DICKINSON
INDEPENDENT SCHOOL DISTRICT

Grade 1 Mathematics and Science Standards-Based Rubric

Student:	Teacher:

Possible Evidence of Indicators

Observations:

- Whole Group Instruction
- Guided Math Instruction
- Work Stations
- Independent Work
- Math Stretch
- Math Talk
- Math Share Time
- Anecdotal Data

Conversations:

- Whole Group Instruction
- Guided Math Instruction
- Guided Math Conferences
- Work Stations
- Independent Work
- Math Share Time
- Diagnostic Interviews

Products:

- Independent Work Aligned to the TEKS
- Formative Assessment Data
- District-Created Sample Assessment Items
- Team Created Common Formative Assessments
- District Created Formative Assessments
- Work Station Tasks
- Performance Tasks
- Math Journals
- Graphic Organizers
- Foldables
- Portfolios
- Self-Assessment Tasks

1st Nine Weeks

3 - Masters Standard	• Demonstrates and applies knowledge and understanding of learned concepts and skills • Meets requirements for grade-level work • Completes work accurately and independently
2 - Meets Standard	• Demonstrates partial knowledge and understanding of concepts and skills • Beginning to meet requirements for grade-level work • Requires extra time, instruction, assistance and/or practice
1 - Approaching Standard	• Demonstrates minimal knowledge and understanding of concepts and skills • Seldom meets requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice
0 - Does Not Meet Standard	• Has not made progress toward knowledge and understanding of concepts and skills • Does not meet requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice

Mathematical Process Standards				
1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G **Uses mathematical process standards to demonstrate understanding**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7 indicators
Anecdotal Data:	_____Applies mathematics to problems arising in everyday life, society, and the workplace _____Uses a problem-solving model _____Selects tools and techniques to solve problems _____Communicates mathematical ideas, reasoning, and their implications _____Creates and uses representations to organize, record, and communicate mathematical ideas _____Analyzes mathematical relationships to connect and communicate mathematical ideas _____Displays, explains, and justifies mathematical ideas and arguments using precise mathematical language in written or oral communication			

Number & Operations				
Place Value:1.2B,1.2C,1.3A,1.5E (0-20) **Composes, decomposes, and represents numbers in more than one way**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicator	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____Composes and decomposes numbers into tens and ones using concrete models (0-20) _____Composes and decomposes numbers into tens and ones using pictorial models (0-20) _____Composes and decomposes numbers into tens and ones in more than one way (0-20) _____Represents numbers using expanded form (0-20) _____Represents numbers using standard form (0-20)			

Place Value:1.2D,1.2E,1.2G,1.2F (0-20) **Compares and orders numbers**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Generates a number that is greater or less than a given number (0-20) _____Determines the number that is more or less than a given number (0-20) _____Uses place value and comparative language to compare two numbers (0-20) _____Represents comparisons of two numbers using >, <, or = (0-20) _____Uses place value to order numbers (0-20) _____Uses open number lines to order numbers (0-20)			
Simple Addition Strategies and Word Problems: 1.3D, 1.3E, 1.5E, 1.5D, 1.3F **Applies and explains basic fact strategies. Focus on:** **Count on +1, +2, +3;** **Doubles & Near Doubles** **Represents, generates, and solves addition problems**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Apply basic fact strategies to add within 20 _____Explain strategies used to solve addition problems up to 20 using spoken words, objects, pictorial models, and number sentences _____Understands that the expressions on each side of the equal sign represent the same value(s) _____Represents addition word problems using concrete and pictorial models and number sentences _____Generates problem situations when given an addition number sentence _____Solves problem situations when given an addition number sentence			
Coins: 1.4A, 1.4B **Identifies values and relationships among coins and the value of a collection of coins**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1-2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____Identifies pennies, nickels, dimes, and quarters by name _____Identifies the individual value of a penny, nickel, dime, and quarter _____Uses the cent symbol to describe the value of a penny, nickel, dime, and quarter _____Describes the relationship between pennies and a nickel, pennies and a dime, and pennies and a quarter _____Describes the relationship between nickels and a dime and nickels and a quarter			

