

Levittown School District

Helping to Understand the Elementary Report Card

The Elementary Report Card is designed to provide specific information about the student's strengths and weaknesses in the academic core curricula as well as his/her learning skills and social behavior skills. There is a report card specifically for Grade Kindergarten, Grade 1, and Grades 2 – 5.

Each trimester students have multiple opportunities to practice, attain, and demonstrate mastery of the skills and concepts listed for each curriculum area. Students' report cards will be administered three times a year. A Parent/Teacher Conference will be held at the end of November for elementary schools. Check with the Levittown District calendar for exact dates.

The report card is divided into curriculum areas that are aligned with the current Common Core State Standards (<http://www.corestandards.org/>). Each curriculum area contains descriptors meant to assess a student's academic performance for each marking period. There are **four Performance Levels** used to describe student progress for each trimester, as shown below.

Performance Levels
4- Exceeding Standards Demonstrates superior understanding Exceeds requirements for grade level work at this time of the year Consistently applies and extends learned concepts and skills independently
3- Meeting Standards Demonstrates and applies knowledge and understanding of learned concepts and skills Meets requirements for grade-level work at this time of the year Completes work accurately and independently
2- Approaching Standards Demonstrates partial understanding Beginning to meet requirements for grade-level work at this time of year Requires some extra time, instruction, assistance and/or practice
1- Below Standards Demonstrates limited understanding Seldom meets requirements for grade-level work at this time of year Requires an extended amount of time, instruction, assistance and/or practice
(+) A plus sign indicates that the student is progressing towards the next performance level. (X) An uppercase X indicates curriculum area not assessed at this time of year.

A Performance Level represents the student's progress each trimester. It is a holistic assessment based upon learning demonstrated through class work, projects, homework, and assessments (formal and informal). Evidence of student learning is collected throughout the trimester and based upon various experiences. These may include teacher observations, student work, projects, tests, quizzes, homework, and district assessments. The teacher will review these evaluations for evidence of learning when marking student progress for the report card.

It is important to note that the Performance Level is based upon the units of study, concepts and skills **taught for that trimester. It is quite possible for a student to achieve a 3 or 4 on a descriptor the first trimester and then achieve a 2 in the second trimester for the same descriptor being assessed.*

Grading Participation and Effort

Students will be assessed on their participation and effort for each subject area using the Participation and Effort Levels below. This can be based upon a student's willingness to take risks, try new tasks, produce quality work, attempt to persevere even when tasks are challenging, consistently attend to task, etc.

Learning and Social Behaviors are also evaluated each trimester. These are assessed using the Participation and Effort Levels below.

Participation and Effort Levels
E- Excellent Effort
G- Good Effort
I- Inconsistent Effort
N- Needs To Improve Effort

Learning/Social Behaviors

Learning/Social Behaviors	<u>1</u>	<u>2</u>	<u>3</u>
Demonstrates organizational skills			
Focuses on task at hand			
Completes tasks independently			
Written work is neat and legible			
Completes classwork in a timely manner			
Homework assignments are complete and accurate			
Works and plays cooperatively with peers			
Speaks and acts respectfully to others			
Follows directions and classroom routines			
Follows school rules			

Special Education

Special Education services are **not** indicated on this report card. A special education student will receive a grade level report card **and** an IEP (Individual Education Plan) progress report for the reporting periods specified on the IEP. The special education teacher will report on progress that reflects the growth of the student's individual goals.

Example of a Graded Report Card Subject Area – Grade Kindergarten

ENGLISH LANGUAGE ARTS

MARKING PERIODS

Reading	<u>1</u>	<u>2</u>	<u>3</u>
Demonstrates ability to comprehend and engage in literature discussions	3+		
Uses picture clues, print, and/or predictable patterns for meaning	2+		
Recognizes story elements (character, setting, problem, solutions)	2+		
Re-tells familiar stories in sequential order	2+		
Reads emergent-reader texts with purpose and understanding	2		
Monitors and self-corrects	2		
Participation and Effort	G		

This student is **meeting the standards** for this goal. He/ She is meeting the requirements of demonstrating the ability to comprehend and engage in literature discussions by **showing knowledge and understanding** of learned concepts and skills. The plus indicates that there is also evidence that the student is progressing towards the next performance level.

