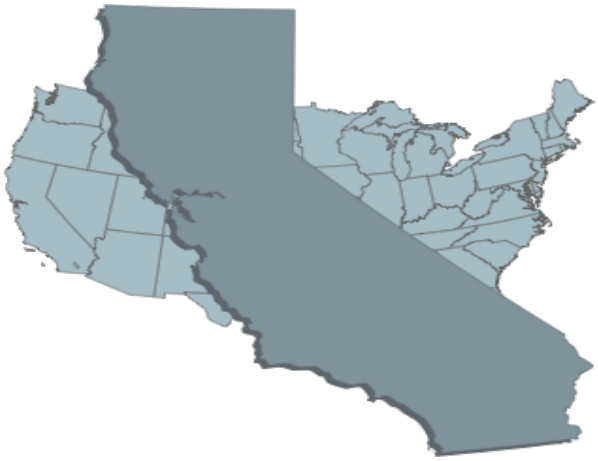
Lakeside Union School District

Parent Report Card Handbook

Supporting The California Common Core State Standards …Preparing Students for College and Career



California's Adoption of Common Core Standards

Adopted in California in August 2010, the K-12 Common Core State Standards were developed through a state-led effort to establish consistent and clear education standards for English language arts and mathematics. The initiative was launched by and supported by the Council of Chief State School Officers and the National Governors Association. In the Common Core Standard adoption process, California added supporting standards to complete the unique picture necessary for California students.

The Common Core also added strength to the existing California standards by including additional standards for vocabulary and new standards for collaborative discussions. Literacy standards that focus on reading and writing instruction during history/social studies, science, and technology also were included. In mathematics, standards were added to demonstrate a stronger emphasis on number sense and algebraic thinking. Implementation of the Common Core in California's schools will occur in stages over the next few years. The Lakeside Union School District has been working closely with the Common Core State Standards. The information in this handbook will explain the Common Core Standard based Report Card.

Why Common Core Standards?

California educators recognized a need to adopt common standards and assessments for English language arts and mathematics. Currently, standards for what students should know and be able to do vary among states, as does the difficulty of the assessments used to determine whether students are meeting those standards. Common standards allow for collaboration among states on best practices and professional development.

Common learning goals provide a clear vision for which all educators and parents in all states should aim. These learning goals help ensure that students meet college and career expectations, are prepared to succeed in a global economy and society, and are provided with rigorous content and application of higher knowledge thinking. Benchmarked against international standards, the Common Core Standards assist students in their preparation to complete the requirements for enrollment at a California public university.

Language Arts: Kindergarten

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 Consistently Scoring 49% or Less	Approaching Grade Level 2 Consistently Scoring 50%-79%	At Grade Level 3 Consistently Scoring 80%-100%	Above Grade Level 4 Consistently Scoring Above Grade Level
Reading: Literature and Informational Text	Reading Level Assess Each Trimester	ESGI, DRA, Wonders or DIBLES	Assess reading level in Trimester 2 and 3 if appropriate. Use measurement tools, as appropriate			
	Key Ideas and Details Assess Each Trimester	ESGI, Assessments, Tasks, Teacher Observations	With prompting and support 1. Ask and answer questions about key details in a text 2. Retell familiar stories, including key details 3. Identify characters, setting, major events in a story 4. Recognize common types of texts 5. Name author and illustrator of a story 6. Compare and contrast the adventures and experiences of characters			
Foundational Skills	Print Concepts Assess Each Trimester	ESGI, Assessments, Tasks, Teacher Observations	Demonstrate understanding of the organization & basic features of print 1. Follow words from left to right, top to bottom, and page by page 2. Recognize that spoken words are represented in written language by specific sequences of letters 3. Understands that words are separated by spaces in print			
	Names all upper and lower case letters of the alphabet	ESGI, Assessments, Tasks, Teacher Observations	Recognize and name all upper and lower case letter in alphabet			
	Phonological awareness	ESGI, Assessments, Tasks, Teacher Observations	Demonstrate understanding of spoken words, syllables, and sounds 1. Recognize and produce rhyming words 2. Blend and segment onsets, rhymes of single syllable spoken words 3. Add or substitute individual sounds in simple, one-syllable works to make new words			
	Blends sounds to read CVC words	ESGI, Assessments, Tasks, Teacher Observations	1. Student is able to isolate and pronounce the initial, medial vowel, and final sounds 2. Blend two to three phonemes into recognizable words. 3. Count, pronounce, blend, and segment syllable in spoken words			
	Matches sounds to all consonants and vowels	ESGI, Assessments, Tasks, Teacher Observations	Demonstrates basic knowledge of one to one letter sound, correspondences by producing the primary sounds or many of the most frequent consonant and vowels.			
	Reads High Frequency Words	ESGI, Assessments, Tasks, Teacher Observations	Reads common high frequency words by sight, (e.g., the, of, to, you, she, my, is, are)			
Language Conventions	Prints upper and lowercase letters	ESGI, Assessments, Tasks, Teacher Observations	Print all upper and lower-case letters			
	Spells simple words phonetically	ESGI, Assessments, Tasks, Teacher Observations	Spell simple words phonetically drawing on knowledge of sound-letter relationships			
	Capitalizes first word and pronoun I	ESGI, Assessments, Tasks, Teacher Observations	Capitalize the first word in a sentence and capitalize the pronoun “I”			
	Recognizes and names end punctuation	ESGI, Assessments, Tasks, Teacher Observations	Recognize and name end punctuation (? . !)			
Writing	Draws, dictates, writes opinion & preference	ESGI, Assessments, Tasks, Teacher Observations	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book			
	Draws, dictates, writes informative & explanatory	ESGI, Assessments, Tasks, Teacher Observations	Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name which they are writing about and supply some information about the topic.			
	Draws, dictates, writes experience & narrative	ESGI, Assessments, Tasks, Teacher Observations	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. Tell about the events in the order in which they occur, and provide a reaction to what happened.			

