclusions about the varied structural patterns and features of literary nonfiction • responds to literary nonfiction by providing evidence from the text to support their understanding • distinguish between fiction and nonfiction Sensory Language • understands how an author's sensory language creates imagery in literary text and provides evidence from text to support their understanding • makes inferences & draws conclusions about how an author's sensory language creates imagery in literary text • provides evidence from text to support understanding of sensory images • recognizes that some words and phrases have literal and non-literal meanings (e.g., take steps) Independent Reading • reads independently for sustained periods of time and produces evidence of their reading • reads independently for a sustained period of time and paraphrases what the reading was about, maintaining meaning
Informational Text • **Culture and History** • **Expository** • **Procedural**	Culture and History • analyzes the author's purpose in cultural, historical, and contemporary contexts • makes inferences & draws conclusions about the author's purpose in cultural, historical, & contemporary contexts • provides evidence from the text to support their understanding of the author's purpose • identifies the topic and explains the author's purpose in writing the text Expository Text • analyzes and understands expository text • makes inferences and draws conclusions about expository text • understands expository texts and provides evidence from expository text to support their understanding • identifies the main idea in a text and distinguishes it from the topic • locates the facts that are clearly stated in a text

	• describes the order of events or ideas in a text • uses text features (e.g., table of contents, index, headings) to locate specific information in text <u>Procedural Text</u> • understands how to glean and use information in procedural texts and documents • follows written multi-step directions • uses common graphic features to assist in the interpretation of the text (e.g., captions, illustrations)
Media Literacy Comprehends media literacy	• uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning • recognizes different purposes of media (e.g., informational, entertainment) • describes techniques used to create media messages (e.g., sound, graphics) • identifies various written conventions for using digital media (e.g., e-mail, website, video game)

WRITING	Performance Level 1 Exhibits skill/concept with direct guidance/assistance. The student…	Performance Level 2 Exhibits skill/concept with minimal guidance and increasing frequency. The student…	Performance Level 3 Exhibits mastery of grade level skill/concept consistently. The student…	Performance Level 4 Exhibits understanding beyond grade level expectations. The student independently…
Writing/Writing Process	• uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text • plans a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) • develops drafts by sequencing ideas through writing sentences • revises drafts by adding or deleting words, phrases, or sentences • edits drafts for grammar, punctuation, and spelling using a teacher-developed rubric • publishes and shares with others			
Writing/Literary Texts	• writes literary texts to express own ideas and feelings about real or imagined people, events, and ideas • writes stories that include a beginning, middle, and end • writes short poems that convey sensory details			
Writing/Expository and Procedural Texts	• writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes • writes brief compositions about topics of interest to the student • writes short letters that put ideas in a chronological or logical sequence and uses appropriate conventions (e.g., date, salutation, and closing) • writes brief comments on literary or information texts			
Writing/Persuasive Texts	• writes persuasive texts to influence the attitudes or actions of a specific audience on specific issues • writes persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community			

ORAL & WRITTEN CONVENTIONS	Performance Level 1 Exhibits skill/concept with direct guidance/assistance. The student…	Performance Level 2 Exhibits skill/concept with minimal guidance and increasing frequency. The student…	Performance Level 3 Exhibits mastery of grade level skill/concept consistently. The student…	Performance Level 4 Exhibits understanding beyond grade level expectations. The student independently…
<u>Conventions of Academic Language</u> **Speaking and Writing**	• uses past, present, and future tense verbs • uses singular/plural and common/proper nouns • uses adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) • uses adverbs (e.g., time: before, next; manner: carefully, beautifully • uses prepositions and prepositional phrases • uses pronouns (e.g., he, him) • uses time-order transition words			

	• uses complete sentences with subject-verb agreement • distinguishes among declarative and interrogative sentences
Uses Conventions in Compositions	• leaves appropriate margins when writing • capitalizes proper nouns, days of the week, and salutations/closings of letters • recognizes and uses punctuation marks including ending punctuation in sentences, apostrophes and contractions, and apostrophes and possessives
Uses Spelling Conventions in Composition	• uses phonological knowledge to match sounds to letters to construct unknown words • spells words with common orthographic patterns and rules (hard/soft c & g, ck; r-controlled vowels; long vowels; vowel digraphs) • spells high-frequency words from the RRISD high frequency word list • spells base words with inflectional endings (e.g., -ing, -ed) • spells simple contractions • uses resources to find correct spellings

RESEARCH	Performance Level 1 Exhibits skill/concept with direct guidance/assistance. The student…	Performance Level 2 Exhibits skill/concept with minimal guidance and increasing frequency. The student…	Performance Level 3 Exhibits mastery of grade level skill/concept consistently. The student…	Performance Level 4 Exhibits understanding beyond grade level expectations. The student independently…
Develops a Research Plan	• ask open-ended research questions and develop a plan for answering them • generates a list of topics of class-wide interest and formulates open-ended questions about one or two of the topics • decides which sources of information might be relevant to answer these questions			
Explores research resources, gathers, records information	• gathers evidence from available sources (natural and personal) as well as from interviews with local experts • uses text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works to locate information • records basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)			
Synthesizes research information	• clarifies research questions • evaluates collected research information • synthesizes collected research information • revises the research topic as a result of answers to initial research questions			
Organizes and presents research information *[adult assistance required according to state standards where indicated]*	• organizes their ideas and information according to the purpose of the research and their audience • presents their ideas and information according to the purpose of the research and their audience • *creates a visual display or dramatization to convey the results of the research - adult assistance mandatory*			