This student is **working towards the standards** for this goal. He/ She meets some requirements for grade level work and is **beginning to show knowledge and understanding** of learned concepts and skills for using reading strategies.

This student displays **Good** participation and effort within this subject area.

Recognizes Uppercase and Lower Case Letters (26)*

Standard	1	2	3	4
# of letters	0-15	16-19	20-24	25-26

Produces Letter Sounds (31)**

Standard	1	2	3	4
# of sounds	0-18	19-23	24-29	30-31

Understanding the Academic Areas on the Report Card

ENGLISH LANGUAGE ARTS

Reading – Foundational Skills	<u>1</u>	<u>2</u>	<u>3</u>
Recognizes Uppercase Letters (26 letters)* <i>Is the student able to recognize uppercase/capital letters in random order?</i>			
Recognizes Lowercase Letters (26 letters)* <i>Is the student able to recognize lowercase/small letters in random order?</i>			
Produces sounds including long and short vowels (31 sounds)** <i>Is the student able to produce consonant sounds, such as \t\ for “t”? Is the student able to produce vowel sounds, such as short a as in “cap” as well as long a in “cape”?</i>			
Holds and handles books appropriately			
Recognizes and produces rhyming words <i>Is the student able to recognize words that rhyme, such as “cat” and “hat”? Is the student able to produce examples of rhyming words?</i>			
Reads sight/high frequency words <i>Is the student able to read frequently used words in isolation and in context, such as “a,” “the” and “like”?</i>			
Demonstrates understanding of print concepts <i>Is the student able to understand concepts of print, such as “reading left to right,” “letters make a word,” and “spaces in between words”?</i>			
Decodes CVC words (consonant/vowel/consonant i.e., fan, mop) <i>Is the student able to read words with consonant/vowel/consonant, such as “hen” by using various strategies?</i>			
Participation and Effort <i>This indicates the student’s foundational skills participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

Reading-Comprehension/Fluency	<u>1</u>	<u>2</u>	<u>3</u>
Demonstrates ability to comprehend and engage in literature discussions <i>Is the student able to understand what is written in the text? Is the student able to participate in discussions related to the text?</i>			
Uses picture clues, print, and/or predictable patterns for meaning <i>Is the student able to use strategies such as pictures, letter sounds, and repetitive text to understand the story?</i>			
Recognizes story elements (character, setting, problem, solutions) <i>Is the student able to name the characters, where and when the story takes place, and the problem/solution in a story?</i>			
Re-tells familiar stories in sequential order <i>Is the student able to re-tell and summarize the story in order?</i>			
Reads emergent-reader texts with purpose and understanding <i>Is the student able to read "beginner readers" and understand the purpose of the text?</i>			
Monitors and self-corrects <i>Is the student able to check and correct while reading text, for example, "Does the sentence make sense"?</i>			
Participation and Effort <i>This indicates the student's reading participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

Writing	<u>1</u>	<u>2</u>	<u>3</u>
Uses pictures and words to express ideas			
Uses developmental spelling <i>Is the student able to use grade appropriate strategies to try to spell accurately?</i>			
Incorporates high-frequency words in a meaningful way <i>Is the student able to use frequently used words in his/her writing?</i>			
Participates in shared research and writing projects <i>Is the student able to participate in group writing activities and projects?</i>			
Demonstrates the use of capitalization and punctuation			
Establishes a topic supported by organized ideas (narrative/ opinion/ informative) <i>Is the student able to support the main idea with accurate details?</i>			
Participation and Effort <i>This indicates the student's writing participation and effort level based upon his/her willingness to take risks and try new tasks, engage in writing tasks, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