Mathematics: Kindergarten

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 Consistently Scoring 49% or Less	Approaching Grade Level 2 Consistently Scoring 50%-79%	At Grade Level 3 Consistently Scoring 80%-100%	Above Grade Level 4 Consistently Scoring Above Grade Level
Counting and Cardinality	Counts to 100 by ones	Oral Teacher Assessment	If the student can count to 100 by ones in Trimester 1, this would be scored as a 4 and does not need to be reassessed			
	Counts to 100 by tens	Oral Teacher Assessment	If the student can count to 100 by tens in Trimester 1, this would be scored as a 4 and does not need to be reassessed			
	Counts within a known sequence	Oral Teacher Assessment	Student can count a known sequence that does not start with one (e.g., ten, eleven, twelve, thirteen…) End of year goal is to reach 100 in this skill.			
	Writes and represents numbers from 0 to 20	Oral & Written Teacher Assessment	Write and represent numbers from 0 to 20			
	Counts and tells the number of objects to 20	Oral Teacher Assessment	Count and tell the number of objects to 20			
	Compares numbers to 10	Oral Teacher Assessment	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group within 10			
Operations and Algebraic Thinking	Understands and represents addition	Curriculum and teacher created assessments	Assess level in Trimester 2 and 3 Student understands addition using objects and numbers with a difference within five or less. (e.g., 3 + 2 = 5)			
	Understands and represents subtraction	Curriculum and teacher created assessments	Assess level in Trimester 2 and 3 Understands subtraction using objects and numbers with a difference within five or less. (e.g., 5 – 2 = 3)			
	Solve addition word problems within 10	Curriculum and teacher created assessments	Solve simple word problems within 10. Assess addition word problems level in Trimester 3.			
	Solves subtraction problems within 10	Curriculum and teacher created assessments	Assess in Trimester 3 Solve simple word problems within 10.			
	Decomposes numbers less than or equal to 10	Curriculum and teacher created assessments	Compose and decompose numbers less than or equal to 10 using objects or drawings and record each composition or decomposition by a drawing or equation. (e.g., 7 – 2 = 5)			
	Finds the missing number that makes 10	Curriculum and teacher created assessments, ESGI	Assess in Trimester 2 and 3 Identify the missing number in an equation (e.g., 6 + ____ = 10)			
Math Facts	Adds and subtracts fluently within 5	Curriculum and teacher created assessments, ESGI	Assess in Trimester 2 and 3 Add and subtract fluently within 5 (e.g., 1 = 2 + 3 or 3 – 1 = 2)			
Numbers & Operations in Base 10	Composes and decomposes numbers 11 to 19	Curriculum and teacher created assessments	Assess in Trimester 3 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawing and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)			
Measurement and Data	Describes/compares measurable attributes	Curriculum and teacher created assessments ESGI	Assess in Trimester 2 and 3 Describe measurable attributes of objects, such as length or weight and can describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common to see which object has more of/less of the attribute and describe the difference			
	Classifies and counts the number of objects	Curriculum and teacher created assessments	Classify objects in given categories; count the number of objects in each category and sort the categories by count			
Geometry	Identifies and describes shapes	Curriculum and teacher created assessments ESGI	Assess two-dimensional shapes in Trimester 1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)			
	Analyzes, compare, creates, and composes shapes	Curriculum and teacher created assessments	Assess in Trimester 1: Student can build shapes from components in the world. Assess in Trimester 2 and 3 Analyze two-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts. Compose simple shapes to form larger shapes (e.g., can you join these two triangles with full sides touching to make a rectangle?)			

Additional Subject Areas: Kindergarten

Domain	Skill Assessed	Measurement Tool	**Below Grade Level 1** Consistently Scoring 49% or Less	**Approaching Grade Level 2** Consistently Scoring 50%-79%	**At Grade Level 3** Consistently Scoring 80%-100%	**Above Grade Level 4** Consistently Scoring Above Grade Level
History/Social Science	Citizenship	Teacher created assessments	Follow rules, such as sharing and taking turns, and know the consequences of breaking them. Learn examples of honesty, courage, individual responsibility, and patriotism from stories and folklore Understand the behaviors of characters in stories and the consequences of the characters' actions Recognize the national, state, and flag symbol; Are able to recite the Pledge of Allegiance			
	Geography	Teacher created assessments	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front Distinguish between land and water on maps and globes Identify traffic symbols and map symbols Construct models of neighborhoods with such structures as police stations, fire stations, airports, hospitals, schools, homes, and transportation lines Are familiar with the school's layout and the jobs the people do there			
	History	Teacher created assessments	Understand historical holidays, such as Columbus day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Days, Independence Day Understand how people lived in earlier times ad now their lives would be different today. For example getting water from a well, growing food making clothing, having fun, living by rules and laws Recognize the need for families and how they are different throughout the world Distinguish between needs and wants Understand the differences between cities and farm			
Science	Physical Science	Teacher created assessments	Know water can be liquid or solid and can change and will evaporate			
	Life Science	Teacher created assessments	Observe and describe similarities and differences in appearance and behavior of plants and animals Identify major structures of common plants and animals (stems, leaves, arms, wings) Know stories sometimes give plants and animals attributes they do not really have			
	Earth Science	Teacher created assessments	Know characteristics of mountains, rivers, oceans, valleys, and deserts Know changes in weather occur from day to day, and across the seasons, and affect the earth			
Listening & Speaking	Recites poems, songs, and rhymes with expression	Teacher created assessments	Recite short poems, songs, and rhymes with animation and expression			
	Participates actively in discussions	Teacher created assessments	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups			
	Listens, responds, and communicates clearly	Teacher created assessments	Speak audibly and express thoughts, feelings, and ideas clearly Understand and follow one and two-step oral directions			
Additional Subject Areas	Visual & Performing Arts	Teacher created assessments	Use scissors to cut strips of paper in half, cut on straight lines, familiar shapes and irregular shapes Show small muscle coordination and eye/hand coordination by varying the size and shape of lines while drawing			
	P.E.	Observations	Hops,skips, throws a ball, catches a ball, jumps rope.			

Language Arts: First Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 80%-100%	Above Grade Level 4 1 year or more with observable evidence
Reading: Literary Text	Reading Level	DRA, Wonders or DIBLES, ESGI for very low student	Assess reading level I each trimester. Use measurement tools, as appropriate			
	Asks/answers about key Ideas and details in the text	Assessments, Tasks, Teacher Observation	With prompting and support 1. Ask and answer questions about key details in a text 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson 3. Describe characters, settings, and major events in a story, using key details.			
Informational Text	Key Ideas and Details in the Text	Assessments, Tasks, Teacher observations	1. Ask and answer questions about key details in a text 2. Describe the connection between two individuals, events, ideas, or pieces of information in a text 3. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 4. Know and use various text structures to locate key facts or information in a text. 5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 6. Use the illustrations and details in a text to describe its key ideas.			
Foundations for Reading	Concepts of print: Recognizes distinguishing features of a sentence	Assessments, Tasks, Teacher Observations	Demonstrates understanding of the organization and basic features of print.			
	Phonological awareness	Assessments, Tasks, Teacher Observations	Demonstrates understanding of spoken words, syllables, and sounds			
	Phonics and word recognition: decodes	Assessments, Tasks, Teacher Observations	Knows and applies grade-level phonics and word analysis skills in decoding words both in isolation and in text.			
	Phonics and word recognition: reads sight words	Assessments, Tasks, Teacher Observations	Knows and applies grade-level sight words both in isolation and in text.			
	Fluency	Assessments, Tasks, Teacher Observations	Reads with sufficient accuracy and fluency to support comprehension.			
Language Conventions	Uses of Knowledge of conventions of standard English in writing	Assessments, Tasks, Teacher Observations	1. Demonstrates command of the conventions of standard English grammar and sage when writing or speaking. 2. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	Uses grade-level appropriate vocabulary in writing	Assessments, Tasks, Teacher Observations	1. Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 1 *reading and content,* choosing flexibly from an array of strategies 2. With guidance and support from adults, demonstrates understanding of word relationships and nuances in word meanings 3. Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships			