LISTENING & SPEAKING	Performance Level 1 Exhibits skill/concept with direct guidance/assistance. The student…	Performance Level 2 Exhibits skill/concept with minimal guidance and increasing frequency. The student…	Performance Level 3 Exhibits mastery of grade level skill/concept consistently. The student…	Performance Level 4 Exhibits understanding beyond grade level expectations. The student independently…
Uses comprehension skills to listen to others in formal and informal settings	• listens attentively to others in formal and informal settings • listens attentively to speakers to ask relevant questions and to clarify information • follows oral instructions that involve a short related sequence of actions • restates oral instructions that involve a short related sequence of actions • gives oral instructions that involve a short related sequence of actions			
Speaks clearly and to the point	• uses the conventions of speak English to speak clearly and to the point • shares information and ideas that focus on the topic under discussion • speaks clearly, at an appropriate pace using the conventions of spoken English			

Communicates productively with others	• follows agreed-upon rules for discussion • listens to others • speaks when recognized • makes appropriate contributions

MATH	Performance Level 1 Exhibits skill/concept with direct guidance	Performance Level 2 Exhibits skill/concept with minimal guidance	Performance Level 3 Exhibits mastery of skill/concept	Performance Level 4 Exhibits understanding beyond grade level expectations
Problem solving Skills/Concepts				
Applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school	**With direct guidance:** • Begins to use drawings, and manipulatives in appropriate ways, with support • Begins to verbalize problem solving strategies, with support • Begins to use concrete, and pictorial models and representations, with support	**With minimal guidance:** • With increasing frequency and less support, uses drawings and manipulatives • With increasing frequency and less support, solves problems that incorporate understanding the problem, making a plan, carrying out the plan and evaluating the solution for reasonableness • With increasing frequency and less support, selects or develops an appropriate problem solving strategy • With increasing frequency and less support, uses concrete and pictorial models and representations	**Exhibits mastery of grade level skill/concept:** • Consistently identifies math in everyday situations • Consistently solves problems with guidance that incorporates processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness • Consistently selects or develops an appropriate problem solving strategy including drawing a picture, looking for a pattern, systematically guessing and checking or acting out • Consistently uses concrete and pictorial models and representations • Consistently displays math concepts in problem solving connected to everyday experiences	**Understandings beyond grade level expectations:** • Independently selects multiple and appropriate strategies • Independently gives clear explanations of conceptual understandings • Independently applies concrete, pictorial, and abstract models and representations to problem situations
Communicates about Grade 2 mathematics using informal language	**With direct guidance:** • Begins to explain and record mathematical thinking using objects, pictures and words, with support • Begins to relate informal language to math language, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, explains and records observations using objects, words, pictures, numbers, and technology • With increasing frequency and less support, relates informal language to mathematical language and symbols • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently explains and records observations using objects, words, pictures, numbers and technology • Consistently relates informal language to mathematical language and symbols • Consistently displays math concepts in problem solving connected to everyday experiences	**Understandings beyond grade level expectations:** • Independently communicates, explains and records observations using objects, words, pictures, numbers and technology • Independently relates informal language to mathematical language and symbols beyond grade level
Uses logical reasoning	**With direct guidance:** • Begins to justify thinking using objects, words, pictures, with support • Begins to use vocabulary repeated frequently, with support	**With minimal guidance:** • With increasing frequency and less support, justifies using objects, words, pictures, numbers and technology • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently justifies thinking using objects, words, pictures, numbers, and technology • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and	**Understandings beyond grade level expectations:** • Independently uses logical reasoning beyond grade level expectations