Listening/ Speaking	<u>1</u>	<u>2</u>	<u>3</u>
Participates in class discussions with appropriate responses <i>Is the student able to discuss relevant ideas and remain on topic?</i>			
Uses age-appropriate vocabulary and grammar			
Listens attentively to literature and responds appropriately <i>Is the student able to pay attention and engage while listening to literature?</i>			
Listens for information and demonstrates understanding <i>Is the student able to pay attention and acquire information from text?</i>			
Participation and Effort <i>This indicates the student's listening and speaking participation and effort level based upon his/her willingness to take risks and try new tasks, and contribute to group discussions.</i>			

<u>Fine Motor</u>	<u>1</u>	<u>2</u>	<u>3</u>
Holds and controls writing/coloring materials appropriately			
Holds scissors appropriately and cuts efficiently			
Demonstrates proper formation of letters and numbers			
Participation and Effort <i>This indicates the student's fine motor participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

<u>MATH</u>	<u>1</u>	<u>2</u>	<u>3</u>
Identifies numbers 0 - 10 <i>Is the student able to identify numbers from 0 – 10 in random order?</i>			
Identifies numbers 11 – 20 <i>Is the student able to identify numbers from 11 – 20 in random order?</i>			
Writes numbers 0 – 10 <i>Is the student able to form numbers 0 – 10 correctly?</i>			
Writes numbers 11 – 20 <i>Is the student able to form numbers 11 – 20 correctly?</i>			
Counts to 100 by ones and tens			
Fluently adds and subtracts within five <i>Is the student able to recall grade appropriate number facts to 5 with accuracy?</i>			
Solves addition and subtraction word problems using manipulatives <i>Is the student able to solve math problems utilizing manipulatives, such as counters and cubes?</i>			
Understands relationship between numbers and quantities <i>Is the student able to match the number of counters to a specific number, for example, "count four cubes to show the number 4"/one-to-one correspondence?</i>			
Compares groups of objects (greater, less, equal)			
Identifies and describes two and three-dimensional shapes <i>Is the student able to name and describe 2-dimensional (flat) or 3-dimensional (solid), for example, triangle, square, cube, sphere?</i>			
Describes and compares measurable attributes <i>Is the student able to group, sort, and measure items?</i>			
Participation and Effort <i>This indicates the student's math participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

<u>SOCIAL STUDIES</u>	<u>1</u>	<u>2</u>	<u>3</u>
Demonstrates an understanding of self, family, and the world around us			
Participation and Effort <i>This indicates the student's Social Studies participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

<u>SCIENCE</u>	<u>1</u>	<u>2</u>	<u>3</u>
Uses inquiry and observation to demonstrate an understanding of concepts			
Participation and Effort <i>This indicates the student's Science participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

<u>TECHNOLOGY</u>	<u>1</u>	<u>2</u>	<u>3</u>
Demonstrates age-appropriate use of technology applications, tools, and equipment			
Participation and Effort <i>This indicates the student's technology participation and effort level based upon his/her willingness to take risks and try new tasks, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

Each student will also be evaluated in the special subject areas of Literacy Center, Art, Physical Education and Music.

<u>SPECIAL AREAS</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>Literacy Center</u>			
Demonstrates age-appropriate knowledge of literacy skills			
Participation and Effort			
<u>Art</u>			
Demonstrates age-appropriate skills and techniques			
Participation and Effort			
<u>Physical Education</u>			
Uses developmentally appropriate motor/movement skills			
Incorporates strategies and understands concepts			
Demonstrates responsible personal/social behaviors			
Participation and Effort			
<u>Music</u>			
Demonstrates age-appropriate skills and techniques			
Participation and Effort			

Example of a Graded Report Card Subject Area – Grade One

ENGLISH LANGUAGE ARTS

MARKING PERIODS

Reading-Vocabulary/Comprehension	<u>1</u>	<u>2</u>	<u>3</u>
Determine the meaning of unknown words and phrases using a variety of comprehension skills	3+	←	
Applies various reading strategies	2+		
Describes characters, settings, key details, and major events in the text			
Demonstrates inferential comprehension skills (central message)	2+		
Able to read and understand a variety of genres	2	←	
Participation and Effort	2 G		

This student is **meeting the standards** for this goal. He/she is meeting the requirements of determining the meaning of unknown words using different strategies. The plus indicates that there is evidence that the student is progressing towards the next performance level.