Writing	Opinion	Assessments, Tasks,	Writes opinion pieces, in which he/she introduces the topic or names the book he/she is writing about, states an opinion, supplies a reason for the opinion, and provides some sense of closure
	Informative/Explanatory	Assessments, Tasks,	Writes informative/explanatory texts in which he/she names a topic, supplies some facts about the topic, and provides some sense of closure
	Narrative	Assessments, Tasks,	Writes narratives in which he/she recounts two or more appropriately sequences events, include some details regarding what happened, uses temporal words to signal event order, and provides some sense of closure
	Conducts short research projects	Assessments, Tasks,	Participates in shared research and writing projects. With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question
	Writes legibly	Assessments, Tasks,	With guidance and support from adults, produces writing in which the development and organization are appropriate to task, purpose and writes legibly

Mathematics: First Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 Mastery 80%-100%	Above Grade Level 4 1 year or more with observable evidence
Operations and Algebraic Thinking	Demonstrates problems solving skills	Curriculum and teacher created assessments	Represents and solves problems involving addition and subtraction. Assess in Trimesters 2 and 3 Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.			
	Understands and applies properties of operations and the relationship between addition and subtraction	Curriculum and teacher created assessments	Applies properties of operation as strategies to add and subtract. Understands the commutative and associative properties of addition. Examples: if 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. Assess in Trimesters 2 and 3 Understands subtraction as an unknown- addend problem (e.g., 10 – 8 = ? is the same as ? +8 = 10)			
	Adds/subtracts within twenty	Curriculum and teacher created assessments	1. Relates counting to addition and subtraction (e.g., by counting on 2 to add 2). 2. Understands that he/she can count forward and backward to solve addition and subtraction problems to 8. 3. Demonstrates fluency for addition and subtraction within 10 4. Using objects and numbers with a difference within 8 or less, demonstrates 5. subtraction and addition fluency, (example 5 – 2 = 3, 3 = 4 = 7)			
	Works with addition and subtraction equations	Curriculum and teacher created assessments	1. Understands the meaning of the equal sign, and can determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 2. Determines the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in 8 + ? = 1			
Numbers & Operations in Base 10	Extends the counting sequence	Curriculum and teacher created assessments	Counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral. (End of the year goal) Reads and write numbers to 50			

	Understands place value	Curriculum and teacher created assessments	Understands 10 can be thought of as a bundle of ten ones – called a "ten", and that numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Assess Trimester 2 and 3 1. Understands that the two digits of a two-digit number represent amounts of tens and ones. 2. Understands compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
	Uses place value understanding and properties of operations to add and subtract	Curriculum and teacher created assessments	1. Adds within 100, including adding, a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies Understands that in adding two-digit numbers. One adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Assess in Trimester 2 and 3 2. Given a two-digit number, he/she mentally finds 10 more or less than the number, without having to count; explains the reasoning used. Subtracts multiples of 10 in the range o10 – 90 from multiples of 10 in the range 10 – 90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Measurement and Data	Measures lengths indirectly and by iterating length units	Curriculum and teacher created assessments ESGI	Assess in Trimester 2 and 3 Orders three objects by length; compares the lengths of two objects indirectly by using a third object. Expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
	Represents and interprets data: graphs and charts to organize and represent data	Curriculum and teacher created assessments	Organizes, represents, and interprets data with up to three categories; asks and answers questions about the total number of data points, how many in each category, and how many more or less are in one category that in another. Student can use graphs and charts to organize and represent data about things in his/her life (e.g., favorite color, pets, shoe type, etc.)
Geometry	Reasons with shapes and their attributes	Curriculum and teacher created assessments ESGI	Asses Trimester 2 and 3 Distinguishes between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); builds and draws shapes to possess defining attributes. Composes two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) or three-dimensional shapes

Additional Subject Areas: First Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 Mastery 80%-100%	Above Grade Level 4 1 year or more with observable evidence
History/Social Science	History	Curriculum and teacher created assessments	Knows about holidays, Native Americans, and Pilgrims			
	Geography	Curriculum and teacher created assessments	Knows about maps and globes			
	Government	Curriculum and teacher created assessments	Understands democracy, Pledge of Allegiance, patriotic songs, and American symbols			
Science	Physical Science	Curriculum and teacher created assessments	Understands the difference between solids, liquids, and gases			
	Life Science	Curriculum and teacher created assessments	Learns about plants and animals			
	Earth Science	Curriculum and teacher created assessments	Understands weather and its effect on the earth			
Listening and Speaking	Recite poems, songs and rhymes with expression	Teacher observations	Assess in Trimesters 2 and 3 Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly			
	Participates actively in discussions	Teacher observation	1. Participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups 2. Asks and answers about key details in a text read aloud or information presented orally or through other media			
	Listens, responds, and communicates clearly	Teacher observation	Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood			
Additional Subject Areas	Visual and Performing Arts	Curriculum and teacher created assessments	Applies artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art Applies vocal and instrumental musical skills in performing a varied repertoire of music. They will compose and arrange and improvise melodies, variations, and accompaniments			
	Physical Education	Teacher observations	Participates in regular activities to improve their skills in cooperative games, recreational activities such as walking, and jumping rope, fitness and aerobic activities, and dancing and rhythmic			