			pictorial models and representations to justify thinking	
Number and Operations Skills/Concepts				
Displays understandings of how place value is used to represent whole numbers	**With direct guidance:** • Begins to use concrete models to 100, with support • Begins to use place value to read, write or describe the value of numbers to 100, with support • Begins to record comparisons using numbers and symbols, when provided only one place value change at a time using concrete models, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, uses concrete models to 999 • With increasing frequency and less support, reads, writes, and describes the value of whole numbers up to 999 • With increasing frequency and less support, compares and orders whole numbers to 999 • With increasing frequency and less support, records comparisons with numbers and symbols • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently uses concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways • Consistently uses place value to read, write, and describe the value of whole numbers to 999 • Consistently uses place value to compare, and order whole numbers to 999 and record the comparisons using numbers and symbols (< = >) • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	**Understandings beyond grade level expectations:** • Independently explores concrete models beyond 999 in various ways • Independently explores place value to read, write, and describe the value of whole numbers beyond 999 • Independently uses place value to compare, and order whole numbers beyond 999 and record comparisons with numbers and symbols
Describes how fractions are used to name parts of whole objects or sets of objects	**With direct guidance:** • Begins to use concrete models to represent and name fractions ½, 1/3, 1/4, with support • Begins to use concrete models to represent and name fractional parts of a set of objects, with support • Begins to use concrete models to determine if a fractional part of a whole is closer to 0, ½ or 1, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, uses concrete models to represent and name fractional parts of whole objects (denominators of 12 or less) • With increasing frequency and less support, uses concrete models to represent and name fractional parts of a set of objects (denominators of 12 or less) • With increasing frequency and less support, uses concrete models to determine if a fractional part of a whole is closer to 0, ½ or 1 • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently uses concrete models to represent, name fractional parts of whole objects (denominators of 12 or less) • Consistently uses concrete models to represent, and name fractional parts of a set of objects (with denominators of 12 or less) • Consistently uses concrete models to determine if a fractional part of a whole is closer to 0, ½ or 1 • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	**Understandings beyond grade level expectations:** • Independently uses concrete models to represent, and name fractional parts of whole objects (denominators of 12 or more) • Independently explores comparing equal representations that have different denominators (2/6 and 1/3) • Independently uses concrete models to represent, and name fractional parts of a set of objects (with denominators of 12 or more) • Independently explores more complex models to determine if a fractional part of a whole is closer to 0, ½ or 1
Adds and subtracts whole numbers to solve problems	**With direct guidance:** • Begins to recall and apply basic addition and subtraction facts to 10, with support • Begins to use strategies that help recall basic addition and subtraction facts to 10 (doubles, doubles =/- 1…), with support • Begins to model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers, with support	**With minimal guidance:** • With increasing frequency and less support, recalls and applies basic addition, and subtraction facts to 18 • With increasing frequency and less support, models addition and subtraction of two digit numbers with objects, pictures, words and numbers • With increasing frequency and less support, selects addition or subtraction to solve problems using	**Exhibits mastery of grade level skill/concept:** • Consistently recalls and applies basic addition and subtraction facts to 18 • Consistently models addition and subtraction of two-digit numbers with objects, pictures, words and numbers • Consistently selects addition or subtraction to solve problems using two-digit numbers whether or not	**Understandings beyond grade level expectations:** • Independently recalls and applies basic addition and subtraction facts beyond 18 • Independently models addition and subtraction of two-digit numbers with objects, pictures, words, numbers and symbols • Independently begins to select addition or subtraction to solve problems using three-digit numbers

	• Begins to select addition or subtraction to solve problems using two-digit numbers without regrouping, with support • Begins to identify coins and their worth, with support • Begins to use math vocabulary, with support	two-digit numbers whether or not regrouping is necessary • With increasing frequency and less support, determines the value of a collection of coins up to one dollar • With increasing frequency and less support, describes how the cent symbol, dollar symbol and decimal point are used to name the value of a collection of coins • With increasing frequency and less support, uses math vocabulary	regrouping is necessary • Consistently determines the value of a collection of coins up to one dollar • Consistently describes how the cent symbol, dollar symbol, and decimal point are used to name the value of a collection of coins • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	whether or not regrouping is necessary • Independently determines the value of a collection of coins beyond one dollar • Independently applies cent, dollar, and decimal symbols when naming the value of a collection of coins • Independently applies concrete, pictorial, and abstract models and representations to work addition and subtraction problems that include "distracters"
Models multiplication, and division	**With direct guidance:** • Begins to model, create and describe multiplication situations in which equivalent sets of concrete objects are joined, with support • Begins to model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, models, creates, and describes multiplication situations in which equivalent sets of concrete objects are joined • With increasing frequency and less support, models, creates, and describes division situations in which a set of concrete objects is separated into equivalent sets • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently models, creates and describes multiplication situations in which equivalent sets of concrete objects are joined • Consistently models, creates, and describes division situations in which a set of concrete objects is separated into equivalent sets • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	**Understandings beyond grade level expectations:** • Independently models, creates, and describes multiplication situations in which equivalent sets of concrete objects, pictorial models are joined • Independently models, creates, and describes division situations in which a set of concrete objects, pictorial models are separated into equivalent sets
Patterns, Relationships, Algebraic Thinking Concepts/Skills				
Uses patterns in numbers and operations	**With direct guidance:** • Begins to find patterns in numbers such as a 100's chart with concrete models and to count out loud, with support • Begins to use patterns in place value to compare, and order whole numbers through 100, with support • Begins to use patterns and relationships to develop strategies to remember basic addition and subtraction facts and determines patterns in related addition and subtraction number sentences with facts to 10, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, finds patterns in numbers such as in a 100's chart with concrete models • With increasing frequency and less support, uses patterns and relationships to develop strategies to remember basic addition and subtraction facts, and determines patterns in related addition and subtraction number sentences (including fact families) • With increasing frequency and less support, relates informal language to math language and symbols • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently finds patterns in numbers such as in a 100's chart • Consistently uses patterns in place value to compare, and order whole numbers through 999 • Consistently uses patterns and relationships to develop strategies to remember basic addition and subtraction facts, and determines patterns in related addition and subtraction number sentences (including fact families) such as 8+9=17, 9+8=17, 17-8=9, 17-9=8 • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	**Understandings beyond grade level expectations:** • Independently finds and applies patterns in numbers such as in a 100's chart, or on a vertical number line • Independently uses patterns in place value to compare and order whole numbers beyond 999 • Independently recognizes the repeating pattern and uses it to make predictions