This student is **working towards the standards** for this goal. He/she meets some requirements for grade level work and is **beginning to show knowledge and understanding** of learned concepts and skills for using reading strategies.

This student displays Good participation and effort within this subject area.

Understanding the Academic Areas on the Report Card

ENGLISH LANGUAGE ARTS

Marking Periods

Reading-Foundational Skills	<u>1</u>	<u>2</u>	<u>3</u>
Knows and applies grade-level phonics and word analysis skills when decoding <i>Is the student able to identify letter-sound relationships and use them to decode words?</i>			
Recognizes and reads grade-appropriate sight words <i>Is the student able to read frequently-used words in isolation and context, such as 'friend'?</i>			
Demonstrates understanding of spoken words and syllables <i>Is the student able to segment words into syllables?</i>			
Hears and produces individual sounds within a word			
Monitors and self-corrects <i>Is the student able to check and correct while reading? For example, "Does it make sense?"</i>			
Uses appropriate phrasing, fluency, intonation, and expression <i>Is the student able to read smoothly with expression? For example, an exclamation point means speak with strong feeling.</i>			
Participation and Effort <i>This indicates the student's reading participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

Reading- Vocabulary/Comprehension	<u>1</u>	<u>2</u>	<u>3</u>
Determines the meaning of unknown words and phrases using a variety of strategies <i>Is the student able to increase his/her vocabulary? Is the student able to determine the meaning of unfamiliar words using grade- appropriate strategies?</i>			
Applies various reading strategies <i>Is the student able to use the reading strategies taught, such as picture clues and skip and read?</i>			
Describes characters, settings, key details, and major events in the text			
Demonstrates inferential comprehension skills (central message) <i>Is the student able to demonstrate inferential comprehension skills, such as cause/effect, main idea, figurative language, summarizing, inferencing, drawing conclusions, etc.? Is the student able to go beyond the explicit meaning of the text to think about what is not there, but implied by the writer? The reader will often be asked to rely on his/her own background knowledge to gain understanding.</i>			
Able to read and understand a variety of genres <i>Is the student able to understand different types of literature, such as fiction, non-fiction, poetry and humor?</i>			
Participation and Effort <i>This indicates the student's reading participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

Writing	<u>1</u>	<u>2</u>	<u>3</u>
Writes expressively for varied purposes (narrative, informative, opinion)			
Generates and organizes ideas <i>Is the student able to brainstorm ideas, plan (or sketch) story ideas, and utilize a variety of graphic organizers?</i>			
Revises to enhance the quality of writing (ex., adds details) <i>Is the student able to make changes to his/her written work to improve the content? For example, the student may elaborate his/her ideas by incorporating descriptive language, while maintaining focus.</i>			
Edits writing for capitalization, punctuation, and grammar <i>Is the student able to self-correct his/her written work for errors in capitalization, punctuation, grammar, and spelling?</i>			
Applies spelling strategies to written work <i>Is the student able to use grade-appropriate strategies to spell accurately?</i>			
Participation and Effort <i>This indicates the student's writing participation and effort level based upon his/her willingness to take risks and try new tasks, engage in writing tasks, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

Listening & Speaking	<u>1</u>	<u>2</u>	<u>3</u>
Listens for information and demonstrates understanding <i>Is the student able to listen for specific information and demonstrate understanding through oral and/or written work?</i>			
Expresses complete and relevant ideas <i>Is the student able to verbally relay a complete and meaningful thought? Does he/she speak in complete sentences?</i>			
Participation and Effort <i>This indicates the student's listening and speaking participation and effort level based upon his/her willingness to take risks and try new tasks, and contributes to group discussions.</i>			

<u>Fine Motor</u>	<u>1</u>	<u>2</u>	<u>3</u>
Handwriting is neat and legible			
Uses appropriate spacing			
Forms letters and numbers correctly			
Participation and Effort <i>This indicates the student's fine motor participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