Language Arts: Second Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 80%-100%	Above Grade Level 4 1 year or more with observable evidence
Reading: Literary Textg:	Reading Level	DRA, Wonders or DIBLES	Assess reading levels each Trimester. Use measurement tools, as appropriate			
	Key Ideas and Details	Assessments, Tasks, Teacher Observations	1. Ask & answer such questions as who, what where, why, and how to demonstrate understanding in key details in a text 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral 3. Describe how characters in a story respond to major events and challenges			
Reading Informational Text	Key Ideas and Details	Assessments, Tasks, Teacher Observations	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text 2. Identify the main topic of a multi-paragraph text as well as the focus of the specific paragraphs within the text 3. Describe the connection between a series of historical events scientific ideas or concepts, or steps in technical procedures in a text			
Foundations for Reading	Phonics and word recognitions (decodes and reads sight words)	Assessments, Tasks, Teacher Observations	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text			
	Fluency	Assessments, Tasks, Teacher Observations	Read with sufficient accuracy and fluency to support comprehension			
	Uses knowledge of conventions of standard English in writing (capitalization, punctuation, and spelling)	Assessments, Tasks, Teacher Observations	1. Demonstrate command of the conventions standard English grammar and usage when writing or speaking 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 3. Use knowledge of language and its conventions when writing speaking, reading, or listening			
	Use grade level-level appropriate vocabulary writing	Assessments, Tasks, Teacher Observations	1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies 2. Demonstrate understanding of word relationships and nuances in word meanings			
	Opinion	Assessments, Tasks, Teacher Observations	Writes an opinion piece in which s/he introduces the topic book he/she is writing about, states an opinion, supplies reasons that support the opinion, uses linking words to connect opinion and reasons, and provides a concluding statement			
	Informative/Explanatory	Assessments, Tasks, Teacher Observations	Writes an informative/explanatory texts in which he/she introduces a topic, uses facts and definitions to develop points, and provides a concluding statement			
Language Conventions	Narrative	Assessments, Tasks, Teacher Observations	Writes a narrative in which s/he recounts a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure			
	Conducts short research projects	Assessments, Tasks, Teacher Observations	1. With guidance and support from adults, student recalls information from experiences or gather information from provided sources to answer a question 2. Student writes routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences			
	Writes legibly	Assessments, Tasks, Teacher Observations	With guidance and support from adults, student produces writing in which the development and organization are appropriate to task and purpose, and writes legibly			

Mathematics: Second Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 Mastery 80%-100%	Above Grade Level 4 1 year or more with observable evidence
Operations and Algebraic Thinking	Problem-solves with addition and subtraction	Oral Teacher Assessment	Student can use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from putting together, taking apart, and comparing, with unknowns in all positions			
	Fluently adds and subtracts within 20	Oral Teacher Assessment	Student can fluently add and subtract within 20 using mental strategies. By the end of grade 2 know from memory all sums of two one-digit numbers.			
	Understands basic foundations of multiplication	Oral Teacher Assessment	Student can work with equal groups of objects to gain foundations for multiplication Student can determine whether a group of objects (up to 20) has an odd or even number of members Assess in Trimester 2 and 3 -Student can use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends			
Numbers & Operations in Base 10	Understands place value	Curriculum and teacher created assessments	Student understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Assessed in Trimester 2 and 3-Student can skip count by hundreds to 1,000 Student can read and write numbers to 1000			
	Use place value and property of operations to add and subtract	Curriculum and teacher created assessments	Student can fluently add and subtract within 100 suing strategies based on place value, properties operations, and/or the relationship between addition and subtraction Student can add up to four two-digit numbers using strategies based on place value and properties of operations Student can mentally add or 100 to give a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900 Student can explain why addition and subtraction strategies work, using place value and the properties of operations			
Measurement and Data Geometry	Measures and estimates lengths in standard units	Curriculum and teacher created assessments	Student can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes Assessed in Trimester 2 and 3 -Student can measure the length of an object twice, using length units of different lengths for the two measurements, describe how the two measurements relate to the size of the unit chosen Assessed in Trimester 2 and 3-Sudent can estimate lengths using units of inches, feet, centimeters, and meters Student can measure to determine how much long one object is than another, expressing the length difference in terms of a standard length unit			
	Relates addition and subtraction to length	Curriculum and teacher created assessments	Student can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units Student can represent whole numbers as lengths from 0 on a number line diagram equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram			

	Works with time and money	Curriculum and teacher created assessments	Assess in Trimester 2 and 3 Student can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p/m/ and know relationships of time Assess in Trimester 2 and 3 Student can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately
	Represents and interprets data	Curriculum and teacher created assessments	Student can generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making a line plot, where the horizontal scale is marked off in whole-number units Assess in Trimester 2 and 3 Student can draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems for using information presented in a bar graph
Geometry	Reasons with shapes and their attributes	Identifies and describes shapes Curriculum and teacher created assessments	Assess in Trimester 2 and 3 Student can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces Assess in Trimester 2 and 3 Student can partition a rectangle into rows and columns of same-size squares and count to find the total number of them Assess in Trimester 2 and 3 student can partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc. and describe the while as two halves, three thirds, four fourths

Additional Subject Areas: Second Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 Mastery 80%-100%	Above Grade Level 4 1 year or more with observable evidence
History/Social Science	History	Curriculum and teacher created assessments	Studies traditions, Native Americans, explorers, colonists, George Washington, slavery, pioneers, and famous Americans			
	Geography	Curriculum and teacher created assessments	Has knowledge of communities, towns, cities, and states Can identify features on maps			
	Government	Curriculum and teacher created assessments	Understands democracy, Pledge of Allegiance, patriotic songs, and American symbols			
Science	Physical Science	Curriculum and teacher created assessments	Studies light, sound, and motion			
	Life Science	Curriculum and teacher created assessments	Knows the life cycle, the characteristics of living things, and how individual living things are different			
	Earth Science	Curriculum and teacher created assessments	Explains the aspects of soil, water, rocks and plants.			
Listening and Speaking	Delivers oral presentations	Teacher observations	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			
	Participates actively in discussions	Teacher observation	1. Participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups 2. Recounts or describe key ideas or details from a text read aloud or information			
	Listens, responds, and communicates clearly	Teacher observation	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
Additional Subject Areas	Visual and Performing Arts	Curriculum and teacher created assessments	1. Applies artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art 2. Applies vocal and instrumental musical skills in performing a varied repertoire of music. They will compose and arrange and improvise melodies, variations, and accompaniments			
	Physical Education	Teacher observations	Participates in regular activities to improve their skills in cooperative games, recreational activities such as walking, and jumping rope, fitness and aerobic activities, and dancing and rhythmic			

Language Arts: Third Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 80%-100%	Above Grade Level 4 1 year or more with observable evidence
Reading	Reading Level	SRI, DRA, Wonders	Assess reading level each trimester; use measurement tools, as appropriate.			
Reading: Literary Text	Refers to the text when asking and answering questions about key details in the text	Assessments, Tasks, Teacher Observations	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
	Retells stories, including key details, and determines the theme and how it is conveyed	Assessments, Tasks, Teacher Observations	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral; and, explain how it is conveyed through key details in the text.			
	Analyzes characters	Assessments, Tasks, Teacher Observations	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.			
Reading: Informational Text	Refers to the text when asking and answering questions about key details in the text	Assessments, Tasks, Teacher Observations	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
	Identifies the main idea and key details of the text	Assessments, Tasks, Teacher Observations	Determine the main idea of a text; recount the key details and explain how they support the main idea.			
	Uses text features to find information in text	Assessments, Tasks, Teacher Observations	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			
Foundations for Reading	Phonics and word recognition (decodes and reads sight words)	Assessments, Tasks, Teacher Observations	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly-spelled words.			
	Fluency	Assessments, Tasks, Teacher Observations	1. Read with sufficient accuracy and fluency to support comprehension. 2. Read on-level text with purpose and understanding. 3. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Language	Uses knowledge of conventions of standard English in writing (capitalization, punctuation, and spelling)	Assessments, Tasks, Teacher Observations	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			