Algebraic Reasoning				
Ongoing: 1.5A **Recite numbers forward and backward from any given number between 1 and 120**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-6 indicator	The student demonstrates mastery of: 7-10 indicators	The student demonstrates mastery of: 11-12 indicators
Anecdotal Data:	_____Recites numbers forward from 1 to 20 _____Recites numbers forward from 1 to 99 _____Recites numbers forward from 1 to 120 _____Recites numbers backward from 20 to 1 _____Recites numbers backward from 99 to 1 _____Recites numbers backward from 120 to 1 _____Recites numbers forward from any given number to 20 _____Recites numbers forward from any given number to 99 _____Recites numbers forward from any given number to 120 _____Recites numbers backward from any given number (within 20) _____Recites numbers backward from any given number (within 99) _____Recites numbers backward from any given number (within 120)			
Science Process Standards				
1.1A, 1.1B, .2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.3A, 1.3B, 1.3C, 1.4A, 1.4B **Uses science process standards to demonstrate understanding**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-8 indicators	The student demonstrates mastery of: 9 indicators
Anecdotal Data:	_____Demonstrates safe and healthy practices during classroom and outdoor investigations _____Conserves natural resources _____Plans and conducts simple descriptive investigations _____Collects data and make observations using simple tools _____Records and organizes data using pictures, number, and words _____Communicates observations and provide reasons for explanations _____Identifes and explains a problem and propose a solution _____Use tools and models to investigate the natural world _____Measures and compares organisms and objects using non-standard units			

Matter and Energy				
1.5A, 1.5C **Classify objects by observable properties**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicator	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Classifies objects by comparative size (larger and smaller) _____Classifies objects by comparative weight (heavier and lighter) _____Classifies objects by shape _____Classifies objects by color _____Classifies objects by texture _____Classify objects by the materials from which they are made			
1.5B **Predict and identify changes in materials caused by heating and cooling**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Uses correct vocabulary to identify changes in materials caused by heating _____Uses correct vocabulary to identify changes in materials caused by cooling _____Predicts changes in materials caused by heating _____Predicts changes in materials caused by cooling			

2nd Nine Weeks

3 - Masters Standard	• Demonstrates and applies knowledge and understanding of learned concepts and skills • Meets requirements for grade-level work • Completes work accurately and independently
2 - Meets Standard	• Demonstrates partial knowledge and understanding of concepts and skills • Beginning to meet requirements for grade-level work • Requires extra time, instruction, assistance and/or practice
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Mathematical Process Standards				
1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G **Uses mathematical process standards to demonstrate understanding**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7 indicators
Anecdotal Data:	_____Applies mathematics to problems arising in everyday life, society, and the workplace _____Uses a problem-solving model _____Selects tools and techniques to solve problems _____Communicates mathematical ideas, reasoning, and their implications _____Creates and uses representations to organize, record, and communicate mathematical ideas _____Analyzes mathematical relationships to connect and communicate mathematical ideas _____Displays, explains, and justifies mathematical ideas and arguments using precise mathematical language in written or oral communication			

Number & Operations				
Place Value:1.2B,1.2C,1.3A,1.5E (0-99) **Composes, decomposes, and represents numbers in more than one way**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicator	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____Composes and decomposes numbers into tens and ones using concrete models (0-99) _____Composes and decomposes numbers into tens and ones using pictorial models (0-99) _____Composes and decomposes numbers into tens and ones in more than one way (0-99) _____Represents numbers using expanded form (0-99) _____Represents numbers using standard form (0-99)			
Place Value:1.2D,1.5C,1.2E,1.2G,1.2F (0-99) **Compares and orders numbers**:	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Generates a number that is greater or less than a given number (0-99) _____Determines the number that is 10 more or 10 less than a given number (0-99) _____Uses place value and comparative language to compare two numbers (0-99) _____Represents comparisons of two numbers using >, <, or = (0-99) _____Uses place value to order numbers (0-99) _____Uses open number lines to order numbers (0-99)			
More Addition Strategies, Simple Subtraction Strategies, and Word Problems: 1.3D, 1.3E, 1.5E, 1.5D, 1.3F **Applies and explains basic fact strategies. Focus on Addition:** Make 10; Make 10 & More Focus on Subtraction: Count back -1, -2, -3 **Represents, generates, and solves addition and subtraction problems**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-8 indicators	The student demonstrates mastery of: 9-11 indicators
Anecdotal Data:	_____Apply basic fact strategies to add within 20 _____Apply basic fact strategies to subtract within 20 _____Explain strategies used to solve addition problems up to 20 using spoken words, objects, pictorial models, and number sentences _____Explain strategies used to solve subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences			