Uses patterns to describe relationships and to make predictions	**With direct guidance:** • Begins to generate a list of paired numbers rather than relying on counting the attributes individually, with support • Begins to identify patterns in a list of related number pairs using small sets of objects, with support • Begins to identify, describe and extend repeating and additive patterns, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, generates a list of paired numbers based on a real-life situation • With increasing frequency and less support, identifies patterns in a list of related number pairs and extends the list • With increasing frequency and less support, identifies, describes and extends repeating additive patterns to make a prediction and solve problems • With increasing frequency and less support, relates informal language to math language and symbols • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently generates a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels • Consistently identifies patterns in a list of related number pairs based on real-life situation and extends the list • Consistently identifies, describes, and extends repeating and additive patterns to make predictions and solve problems • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	**Understandings beyond grade level expectations:** • Independently generates a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels using tally, fingers to keep track of counting by pairs, threes, etc • Independently identifies patterns in a list of related number pairs based on real-life situation and extends the list using pictorial or abstract models • Independently identifies, describes, and extends repeating and additive patterns to make predictions and mentally solve problems
Geometry Skills/Concepts				
Uses attributes to identify, compare, and contrast 2D or 3D geometric figures or both	**With direct guidance:** • Begins to describe attributes of 2D or 3D geometric figures, with support • Begins to describe attributes of how two 2D or two 3D figures are alike/different without using non-geometric attributes, with support • Begins to identify new geometric figures formed from a cut geometric figure, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, describes attributes of 2D and 3D geometric figures • With increasing frequency and less support, uses attributes to describe how two 2D or two 3D figures are alike or different • With increasing frequency and less support, cuts 2D figures apart and identifies the new geometric figure formed • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently describes attributes (number of vertices, faces, edges, sides) of 2D and 3D geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, pyramids, etc • Consistently uses attributes to describe how two 2D or two 3D figures are alike or different • Consistently cuts 2D figures apart and identifies the new geometric figures formed • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	**Understandings beyond grade level expectations:** • Independently describes attributes of 2D and 3D geometric figures beyond circles, spheres, cones, cylinders… • Independently uses correct geometric attributes to describe how two 2D and two 3D figures are alike and different
Recognizes a line can be used to represent a set of numbers and its properties	**With direct guidance:** • Begins to use whole numbers to locate or name points on a shortened number line, with support	**With minimal guidance:** • With increasing frequency and less support, uses whole numbers to locate and name points on a number line	**Exhibits mastery of grade level skill/concept:** • Consistently uses whole numbers to locate and name points on a number line • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	**Understandings beyond grade level expectations:** • Independently uses whole numbers to locate and name points on a number line by recognizing a previously located number (not starting at zero)

Measurement Skills/Concepts				
Directly compares the attributes of length, area, weight/mass, capacity and uses comparative language to solve problems. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units of length, weight/mass, capacity, and time (metric and customary systems)	**With direct guidance:** • Begins to identify and use concrete models that approximate standard units of length and use them to measure length recognizing the unit is to REPRESENT the given length, with support • Begins to select appropriate non-standard units to determine area of a 2D surface, capacity of container, and weight/mass, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, identifies and uses concrete models that approximate standard units of length and use them to measure length • With increasing frequency and less support, selects a non-standard unit of measure to determine area of a 2D surface, capacity, and weight/mass • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently identifies and uses concrete models that approximate standard units of length and use them to measure length • Consistently selects a non-standard unit of measure to determine area of a 2D surface (square tiles) • Consistently selects a non-standard unit of measure to determine capacity of a container (bathroom cup) • Consistently selects a non-standard unit of measure to determine the weight/mass of an object (beans) • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	**Understandings beyond grade level expectations:** • Independently experiments with a variety of standard units and non-standard units or parts of standard and non-standard units to measure length, area, capacity, and weight/mass • Independently learns the language used to communicate measurements and comparisons
Uses standard tools to estimate and measure time and temperature	**With direct guidance:** • Begins to read a thermometer in increments of ten, with support • Begins to read and write times shown on analog and digital clocks with hour and half hour increments, with support • Begins to compare duration of time of three different events, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, reads a thermometer to gather data • With increasing frequency and less support, reads and writes times shown on analog and digital clocks using five minute increments • With increasing frequency and less support, describes activities that take approximately one second, one minute, and one hour • With increasing frequency and less support, uses math vocabulary	**Exhibits mastery of grade level skill/concept:** • Consistently reads a thermometer to gather data • Consistently reads, and writes times shown on analog and digital clocks using five-minute increments • Consistently describes activities that take approximately one second, one minute, and one hour • Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	**Understandings beyond grade level expectations:** • Independently reads a thermometer to compare data • Independently reads and writes times shown on analog and digital clocks using minute increments & and explores second hand • Independently orders school day activities by duration of time
Probability and Statistics Skills/Concepts				
Organizes data to make it useful for interpreting information	**With direct guidance:** • Begins to construct picture graphs, with support • Begins to draw conclusions based on picture graphs, with support • Begins to use data to describe events, with support • Begins to use math vocabulary, with support	**With minimal guidance:** • With increasing frequency and less support, constructs picture graphs and bar-type graphs • With increasing frequency and less support, draws conclusions and answers questions based on picture graphs and bar-type graphs • With increasing frequency and less support, uses data to describe events • With increasing frequency and less	**Exhibits mastery of grade level skill/concept:** • Consistently constructs picture graphs and bar-type graphs • Consistently draws conclusions and answers questions based on picture graphs and bar-type graphs • Consistently uses data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of 7 red and 3 green crayons	**Understandings beyond grade level expectations:** • Independently uses mathematical language in explanations of information (We had two more sunny days than rainy days….) • Independently creates pictorial representations of quantifiable concepts • Independently develops a sense of getting meaning from symbols and representations to extend