	Uses grade-level appropriate vocabulary in writing	Assessments, Tasks, Teacher Observations	Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
Writing	Opinion	Assessments, Tasks	Write opinion pieces on topics or texts that support a point of view with reasons.
	Informational/Explanatory	Assessments, Tasks	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Narrative	Assessments, Tasks	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Conducts short research projects	Assessments, Tasks	Conduct short research projects that build knowledge about a topic for a range of discipline-specific tasks, purposes, and audiences.
	Writes legibly – print/cursive	Assessments, Tasks	Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.

Mathematics: Third Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 Mastery 80%-100%	Above Grade Level 4 1 year or more with observable evidence
Operations and Algebraic Thinking	Problem-solves with multiplication and division	Curriculum and teacher-created assessments	1. Interpret products of whole numbers (e.g. interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each). 2. Interpret whole-number quotients of whole numbers (e.g. interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares). 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem). 4. Determine the unknown whole number in a multiplication/division equation relating three whole numbers (e.g. determine the unknown number that makes the equation true: 8 x ? = __ ÷ 3, 6 x 6 = ?).			
	Understands the relationship between multiplication and division	Curriculum and teacher-created assessments	1. Apply properties of operations as strategies to multiply and divide. a. Commutative property: 6 X 4 = 24, then 4 x 6 = 24 b. Associative property: 3 x 5 x 2 can be found by 3 x 5 = 15 then 15 x 2 = 30 c. Distributive property: Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) 2. Understand division as an unknown-factor problem (e.g. find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8).			
	Multiplies and divides within 100	Curriculum and teacher-created assessments	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. Fluency is described as within a reasonable amount of time. * By the end of Grade 3, know from memory all products of two one-digit numbers.			
	Problem-solves with the four operations, identifies and explains patterns	Curriculum and teacher-created assessments	1. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies. 2. Identify arithmetic patterns, and explain them using properties of operations.			
Numbers & Operations in Base 10	Understands place value with multi-digit numbers	Curriculum and teacher-created assessments	Assessed in Trimesters 2 and 3 1. Use place value understanding to round whole numbers to the nearest 10 or 100. 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Fluency is determined as a reasonable amount of time. 3. Multiply one-digit whole numbers as multiples of 10 in the range 10 – 90 (e.g. 9 x 80) using strategies based on place value and properties of operations.			
Numbers and Operations – Fractions	Understands fractions as numbers	Curriculum and teacher-created assessments	1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into “b” equal parts. 2. Understand and represent fractions as a number on the number line. 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand equivalent fractions. b. Recognize and generate simple equivalent fractions and explain why they are equivalent. c. Express whole numbers as fractions. 4. Compare two fractions with the same numerator or denominator by reasoning about their size. Record results with the >, =, or < symbols and justify conclusions.			
Measurement and Data	Problem-solves with measurement, time, liquid volume, and mass	Curriculum and teacher-created assessments	1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. 2. Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide to solve one-step word problems.			
	Represents and interprets data	Curriculum and teacher-created assessments	1. Draw a scaled picture graph and bar graph to represent a data set with several categories. Solve one- and two-step comparison problems using bar graphs. 2. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show data by making a line plot.			

	Understands area and how it relates to multiplication and addition	Curriculum and teacher-created assessments	1. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length of 1 unit is said to have "one square unit" of area and can be sued to measure area. b. A plane figure, which can be covered without gaps or overlaps by n units squared, is said to have an area of n square units. 2. Measure areas by counting unit squares.
	Understands perimeter in plane figures, linear, and area measures	Curriculum and teacher-created assessments	Solve real-world and mathematical problems involving perimeters of polygons, including finding unknown side lengths.
Geometry	Reasons with shapes and their attributes	Curriculum and teacher-created assessments	1. Understand that shape in different categories (e.g. rhombuses, rectangles) may share attributes (e.g. having four sides). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories. 2. Partition shapes into parts with equal areas and express each part as a fraction of the whole.
Mathematical Claims	Claim #1 – Understands Concepts and Procedures	Teacher observation and tasks	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
	Claim # 2 – Uses Problem-Solving Strategies	Teacher observation and tasks	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.
	Claim #3 – Communicates Reasoning	Teacher observation and tasks	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others
	Claim #4 – Models and Analyzes Data	Teacher observation and tasks	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Additional Subject Areas: Third Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 80%-100%	Above Grade Level 4 1 year or more with observable evidence
History/Social Science	Geography	Teacher-created assessments	1. Compares and contrasts different types of communities in the U.S. 2. Describes the relationship between people and their environment in various communities. 3. Recognizes the diversity of geographical features in the U.S. 4. Understands the importance of conserving natural resources. 5. Explains how people can protect the environment.			
	History	Teacher-created assessments	1. Defines the term community. 2. Identifies characteristics that communities have in common. 3. Compares and contrasts the local community with other communities in California. 4. Understands how a community's past can live on in the present.			
	Government	Teacher-created assessments	1. Understands Benjamin Franklin's contributions to his community and country. 2. Understands the significance of the constitution. 3. Knows the three branches of government. 4. Understands how Washington D.C., became our nation's capital. 5. Identifies the people who built our capital. 6. Understands the process of becoming a U.S. citizen.			
	Economics	Teacher-created assessments	1. Understands changes in transportation. 2. Describes the influence of technology on transportation. 3. Understands the effects of transportation on communities in the past and present. 4. Explains how advances in communication have brought communities together.			
Science	Physical Science	Teacher-created assessments	1. Understands that all matter has mass and volume. Objects can be grouped according to their shared properties, which can be observed and measured. 2. Understands that matter commonly exists in three states—solid, liquid, and gas—and is made up of atoms. Matter can be changed physically or chemically. 3. Knows that energy, which occurs in many forms, is the ability to cause changes in matter. 4. Understands the addition or subtraction of heat can change matter physically or chemically. 5. Understands that force can change the motion of an object. Forces can change an object's speed and its direction.			
	Life Science	Teacher-created assessments	1. Understands that living things are part of food chains, which are part of food webs. 2. Knows that living things vary in their adaptations for getting food 3. Explains that living things vary in their adaptations for protection 4. Knows living things have adaptations that enable them to cope with changes in their environment, such as temperature fluctuations and seasonal changes.			
	Earth Science	Teacher-created assessments	1. Understands the solar system is composed of several planets 2. Understands the sun is the center of our solar system 3. Knows seasons occur because, as Earth revolves around the sun			
Listening & Speaking	Delivers oral presentations	Teacher observation	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			
	Participates actively in discussions	Teacher observation	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			
	Listens, responds, and communicates clearly	Teacher observation	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
Additional Subject Areas	Visual & Performing Arts	Teacher-created assessments, observations	1. Applies artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. 2. Applies vocal and instrumental musical skills in performing a varied repertoire of music. They will compose and arrange and improvise melodies, variations, and accompaniments.			
	P.E.	Teacher-created assessments, observations	Participates in regular activities to improve their skills in cooperative games, recreational activities such as walking, and jumping rope, fitness and aerobic activities, and dancing and rhythmic movement.			