	_____Understands that the expressions on each side of the equal sign represent the same value(s) _____Represents addition word problems using concrete and pictorial models and number sentences _____Represents subtraction word problems using concrete and pictorial models and number sentences _____Generates problem situations when given an addition number sentence _____Generates problem situations when given a subtraction number sentence _____Solves problem situations when given an addition number sentence _____Solves problem situations when given a subtraction number sentence			
Coins: 1.4A, 1.4B, 1.5B **Identifies values and relationships among coins and the value of a collection of coins**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identifies pennies, nickels, dimes, and quarters by name _____Identifies the individual value of a penny, nickel, dime, and quarter _____Uses the cent symbol to describe the value of a penny, nickel, dime, and quarter _____Describes the relationship between pennies and a nickel, pennies and a dime, and pennies and a quarter _____Describes the relationship between nickels and a dime and nickels and a quarter _____Uses relationships to count by 2s, 5s, and 10s to determine the value of a collection of pennies, nickels and/or dimes			
Algebraic Reasoning				
Ongoing: 1.5A **Recite numbers forward and backward from any given number between 1 and 120**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-6 indicator	The student demonstrates mastery of: 7-9 indicators	The student demonstrates mastery of: 10-12 indicators
Anecdotal Data:	_____Recites numbers forward from 1 to 20 _____Recites numbers forward from 1 to 99 _____Recites numbers forward from 1 to 120 _____Recites numbers backward from 20 to 1 _____Recites numbers backward from 99 to 1 _____Recites numbers backward from 120 to 1			

	_____Recites numbers forward from any given number to 20 _____Recites numbers forward from any given number to 99 _____Recites numbers forward from any given number to 120 _____Recites numbers backward from any given number (within 20) _____Recites numbers backward from any given number (within 99) _____Recites numbers backward from any given number (within 120)			
Coins: 1.5B **Skip-counts by 2, 5, and 10 to determine the number of objects in a set**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____Skip-counts by 2s to determine the total number of objects in a set (0-99) _____Skip-counts by 5s to determine the total number of objects in a set (0-99) _____Skip-counts by 10s to determine the total number of objects in a set (0-99)			
Geometry & Measurement				
2D Geometry: 1.6A,1.6B,1.6D,1.6C,1.6F **Identifies, classifies, sorts, and composes two-dimensional shapes**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Distinguishes between attributes that define a two-dimensional figure and attributes that do not define the shape _____Classifies and sorts two-dimensional shapes based on attributes using informal geometric language _____Identifies two-dimensional shapes _____Describes the attributes of two-dimensional shapes using formal geometric language _____Creates two-dimensional figures, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons _____Composes two-dimensional shapes by joining figures to produce a target shape			
3D Geometry: 1.6E, 1.6B **Identifies and describes three-dimensional solids**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____Distinguishes between attributes that define a three-dimensional figure and attributes that do not define the shape _____Identifies three-dimensional solids _____Describes the attributes of three-dimensional solids using formal geometric language			

Fractions: 1.6G, 1.6H **Describes and identifies fractions**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Partitions two-dimensional figures into two fair shares or equal parts _____Describes two fair shares or equal parts using words _____Partitions two-dimensional figures into four fair shares or equal parts _____Describes four fair shares or equal parts using words _____Identifies examples and non-examples of halves _____Identifies examples and non-examples of fourths			
Science Process Standards				
1.1A, 1.1B, .2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.3A, 1.3B, 1.3C, 1.4A, 1.4B **Uses science process standards to demonstrate understanding**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-8 indicators	The student demonstrates mastery of: 9 indicators
Anecdotal Data:	_____Demonstrates safe and healthy practices during classroom and outdoor investigations _____Conserves natural resources _____Plans and conducts simple descriptive investigations _____Collects data and make observations using simple tools _____Records and organizes data using pictures, number, and words _____Communicates observations and provide reasons for explanations _____Identifes and explains a problem and propose a solution _____Use tools and models to investigate the natural world _____Measures and compares organisms and objects using non-standard units			
Matter and Energy				
1.5A, 1.5C **Classify objects by observable properties**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicator	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Classifies objects by comparative size (larger and smaller) _____Classifies objects by comparative weight (heavier and lighter) _____Classifies objects by shape _____Classifies objects by color _____Classifies objects by texture _____Classify objects by the materials from which they are made			