		support, uses math vocabulary	• Consistently displays math concepts in problem solving connected to everyday experiences • Consistently uses concrete and pictorial models and representations	knowledge of quantity • Independently uses symbols to represent pictures or real objects
SCIENCE	Performance Level 1 Exhibits skill/concept with direct guidance	Performance Level 2 Exhibits skill/concept with minimal guidance	Performance Level 3 Exhibits mastery of skill/concept	Performance Level 4 Exhibits understanding beyond grade level expectations
Physical, Life and Earth Science				
Understands science concept presented and applies process skills	**With direct guidance:** • Begins to classify and sequence organisms, objects and events based on properties and patterns and identifies, predicts, replicates and creates patterns including those seen in charts, graphs and numbers • Begins to manipulate, predict, and identify parts that, when separated from the whole, may result in the part or whole not working, manipulates, predicts and identifies parts that when put together, can do things they cannot do by themselves, observes and records the functions of plant parts and observes and records the functions of animal parts • Begins to observe, measure, record, analyze, predict and illustrate changes in size, mass, color, temperature, position, quantity, sound and movement, identifies, predicts and tests uses of heat to cause change, demonstrates a change in the motion of an object and observes, measures and records changes in the weather, night sky and the seasons • Begins to identify characteristics of living organisms and identifies characteristics of non-living objects • Begins to identify the external characteristics of different kinds of plants and animals that allow their needs to be met and compares and gives examples of ways living organisms depend on each other and on their environments • Begins to describe and illustrate the water cycle and identifies uses of	**With minimal guidance:** • With increasing frequency and less support, classifies and sequences organisms, objects, events based on properties and patterns and identifies, predicts, replicates and creates patterns including those seen in charts, graphs and numbers • With increasing frequency and less support, manipulates, predicts and identifies parts that, when separated from the whole, may result in the part or whole not working; manipulates, predicts and identifies parts that when put together can do things they cannot do by themselves; observes and records the functions of plant parts and observes and records the functions of animal parts • With increasing frequency and less support, observes, measures, records, analyzes, predicts and illustrates changes in size, mass, color, temperature, position, quantity, sound and movement; identifies, predicts and tests uses of heat to cause change; demonstrates a change in the motion of an object and observes, measures and records changes in the weather, night sky and seasons • With increasing frequency and less support, identifies characteristics of living organisms and identifies characteristics of non-living objects • With increasing frequency and less support, identifies the external characteristics of different kinds of plants and animals that allow their needs to be met, and compares and gives examples of ways living	**Exhibits mastery of grade level skill/concept:** • Consistently classifies and sequences organisms, objects and events based on properties and patterns and identifies, predicts, replicates and creates patterns including those seen in charts, graphs and numbers • Consistently manipulates, predicts, identifies parts that, when separated from the whole, may result in the part or whole not working, manipulates, predicts and identifies parts that when put together can do things they cannot do by themselves, observes and records the functions of plant parts and observes and records the functions of animal parts • Consistently observes, measures, records, analyzes, predicts and illustrates changes in size, mass, color, temperature, position, quantity, sound and movement, identifies, predicts and tests uses of heat to cause change, demonstrates a change in the motion of an object and observes, measures, records changes in the weather, night sky and seasons • Consistently identifies characteristics of living organisms and identifies characteristics of non-living objects • Consistently identifies the external characteristics of different kinds of plants and animals that allow their needs to be met and compares and gives examples of ways living organisms depend on each other and on their environments • Consistently describes and	**Understandings beyond grade level expectations:** • Independently classifies and sequences organisms, objects and events based on properties and patterns and identifies, predicts, replicates and creates patterns including those seen in charts, graphs and numbers • Independently manipulates, predicts, identifies parts that, when separated from the whole, may result in the part or whole not working; manipulates, predicts, identifies parts that when put together can do things they cannot do by themselves; observes and records the functions of plant parts and observes and records the functions of animal parts • Independently observes, measures, records, analyzes, predicts and illustrates changes in size, mass, color, temperature, position, quantity, sound and movement; identifies, predicts and test uses of heat to cause change; demonstrates a change in the motion of an object; observes, measures and records changes in the weather, night sky and seasons • Independently identifies characteristics of living organisms and identifies characteristics of non-living objects • Independently identifies the external characteristics of different kinds of plants and animals that allow their needs to be met, and compares and gives examples of ways living organisms depend on each other and on their environments • Independently describes and