Language Arts: Grade 4

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 80%-100%	Above Grade Level 4 1 year or more with observable evidence
Reading: Literary Text	Understands key ideas and details	Assessment, Tasks, Teacher Observations	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
	Summarizes text and determines theme	Assessment, Tasks, Teacher Observations	Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
	Analyzes characters, setting, and plot	Assessments, Tasks, Teacher Observations	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (characters thoughts, words, actions).			
Reading: Informational Text	Refers to text when asking and answering questions about key details	Assessment, Tasks, Teacher Observations	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
	Summarizes the text and determines main ideas and key details	Assessments, Tasks, Teacher Observations	Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
	Describes text structure	Assessments, Tasks, Teacher Observations	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on a specific information.			
Foundations for Reading	Phonics and word recognition (decodes and reads sight words)	Assessments, Tasks, Teacher Observations	Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
	Fluency	Assessments, Tasks, Teacher Observations	Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Language	Uses knowledge of conventions of standard English in writing, spelling, capitalization punctuation	Assessments, Tasks,	1. Use correct capitalization. 2. Use commas and quotation marks to mark direct speech and quotations from a text. 3. Spell grade-appropriate words correctly, consulting references as needed.			
	Uses grade level appropriate vocabulary in writing	Assessment, Tasks	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).			
Writing	Opinion	Assessments, Tasks	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
	Informative/Explanatory	Assessments, Tasks	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
	Narrative	Assessments, Tasks	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
	Conducts short research projects	Assessments, Tasks	Conduct short research projects that build knowledge through investigation of different aspects of a topic for a range of disciplines, specific tasks, purposes, and audiences.			
	Writes legibly-print/cursive	Assessments, Tasks, Teacher Observation	Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.			

Mathematics: Grade 4

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 Mastery 80%-100%	Above Grade Level 4 1 year or more with observable evidence
Operations and Algebraic Thinking	Writes and interprets numerical expressions	Curriculum and teacher created assessments and tasks	1. Interpret a multiplication equation as a comparison (e.g. 35=5x7 as a statement: 35 is 5 times as many as 7). 2. Multiply or divide to solve word problems involving multiplicative comparison (e.g., by using drawings and equations), distinguish multiplicative comparison from additive comparison. 3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems with remainders. Represent these problems with equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.			
	Demonstrates familiarity with factors and multiples	Curriculum and teacher created assessments and tasks	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number and prime or composite.			
	Generates and analyzes patterns	Curriculum and teacher created assessments and tasks	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.			
Numbers and Operations in Base 10	Demonstrates understanding of place value with multi-digit numbers	Curriculum and teacher created assessments and tasks	1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 3. Use place value understanding to round multi-digit whole numbers to any place.			
	Demonstrates understanding of place value and properties to perform multi-digit operations	Curriculum and teacher created assessments and tasks	1. Fluently add and subtract multi-digit whole numbers. 2. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 3. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain using equations, rectangular arrays, and/or area models.			
Numbers & Operations in Fractions	Demonstrates understanding of fraction equivalence and ordering	Curriculum and teacher created assessments and tasks	1. Explain why a fraction a/b is equivalent to a fraction (n x a)/ (n x b) by using visual fraction models. Use this principle to recognize and generate equivalent fractions. 2. Compare two fractions with different numerators and different denominators, Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions (e.g., by using a visual model).			
	Builds fractions from unit fractions	Curriculum and teacher created assessments and tasks	*Assess in Trimesters 2 and 3 1. Understand a fraction a/b with a>1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way. c. Add and subtract mixed numbers with like denominators. d. Solve word problems involving addition and subtraction of fractions by using visual models and equations to represent the problem. 2. Apply and extend previous understanding of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of 1/b. b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number			

	Demonstrates understanding of decimal notation and comparison of fractions	Curriculum and teacher created assessments and tasks	Understand decimal notation for fractions, and compare decimal fractions. a. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. b. Use decimal notation for fractions with denominators 10 or 100. c. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, <, and justify the conclusions (e.g. by using the number line or another visual model).
Measurement and Data	Problem solves with measurement/ conversions	Curriculum and teacher created assessments and tasks	1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
	Represents and interprets data	Curriculum and teacher created assessments and tasks	Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information presented in line plots.
	Understands measurement and concepts of angles	Curriculum and teacher created assessments and tasks	1. Make a line plot to display a data set of measurements in fractions of a unit (1/2, ¼, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. 2. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 3. Measure angles in whole-number degrees using a protractor. Sketch angles of a specified measure. 4. Recognize angle measurement as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.
Geometry	Draws, identifies, and classifies lines, angles, and shapes	Curriculum and teacher created assessments and tasks	1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles. 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Mathematical Claims	Claim #1- Understands concepts and procedures	Teacher observations and tasks	Explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
	Claim #2- Uses problem solving strategies	Teacher observations and tasks	Solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.
	Claim #3- Communicates reasoning	Teacher observations and tasks	Clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
	Claim #4- Models and analyzes data	Teacher observations and tasks	Analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Additional Subject Areas: Grade 4