<u>MATH</u>	<u>1</u>	<u>2</u>	<u>3</u>
Exhibits fluency in basic addition facts within 20 <i>Is the student able to recall grade-appropriate addition facts with accuracy?</i>			
Exhibits fluency in basic subtraction facts within 20 <i>Is the student able to recall grade-appropriate subtraction facts with accuracy?</i>			
Performs addition and subtraction calculations with accuracy within 100 <i>Is the student able to use grade-appropriate operations to compute accurately?</i>			
Counts to 120 <i>Is the student able to count up to 120 by ones and using skip counting?</i>			
Understands place value to tens place			
Represents and solves word problems involving addition and subtraction <i>Is the student able to solve mathematical problems utilizing strategies beyond simple calculations? For example, drawing a picture, creating a model, making a table/chart, using manipulatives, solving multi-step problems, etc.</i>			
Communicates mathematical thinking using specific vocabulary to explain answers <i>Is the student able to give mathematical explanations in written or verbal form using grade-appropriate mathematical vocabulary terms?</i>			
Develops an understanding of comparative length of an object <i>Is the student able to compare lengths of objects? Is the student able to use non standard measurement tools to measure length? (ex. paper clips and cubes)</i>			
Tells and writes time to hour and half hour			
Represents and interprets data <i>Is the student able to use and create charts and graphs to interpret information?</i>			
Understands characteristics and attributes of shapes <i>Is the student able to name and describe two and three dimensional figures? (for example: a cube has 6 faces and 8 vertices)</i>			
Participation and Effort <i>This indicates the student's math participation and effort level based upon his/her willingness to take risks and try new tasks; contribute to group discussions; produce quality products; and attempt to persevere even when tasks are challenging.</i>			

<u>SOCIAL STUDIES</u>	<u>1</u>	<u>2</u>	<u>3</u>
Understands and applies terms, concepts and skills <i>Is the student able to demonstrate an understanding of terms, ideas and skills? This may be assessed through class discussion and projects.</i>			
Describes, compares and explains information <i>Is the student able to apply critical thinking skills to the content and concepts learned?</i>			
Participation and Effort <i>This indicates the student's Social Studies participation and effort level based upon his/her willingness to take risks and try new tasks, contribute to group discussions, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

<u>SCIENCE</u>	<u>1</u>	<u>2</u>	<u>3</u>
Demonstrates knowledge of scientific content and concepts <i>Is the student able to demonstrate an understanding of terms, ideas and skills? This may be assessed through class discussion and projects.</i>			
Uses predictions, questions and observations			
Participation and Effort <i>This indicates the student's Science participation and effort level based upon his/her willingness to take risks and try new tasks; contribute to group discussions; produce quality products; and attempt to persevere even when tasks are challenging.</i>			

<u>TECHNOLOGY</u>	<u>1</u>	<u>2</u>	<u>3</u>
Demonstrates age-appropriate use of technology applications, tools and equipment			
Participation and Effort <i>This indicates the student's technology participation and effort level based upon his/her willingness to take risks and try new tasks, produce quality products, and attempt to persevere even when tasks are challenging.</i>			

Each student will also be evaluated in the special subject areas of Literacy Center, Art, Physical Education and Music.

<u>SPECIAL AREAS</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>Literacy Center</u>			
Demonstrates knowledge of literacy skills to enhance reading comprehension			
Participation and Effort			
<u>Art</u>			
Demonstrates age-appropriate skills and techniques			
Participation and Effort			
<u>Physical Education</u>			
Uses developmentally appropriate motor/movement skills			
Incorporates strategies and understands concepts			
Demonstrates responsible personal/social behaviors			
Participation and Effort			
<u>Music</u>			
Demonstrates age-appropriate skills and techniques			
Participation and Effort			