	natural resources	organisms depend on each other and on their environments • With increasing frequency and less support, describes and illustrates the water cycle and identifies uses of natural resources	illustrates the water cycle and identifies uses of natural resources	illustrates the water cycle and identifies uses of natural resources
Applies critical thinking skills to investigate using a variety of resources	**With direct guidance:** • Begins to demonstrate safe practices during field and classroom investigations, and learn how to use and conserve resources and material and dispose of materials • Begins to ask questions about organisms, objects and events; plan and conduct investigations; compare results of what students and scientists know about world; gather information using simple equipment and tools; construct reasonable explanations; draw conclusions and communicate explanations • Begins to make decisions using information, discuss and justify merits of decisions, explain a problem in his/her own words and identify a task and solution related to the problem • Begins to collect information using tools including hand lens, clocks, computers, thermometers and balances; measures and compares organisms and objects and parts of organisms and objects using standard and non-standard units	**With minimal guidance:** • With increasing frequency and less support, demonstrates safe practices during field and classroom investigations, and learns how to use and conserve resources and material and dispose of materials • With increasing frequency and less support, asks questions about organisms, objects and events, plans and conducts investigations, compares results of what students and scientists know about world, gathers information using simple equipment and tools, constructs reasonable explanations, draws conclusions and communicates explanations • With increasing frequency and less support, makes decisions using information, discusses and justifies merits of decisions, explains a problem in his/her own words and identifies a task and solution related to the problem • With increasing frequency and less support, collects information using tools including hand lens, clocks, computers, thermometers and balances; measures and compares organisms and objects and parts of organisms and objects using standard and non-standard units	**Exhibits mastery of grade level skill/concept:** • Consistently demonstrates safe practices during field and classroom investigations, learns how to use and conserve resources and material and dispose of materials • Consistently asks questions about organisms, objects and events; plans and conducts investigations; compares results of what students and scientists know about world; gathers information using simple equipment and tools; constructs reasonable explanations; draws conclusions and communicates explanations • Consistently makes decisions using information, discusses and justifies merits of decisions, explains a problem in his/her own words and identifies a task and solution related to the problem • Consistently collects information using tools including hand lens, clocks, computers, thermometers and balances; measures and compares organisms and objects and parts of organisms and objects using standard and non-standard units	**expectations:** • Independently demonstrates safe practices during field and classroom investigations, learns how to use and conserve resources and material and dispose of materials • Independently asks questions about organisms, objects and events; plans and conducts investigations; compares results of what students and scientists know about world; gathers information using simple equipment and tools; constructs reasonable explanations; draws conclusions and communicates explanations • Independently makes decisions using information, discusses and justifies merits of decisions, explains a problem in his/her own words and identifies a task and solution related to the problem • Independently collects information using tools including hand lens, clocks, computers, thermometers and balances; measures and compares organisms and objects and parts of organisms and objects using standard and non-standard units
SOCIAL STUDIES	Performance Level 1 Exhibits skill/concept with direct guidance	Performance Level 2 Exhibits skill/concept with minimal guidance	Performance Level 3 Exhibits mastery of skill/concept	Performance Level 4 Exhibits understanding beyond grade level expectations
Understands concepts focused on local communities	Needs prompting and support to explain and participate in discussions about concepts presented	Begins to explain and participate on their own and in discussions about the concepts presented	Consistently asks questions, shares ideas, and draws conclusions on their own and in discussions about the concepts presented	Independently connects and applies knowledge on their own and in discussions about the concepts presented
Applies critical thinking skills to organize and use information from a variety of resources	**With direct guidance:** • Needs support to use terminology and gather information from visual	**With** minimal **guidance:** • With increasing frequency and less support, begins to use terminology	**Exhibits mastery of grade level skill/concept:** • Consistently uses terminology and	**Understandings beyond grade level expectations:** • Independently uses terminology and