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 80%-100%	Above Grade Level 4 1 year or more with observable evidence
History/Social Science Science	Geography	Teacher created assessments	1. Understands the four geographic regions and natural features of California. 2. Compares and contrasts the regions of California. 3. Analyzes the causes of California earthquakes. 4. Explains and uses latitude and longitude to find places on a map. 5. Reads and interprets an elevation map. 6. Reads a road map.			
	History	Teacher created assessments	1. Identifies the influence of geographic condition on Native American life. 2. Identifies the importance of Cabrillo/Ferrelo expedition. 3. Explains the reasons for Spanish interest in California. 4. Explains the motives for Spain's colonization of California. 5. Explains the growth of the missions in California. 6. Analyzes the reasons why Native Americans came to the missions. 7. Describes daily life at the mission. 8. Analyzes how the gold rush changed California. 9. Analyzes the impact of the Gold Rush on California economy. 10. Understands why the federal government was committed to building the railroad. 11. Understands the railroad act. 12. Identifies the factors that led to Chinese immigration.			
	Government	Teacher created assessments	1. Identifies how local governments solve problems. 2. Describes the roles of the three branches of state government. 3. Compares government at the state and national levels.			
	Economics	Teacher created assessments	1. Identifies how natural resources affect the California economy. 2. Describe the immigrants experience in California, and analyze why immigrants come to California. 3. Describes California's economy.			
Science	Physical Science	Teacher created assessments	1. Understands the study of magnets, magnetic fields, and how they exert force in all directions 2. Understands that electrical energy is changed into useful forms of energy in electric devices			
	Life Science	Teacher created assessments	1. Understands the study of living things in an environment, together with all nonliving things that support them 2. Understands the study of ecosystems and the elements that support them			
	Earth Science	Teacher created assessments	1. Understands wind, water and erosion can shape the land. 2. Understands rocks and minerals have distinct properties. 3. Understands the earth is made of several different layers.			
Listening & Speaking	Delivers oral presentations	Teacher created assessments	Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
	Participates actively in discussions	Teacher created assessments	Student engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			
	Listens, responds, and communicates clearly	Teacher created assessments	1. Demonstrates command of the conventions of standard English grammar and usage when writing or speaking. 2. Differentiates between contexts that call for formal English and situations where formal or informal discourse is appropriate. Use formal English when appropriate to task and situation.			
Additional Subject Areas	Visual & Performing Arts	Teacher created assessments	1. Applies artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. 2. Applies vocal and instrumental musical skills in performing a varied repertoire of music. They will compose, arrange, and improvise melodies, variations, and accompaniments.			
	P.E.	Observations	1. Participates in regular activities to improve their skills in cooperative games, recreational activities such as walking, and jumping rope, fitness and aerobic activities, and dancing and rhythmic movement.			

Language Arts: Fifth Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 5 80%-100%	Above Grade Level 5 1 year or more with observable evidence
Reading: Literary Text	Reading Level	SRI, DRA, or Wonders	Assess reading level in Trimester 2 and 3 if appropriate. Use measurement tools, as appropriate			
	Understands Key Ideas and Details	Assessments, Tasks, Teacher Observations	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text			
	Summarizes the text and determines the theme	Assessments, Tasks, Teacher Observations	Determine a theme of a story from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text			
	Analyze characters, settings, and plot	Assessments, Tasks, Teacher Observations	Compare and contrast two or more characters, settings, or events in a story, drawing on specific details in the text			
Reading: Informational Text	Refers to the text when asking and answering questions about key details in the text	Assessments, Tasks, Teacher Observations	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text			
	Summarizes the text and determines the main ideas and key details	Assessments, Tasks, Teacher Observations	1. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text 2. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific or technical text based on specific information in the text			
	Describes text structure	Assessments, Tasks, Teacher Observations	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts			
Foundations for Reading	Phonics and word recognition (decodes and reads sight words)	Assessments, Tasks, Teacher Observations	Know and apply grade-level phonics and word analysis skills in decoding words • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context			
	Fluency	Assessments, Tasks, Teacher Observations	Read with sufficient accuracy and fluency to support comprehension • Read on-level text with purpose and understanding • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary			
Language	Uses knowledge of conventions of Standard English in writing (capitalization, punctuation and spelling)	Assessments, Tasks, Teacher Observations	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing • Use punctuation to separate items in a series • Use a comma to separate an introductory element from the rest of the sentence • Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address • Use underlining, quotation marks, or italics to indicate titles of works • Spell grade-appropriate words correctly, consulting references as needed			
	Uses grade-level appropriate vocabulary in writing	Assessments, Tasks, Teacher Observations	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships			
Writing	Opinion	Assessments, Tasks	Write opinion pieces on topics or text, supporting a point of view with reasons and information			
	Information/Explanatory	Assessments, Tasks	Write information/explanatory texts to examine a topic and convey ideas and information clearly			
	Narrative	Assessments, Tasks	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			
	Conducts short research projects	Assessments, Tasks	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic for a range of discipline-specific tasks, purposes, and audiences			

Mathematics: Fifth Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 Mastery 80%-100%	Above Grade Level 4 1 year or more with observable evidence
Operations and Algebraic Thinking	Writes and interprets numerical expressions	Curriculum and teacher created assessments	1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols 2. Write simple expressions and interpret numerical expressions without evaluating them 3. Express a whole number in the range 0-50 as a product of its prime factor (e.g. find the prime factors of 24 and express 24 as 2x2x2x3)			
	Analyzes patterns and relationships	Curriculum and teacher created assessments	Assess in Trimester 2 and 3 1. Generate two numerical patterns using two given rules 2. Identify apparent relationships between corresponding terms 3. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered airs on a coordinate plane			
Numbers & Operations in Base 10	Understands place value	Curriculum and teacher created assessments	1. Recognizes that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left 2. Explain patterns in the number of zeros in the product when multiplying a number by powers of 10 3. Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 4. Use whole-number exponents to denote powers of 10 5. Read, write, and compare decimals to thousandths 6. Use place value understanding to round decimals to any place			
	Performs operations with multi-digit whole numbers and decimals to the hundredths	Curriculum and teacher created assessments	1. Fluently add and subtract multi-digit whole numbers 2. Multiply a whole number of up to four digits by a one-digit whole number 3. Multiply two two-digit numbers, using strategies based on place value and the properties of operations 4. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models 5. Find whole-number quotients and remainders using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division			
Numbers & Operations: Fractions	Uses equivalent fractions to +/- fractions	Curriculum and teacher created assessments	Assess in Trimester 2 and 3 1. Add and subtract fractions with unlike denominators 2. Solve word problems involving addition and subtraction of fractions 3. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answer			
	Multiplies and divides fractions	Curriculum and teacher created assessments	Assess in Trimester 2 and 3 1. Interpret a fraction as division of the numerator by the denominator (e.g., a/b = a ÷ b) 2. Multiply/Divide a fraction or whole number by a fraction 3. Interpret multiplication as scaling (resizing) 4. Solve real world problems involving multiplication of fractions and mixed numbers			
Measurement and Data	Converts like measurement units within a given system	Curriculum and teacher created assessments	Assess in Trimester 2 and 3 Convert among different-size standard units within a given measurement system and use these conversions in solving multi-step, real-world problems			
	Represents and interprets data	Curriculum and teacher created assessments	Assess in Trimester 2 and 3 1. Make a line plot to display a data set of measurements in fractions of a unit (½, ¼) 2. Solve problems involving addition and subtraction of fractions by using information presented in line plots			
	Geometric measurement	Curriculum and teacher created assessments	Assess in Trimester 2 and 3 1. Recognize volume as an attribute of solid figures and understand concepts of volume measurement 2. Measure volumes by counting unit cubes using cubic cm, cubic in, etc. 3. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume			