Example of a Graded Report Card Subject Area – Grades 2-5

ENGLISH LANGUAGE ARTS

MARKING PERIODS

<u>Reading</u>	<u>1</u>	<u>2</u>	<u>3</u>
Demonstrates literal comprehension skills (for example: finding details, story elements, sequencing, cause and effect, etc.)	3+		
Demonstrates inferential comprehension skills (for example: summarize, central message, mood, author’s purpose, point view, etc.)	2+		
Builds and interprets vocabulary by using a variety of strategies	2+		
Uses specific text-based evidence to support answers	2+		
Applies reading strategies across a variety of literary genres and the content areas of Social Studies and Science	2		
Analyzes author’s purpose/point of view across a variety of genres	2		
Participation and Effort	G		

This student is **meeting the standards** for this goal. He/She is meeting the requirements of demonstrating literal comprehension by **showing knowledge and understanding** of learned concepts and skills. The plus indicates that there is also evidence that the student is progressing towards the next

This student is **working towards the standards** for this goal. He/She meets some requirements for grade level work and is **beginning to show knowledge and understanding** of learned concepts and skills for using reading strategies.

This student displays Good participation and effort within this subject area.

Understanding the Academic Areas on the Report Card

ENGLISH LANGUAGE ARTS

Marking Periods

<u>Reading</u>	<u>1</u>	<u>2</u>	<u>3</u>
Demonstrates literal comprehension skills (details, elements, sequencing, etc.) <i>Is the student able to understand exactly what is written in the text? The reader will often be asked to recall facts and ideas directly from the text.</i>			
Demonstrates inferential comprehension skills (summarize, central message, mood, etc.) <i>Is the student able to go beyond the explicit meaning of the text to think about what is not there, but implied by the writer? The reader will often be asked to rely on his/her own background knowledge to gain understanding.</i>			
Builds and interprets vocabulary by using a variety of strategies <i>Is the student able to increase their word bank? Is the student able to determine the meanings of unfamiliar words using grade-appropriate strategies?</i>			
Uses specific text-based evidence to support answers <i>Is the student able to use details provided by texts to explain answers?</i>			

Applies strategies across genres and in the areas of Soc. Stud. and Sci. <i>Is the student able to use all of the above reading strategy indicators across genres and in other curricula areas?</i>			
Analyzes author's purpose/point of view across a variety of genres and formats <i>Is the student able to determine the author's intent for a specific written passage? Is the student able to determine the author's point of view from which a passage is written?</i>			
Participation and Effort <i>This indicates the student's reading participation and effort level based upon his/her willingness to take risks and try new tasks; contribute to group discussions; produce quality products; and attempt to persevere even when tasks are challenging.</i>			

Writing	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>
Generates and organizes ideas <i>Is the student able to brainstorm ideas, plan (or sketch) story ideas, and utilize a variety of graphic organizers?</i>			
Writes expressively for varied purposes and audiences <i>Is the student able to write across genres (fiction, non-fiction, poetry, etc.) and in other curricula areas (Social Studies, Science, etc.)? Does the student's writing demonstrate voice and knowledge of audience?</i>			
Develops topic using relevant supporting details and evidence <i>Is the student able to sufficiently support the main idea with accurate details?</i>			
Revises to enhance the quality of writing <i>Is the student able to make changes to his/her written work to improve the content? For example, the student may elaborate his/her ideas by incorporating descriptive language, action, dialogue, and/or character's thoughts while maintaining focus.</i>			
Edits writing effectively (spelling, grammar, etc.) <i>Is the student able to self-correct his/her written work for errors in capitalization, punctuation, grammar and spelling?</i>			
Applies spelling strategies to written work <i>Is the student able to use grade-appropriate strategies to spell accurately.</i>			
Participation and Effort <i>This indicates the student's writing participation and effort level based upon his/her willingness to take risks and try new tasks; engage in writing tasks; produce quality products; and attempt to persevere even when tasks are challenging.</i>			