	and oral sources such as pictures and class discussions • Needs support to communicate concepts and ideas in written, oral, and visual forms	and gathers information from visual and oral sources such as pictures and class discussions • Begins to communicate and share concepts and ideas in written, oral, and visual forms	gathers information from visual and oral sources such as pictures and class discussions • Consistently answers questions and identifies problems and solutions in group settings • Consistently communicates and shares concepts and ideas in written, oral, and visual forms	gathers information from visual and oral sources such as pictures and class discussions • Independently draws conclusions, ask new questions, and identifies problems and solutions • Independently communicates concepts and shares ideas in written, oral, and visual forms using a variety of formats (graphs, charts, multimedia, etc)
ART	Performance Level 1 Exhibits skill/concept with direct guidance	Performance Level 2 Exhibits skill/concept with minimal guidance	Performance Level 3 Exhibits mastery of skill/concept	Performance Level 4 Exhibits understanding beyond grade level expectations
Demonstrates concepts and skills	**With direct guidance:** • Applies the art elements of line, color, shape, texture, form, variety, space, composition, and rhythm with direct guidance to their personal artwork.	**With minimal guidance:** • Applies the art elements of line, color, shape, texture, form, variety, space, composition, and rhythm in their personal artwork and art discussions with minimal guidance.	**Exhibits mastery of grade level skill/concept:** • Able to use a variety of materials to consistently apply the art elements of line, shape, color, form, texture, variety, space, composition, and rhythm in all of their personal artwork and art discussions.	**Understandings beyond grade level expectations:** • Independently applies and expresses their understanding of the art elements of line, shape, color, form, texture, variety, space, composition, and rhythm in all of their personal artwork.
Participates in activities	**With direct guidance:** • Listens and participates occasionally in the art class with consistent reminders and redirections.	**With minimal guidance:** • Listens and participates in the art class with few reminders or redirection.	**Exhibits mastery of grade level skill/concept:** • Listens and participates in all of the art class projects/discussions.	**Understandings beyond grade level expectations:** • Listens critically and participates in the art class projects/discussions and demonstrates new insight/solutions to the presented art problem.
MUSIC	Performance Level 1 Exhibits skill/concept with direct guidance	Performance Level 2 Exhibits skill/concept with minimal guidance	Performance Level 3 Exhibits mastery of skill/concept	Performance Level 4 Exhibits understanding beyond grade level expectations
Demonstrates concepts and skills	**With direct guidance:** • Demonstrates singing, beat, rhythm and an understanding of rhythmic and melodic patterns with direct guidance.	**With minimal guidance:** • Demonstrates singing, beat, rhythm and an understanding of rhythmic and melodic patterns with minimal guidance.	**Exhibits mastery of grade level skill/concept:** • Consistently demonstrates singing, beat, rhythm and an understanding of rhythmic and melodic patterns.	**Understandings beyond grade level expectations:** • Independently demonstrates singing, beat, rhythm and an understanding of rhythmic and melodic patterns.
Participates in activities	**With direct guidance:** • Listens and participates occasionally in musical experiences with consistent reminders and redirections.	**With minimal guidance:** • Listens for a sustained period of time and participates in musical experiences with few reminders or redirection.	**Exhibits mastery of grade level skill/concept:** • Listen actively and responds to musical experiences.	**Understandings beyond grade level expectations:** • Listens critically and expands ideas and experiences to demonstrate new insight in musical experiences.
PHYSICAL EDUCATION	Performance Level 1 Exhibits skill/concept with direct guidance	Performance Level 2 Exhibits skill/concept with minimal guidance	Performance Level 3 Exhibits mastery of skill/concept	Performance Level 4 Exhibits understanding beyond grade level expectations
Demonstrates concepts and skills	• Exhibits skills/concepts with direct guidance	• Exhibits skills/concepts with minimal guidance	• Exhibits mastery of skill/concept	• Understandings go beyond grade level expectations
Participates in activities	• Participates with direct guidance	• Participates with minimal guidance	• Participates fully in activities	• Participation exceeds grade level expectations