Geometry	Graphs points on the coordinate plane to solve real-world mathematical problems	Curriculum and teacher created assessments ESGI	Assess in Trimester 2 and 3 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane 3. Interpret coordinate values of points in the context of the situation
	Classifies two-dimensional figures into categories based on their properties	Curriculum and teacher created assessments	Assess in Trimester 2 and 3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (e.g., all rectangles have four right angles and squares are rectangles, so all squares have four right angles)
Mathematical Claims	Claim #1 – Understands Concepts and Procedures	Observations, Tasks	Explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency
	Claim #2 – Uses Problem-Solving Strategies	Observations, Tasks	Solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies
	Claim #3 – Communicates Reasoning	Observations, Tasks	Clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others
	Claim #4 – Models and Analyzes Data	Observations, Tasks	Analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems

Additional Subject Areas: Fifth Grade

Domain	Skill Assessed	Measurement Tool	Below Grade Level 1 49% or Less	Approaching Grade Level 2 50%-79%	Mastery of Grade Level 3 80%-100%	Above Grade Level 4 1 year or more with observable evidence
History/Social Science	US Exploration and Settlers	Teacher created assessments	Understands the political, religious, social, and economic institutions that evolved in the colonial era			
	Colonial Era and the American Revolution	Teacher created assessments	Describes the views, lives, and impact of key individuals during this period (e.g., King George II, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams)			
	Westward Movement	Teacher created assessments	Describes the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic			
Science	Physical Science	Teacher created assessments	1. Understands magnets, magnetic fields and how they exert force in all directions 2. Understands electrical energy is changed into useful forms of energy in electric devices			
	Life Science	Teacher created assessments	1. Understands how living things in an environment work together with all nonliving things that support them 2. Describes ecosystems and the elements that support them			
	Earth Science	Teacher created assessments	1. Knows that most of the Earth is covered in salt water 2. Knows all aspects of the water cycle 3. Knows the elements of the earth's atmosphere 4. Identifies objects within the Earth's solar system			
Listening & Speaking	Delivers oral presentations	Teacher created assessments	Reports on a topic or text, or presents an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes • Includes multimedia components and visual displays when appropriate to enhance the development of main ideas/themes • Adapts speech to a variety of contexts and tasks			
	Participates actively in discussions	Teacher created assessments	Engages effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly			
	Listens, responds, and communicates clearly	Teacher created assessments	1. Adapts speech to a variety of contexts and tasks, using formal English when appropriate to task and situation 2. Demonstrates command of the conventions of standard English grammar and usage when speaking			
Additional Subject Areas	Visual & Performing Arts	Teacher created assessments	1. Applies artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art 2. Applies vocal and instrumental musical skills in performing a varied repertoire of music. They will compose and arrange and improvise melodies, variations, and accompaniments.			
	P.E.	Observations	Participates in regular activities to improve their skills in cooperative games, recreational activities such as walking, and jumping rope, fitness and aerobic activities, and dancing and rhythmic movement			

Learning, Innovation, Life & Career Skills: All Grades

Domain	Skill Assessed	Measurement Tool	Rarely 1	Sometimes 2	Usually 3	Consistently 4
Learning and Innovation	Creativity & Innovation	Teacher Observations	1. Student is creative and innovative in in a variety of academic settings 2. Student applies existing knowledge to generate new ideas, products, or processes 3. Student creates original works as a means of personal or group expression			
	Critical Thinking and Problem Solving	Teacher Observations	1. Student uses appropriate digital tools and resources. 2. Student plans and manages activities to develop a solution or complete a project 3. Student explores alternative solutions			
	Communication and collaboration	Teacher Observations	1. Student uses digital media to work collaboratively 2. Student interacts and collaborate in a variety of environments and media 3. Student communicates information and ideas to audiences 4. Student contributes to teams to produce original works or solve problems			
Life & Career Skills	Flexibility & Adaptability	Teacher Observations	1. Student adapts to varied roles, jobs responsibilities, schedules and contexts 2. Student is able to adapt to change. 3. Student is flexible and incorporate feedback effectively 4. Student deals positively with praise, setbacks and criticism 5. Student understands, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments			
	Initiative and Self-Direction	Teacher Observations	1. Student sets goals with tangible and intangible success criteria 2. Student balances tactical (short-term) and strategic (long-term) goals 3. Student utilizes time and manage workload efficiently 4. Student monitor s, define, prioritize and complete tasks without direct oversight 5. Student is self-directed learners 6. Student goes beyond basic mastery of skills and/or curriculum to explore and expand 7. one's own learning and opportunities to gain expertise 8. Student demonstrates initiative to advance skill levels towards a professional level 9. Student demonstrates commitment to learning as a lifelong process 10. Student critically reflects on past experiences in order to inform future progress			
	Social & Cross Cultural Skills	Teacher Observations	1. Student interacts effectively with others 2. Student knows when it is appropriate to listen and when to speak 3. Student conducts him/herself in a respectable, professional manner			
	Productivity & Accountability	Teacher Observations	1. Student sets and meet goals, even in the face of obstacles and competing pressures 2. Student prioritizes, plan and manage work to achieve the intended result 3. Student produces Results 4. Student demonstrates additional attributes associated with producing high quality products including the abilities to: a. work positively and ethically b. manage time and projects effectively c. participate actively, as well as be reliable and punctual d. present oneself professionally and with proper etiquette e. collaborate and cooperate effectively with teams f. respect and appreciate team diversity g. be accountable for results			
	Leadership & Responsibility	Teacher Observations	1. Student guides and lead others 2. Student uses interpersonal and problem-solving skills to influence and guide others toward a goal 3. Student leverages strengths of others to accomplish a common goal 4. Student inspires others to reach their very best via example and selflessness 5. Student demonstrates integrity and ethical behavior in using influence and power 6. Student is responsible to others 7. Student act responsibly with the interests of the larger community in mind			
	Digital Citizenship	Teacher Observations	1. Student understands human, cultural, and societal issues related to technology and practice legal and ethical behavior. 2. Student advocates and practice safe, legal, and responsible use of information and technology 3. Student exhibits a positive attitude toward using technology that supports collaboration, 4. learning, and productivity 5. Student demonstrates personal responsibility for lifelong learning 6. Student exhibits leadership for digital citizenship			