Listening/ Speaking	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>
Listens for information and demonstrates understanding <i>Is the student able to listen for specific information and demonstrate understanding through oral and/or written work?</i>			
Expresses complete and relevant ideas <i>Is the student able to verbally relay a complete and meaningful thought? Does he/she speak in complete sentences?</i>			
Participation and Effort <i>This indicates the student's listening and speaking participation and effort level based upon his/her willingness to take risks and try new tasks, and contribute to group discussions.</i>			

MATH	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>
Exhibits fluency in basic facts <i>Is the student able to recall grade-appropriate number facts (addition, subtraction, multiplication, division) with automaticity and accuracy?</i>			
Performs calculations with accuracy <i>Is the student able to use grade-appropriate operations to compute accurately?</i>			
Demonstrates an understanding of grade level concepts and ideas <i>Is the student able to demonstrate an understanding of the terms, concepts and skills introduced each trimester? This may be assessed through class discussions, paper/pencil tasks, interactive technology activities, formative and summative assessments, and grade-appropriate projects.</i>			
Applies strategies to solve problems <i>Is the student able to solve mathematical problems utilizing strategies beyond simple calculations? For example, drawing a picture, creating a model, making a table/chart, using manipulatives, solving multi-step problems, etc.</i>			
Communicates mathematical thinking using specific vocabulary to explain answers <i>Is the student able to give mathematical explanations in written or verbal form using grade-appropriate mathematical vocabulary terms?</i>			
Participation and Effort <i>This indicates the student's math participation and effort level based upon his/her willingness to take risks and try new tasks; contribute to group discussions; produce quality products; and attempt to persevere even when tasks are challenging.</i>			

SCIENCE	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>
Understands scientific content, concepts, and principles <i>Is the student able to demonstrate an understanding of terms, ideas and skills? This may be assessed through class discussion, formative and summative assessments, and grade-appropriate research projects/reports.</i>			
Applies skills and processes of Science curriculum <i>Is the student able to apply critical thinking skills to the content, concepts and principles learned?</i>			
Participation and Effort <i>This indicates the student's Science participation and effort level based upon his/her willingness to take risks and try new tasks; contribute to group discussions; produce quality products; and attempt to persevere even when tasks are challenging.</i>			

SOCIAL STUDIES	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>
Understands Social Studies content, concepts, and principles <i>Is the student able to demonstrate an understanding of terms, ideas and skills? This may be assessed through class discussion, formative and summative assessments, and grade-appropriate research projects/reports.</i>			
Applies skills and processes of Social Studies curriculum <i>Is the student able to apply critical thinking skills to the content, concepts and principles learned?</i>			
Participation and Effort <i>This indicates the student's Social Studies participation and effort level based upon his/her willingness to take risks and try new tasks; contribute to group discussions; produce quality products; and attempt to persevere even when tasks are challenging.</i>			

TECHNOLOGY	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>
Demonstrates grade-appropriate use of technology applications <i>Is the student able to handle and treat all technology equipment and materials appropriately?</i> <i>Is the student able to execute grade-appropriate activities?</i>			
Participation and Effort <i>This indicates the student's technology participation and effort level based upon his/her willingness to take risks and try new tasks; produce quality products; and attempt to persevere even when tasks are challenging.</i>			

Your child will also be evaluated in the special subject areas of Literacy Center, Art, Physical Education, Music, and if applicable, Instrumental Music and Performing Group(s).

SPECIAL AREAS	MARKING PERIODS		
	1	2	3
Literacy Center			
Demonstrates knowledge of literacy skills to enhance reading comprehension			
Participation and Effort			
Art			
Demonstrates grade-appropriate skills and techniques			
Participation and Effort			
Physical Education			
Uses developmentally appropriate motor/movement skills			
Incorporates strategies and understands concepts			
Demonstrates responsible personal/social behaviors			
Participation and Effort			
Music			
Demonstrates grade-appropriate skills and techniques			
Participation and Effort			
Instrumental Music (if applicable)			
Lessons performance			
Lessons attendance			
Participation and Effort			
Performing Group (if applicable)			
BAND			
CHORUS			
ORCHESTRA			
Band Participation and Effort			
Chorus Participation and Effort			
Orchestra Participation and Effort			