TECHNOLOGY	Performance Level 1 Exhibits skill/concept with direct guidance	Performance Level 2 Exhibits skill/concept with minimal guidance	Performance Level 3 Exhibits mastery of skill/concept	Performance Level 4 Exhibits understanding beyond grade level expectations
Demonstrates knowledge of hardware, software, and electronic networks	**With direct guidance:** • Starts and exits programs with assistance. • Creates, names, saves, and prints files with assistance. • Uses font, color, white space, and graphics for effective communication with assistance. • Applies language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate with assistance. • Uses text, audio, video, and graphics to enhance learning experiences for self with assistance. • Publishes information in a variety of media including, but not limited to, printed copy, monitor display, digitally stored files, video with assistance. • Uses correct hand positions, body positions, and other proper keyboarding techniques with assistance.	**With minimal guidance:** • Starts and exits programs with minimal guidance. • Creates, names, saves, and prints files with minimal guidance. • Uses technology terminology appropriate to the task with minimal guidance. • Uses font, color, white space, and graphics for effective communication with minimal guidance. • Applies language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate with minimal guidance. • Uses text, audio, video, and graphics to enhance learning experiences for self with minimal guidance. • Publishes information in a variety of media including, but not limited to, printed copy, monitor display, digitally stored files, video with minimal guidance. • Uses correct hand positions, body positions, and other proper keyboarding techniques with minimal guidance.	**Exhibits mastery of grade level skill/concept:** • Starts and exits programs independently. • Creates, names, saves, and prints files independently • Uses technology terminology appropriate to the task. • Uses font, color, white space, and graphics for effective communication. • Applies language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate. • Uses text, audio, video, and graphics to enhance learning experiences for self. • Publishes information in a variety of media including, but not limited to, printed copy, monitor display, digitally stored files, video. • Uses correct hand positions, body positions, and other proper keyboarding techniques. • Uses software features, such as on-line help and slide show previews, to evaluate own work.	**Understandings beyond grade level expectations:** • Starts and exits programs independently • Creates, names, saves, and prints files independently. • Uses technology terminology appropriate to the task. • Uses font, color, white space, and graphics for effective communication. • Applies language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols appropriate to the task and beyond grade level standards. • Uses text, audio, video, and graphics to enhance learning experiences for self and a defined audience. • Publishes information in a variety of media including, but not limited to, printed copy, monitor display, digitally stored files, video for an audience beyond the classroom. • Uses correct hand positions, body positions, and other proper keyboarding techniques. • Uses software features, such as on-line help and slide show previews, to evaluate ongoing progress and potential impact of product on a defined audience
Uses technology tools to solve problems and to locate, acquire, organize, and share information	**With direct guidance:** • Understands and follows the RRISD Acceptable Use Policy. • Uses a variety of strategies to acquire and share information from online and electronic resources with assistance. • Uses research skills and electronic communication to create a defined product. • Uses communication tools to participate in group projects.	**With minimal guidance:** • Understands and follows the RRISD Acceptable Use Policy. • Uses a variety of strategies such as keyword searches to acquire and share information from online and electronic resources with minimal guidance. • Evaluates acquired electronic information for usefulness and validity. • Uses research skills and electronic communication to create a defined product. • Uses communication tools to participate in group projects.	**Exhibits mastery of grade level skill/concept:** • Understands and follows the RRISD Acceptable Use Policy. • Uses a variety of strategies such as keyword searches to acquire and share information from online and electronic resources. • Evaluates acquired electronic information for usefulness and validity. • Uses research skills and electronic communication to create new knowledge. • Uses communication tools to participate in group projects. • Uses electronic tools and research skills to build a knowledge base	**Understandings beyond grade level expectations:** • Understands and follows the RRISD Acceptable Use Policy. • Uses a variety of strategies such as keyword searches to acquire and share information from online and electronic resources. • Evaluates acquired electronic information for usefulness and validity. • Uses research skills and electronic communication to create new knowledge. • Uses communication tools to participate in group projects. • Uses electronic tools and research skills to build a knowledge base

			regarding a topic, task, or assignment. • Evaluates products and information for relevance to the assignment or task.	regarding a topic, task, or assignment. • Evaluates products and information for relevance to the assignment or task. • Evaluates communication effectiveness.
STUDENT RESPONSIBILITIES	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Strives for quality works/Shows positive attitude toward learning	With direct guidance, strives for quality work and shows positive attitude toward learning	With increasing frequency and less support, strives for quality work and shows positive attitude toward learning	Consistently strives for quality work and shows positive attitude toward learning	Exceeds grade level expectation for striving for quality work and showing positive attitude toward learning
Follows directions	With direct guidance, follows directions	With increasing frequency and less support, follows directions	Consistently follows directions	Exceeds grade level expectation for following directions
Works independently, completes work, stays on task	With direct guidance, works independently, completes work and stays on task	With increasing frequency and less support, works independently, completes work and stays on task	Consistently works independently, completes work and stays on task	Exceeds grade level expectation for working independently, completing work and staying on task
Organizes self, materials and belongings	With direct guidance organizes self, materials and belongings	With increasing frequency and less support, organizes self, materials and belongings	Consistently organizes self, materials and belongings	Exceeds grade level expectation for organizing self, materials and belongings
Participates appropriately in group activities	With direct guidance, participates appropriately in group activities	With increasing frequency and less support, participates appropriately in group activities	Consistently participates appropriately in group activities	Exceeds grade level expectation for participating appropriately in group activities
Respects adults, peers and school property	With direct guidance, respects adults, peers and school property	With increasing frequency and less support, respects adults, peers and school property	Consistently respects adults, peers and school property	Exceeds grade level expectation for respecting adults, peers and school property
Listens attentively without interrupting	With direct guidance, listens attentively without interrupting	With increasing frequency and less support, listens attentively without interrupting	Consistently listens attentively without interrupting	Exceeds grade level expectation for listening attentively without interrupting
Takes risks to attempt new tasks	With direct guidance, takes risks to attempt new tasks	With increasing frequency and less support, takes risks to attempt new tasks	Consistently takes risks to attempt new tasks	Exceeds grade level expectation for taking risks to attempt new tasks
Makes appropriate transitions between activities	With direct guidance, makes appropriate transitions between activities	With increasing frequency and less support, makes appropriate transitions between activities	Consistently makes appropriate transitions between activities	Exceeds grade level expectation for making appropriate transitions between activities