1.5B **Predict and identify changes in materials caused by heating and cooling**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Uses correct vocabulary to identify changes in materials caused by heating _____Uses correct vocabulary to identify changes in materials caused by cooling _____Predicts changes in materials caused by heating _____Predicts changes in materials caused by cooling			
Force, Motion, and Energy				
1.6A **Identify how different forms of energy are important to everyday life**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identifies examples of light energy in everyday life _____Identifies examples of thermal energy in everyday life _____Identifies examples of sound energy in everyday life _____Identifies how light energy is important to life _____Identifies how thermal energy is important to life _____Identifies how sound energy is important to life			
1.6B, 1.6C **Demonstrate and record the way objects move**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-4 indicators	The student demonstrates mastery of: 5-7 indicators	The student demonstrates mastery of: 8 indicators
Anecdotal Data:	_____Demonstrates how a magnets can be used to push/pull an object _____Predict if an object will be pushed or pulled by a magnet _____Demonstrate and identify that objects can be moved in a straight line _____Demonstrate and identify that objects can be moved in a zig-zag _____Demonstrate and identify that objects can be moved up and down _____Demonstrate and identify that objects can be moved back and forth _____Demonstrate and identify that objects can be moved round and round _____Demonstrate and identify that objects can be moved fast and slow			

Earth and Space				
1.7A, 1.7B **Know that the natural world includes rock, soil, and water**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identify that soil is composed of broken down pieces of rock and organic material _____Describe soil components by size, texture, and color _____Compare soil components by size, texture, and color _____Sort soil components by size, texture, and color _____Identify natural sources of water including streams, lakes, and oceans _____Describe natural sources of water by relative size, water type, and general shape			
1.7C, 1.1B **Identify how natural resources are used to make products and how we can conserve these resources**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Identify how rocks, soil, and water are used to make products _____Identify what are natural resources _____Identify how we use natural resources _____Identify how we can conserve natural resources			

3rd Nine Weeks

3 - Masters Standard	• Demonstrates and applies knowledge and understanding of learned concepts and skills • Meets requirements for grade-level work • Completes work accurately and independently
2 - Meets Standard	• Demonstrates partial knowledge and understanding of concepts and skills • Beginning to meet requirements for grade-level work • Requires extra time, instruction, assistance and/or practice
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Mathematical Process Standards				
1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G **Uses mathematical process standards to demonstrate understanding**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6-7 indicators
Anecdotal Data:	_____Applies mathematics to problems arising in everyday life, society, and the workplace _____Uses a problem-solving model _____Selects tools and techniques to solve problems _____Communicates mathematical ideas, reasoning, and their implications _____Creates and uses representations to organize, record, and communicate mathematical ideas _____Analyzes mathematical relationships to connect and communicate mathematical ideas _____Displays, explains, and justifies mathematical ideas and arguments using precise mathematical language in written or oral communication			

Number & Operations				
Place Value:1.2B,1.2C,1.3A,1.5E (0-120) **Composes, decomposes, and represents numbers in more than one way**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicator	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____Composes and decomposes numbers into tens and ones using concrete models (0-120) _____Composes and decomposes numbers into tens and ones using pictorial models (0-120) _____Composes and decomposes numbers into tens and ones in more than one way (0-120) _____Represents numbers using expanded form (0-120) _____Represents numbers using standard form (0-120)			
Place Value:1.2D,1.5C,1.2E,1.2G,1.2F (0-120) **Compares and orders numbers**:	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Generates a number that is greater or less than a given number (0-120) _____Determines the number that is 10 more or 10 less than a given number (0-120) _____Uses place value and comparative language to compare two numbers (0-120) _____Represents comparisons of two numbers using >, <, or = (0-100) _____Uses place value to order numbers (0-120) _____Uses open number lines to order numbers (0-120)			
More Subtraction Strategies, and Addition & Subtraction Word Problems: 1.3D, 1.3E, 1.5E, 1.5D, 1.3F, 1.3B **Applies and explains basic fact strategies. Focus on Subtraction:** Back Down Through 10; Build Up Through 10; Think Addition w/ Missing Addends **Represents, generates, and solves addition and subtraction problems**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-6 indicators	The student demonstrates mastery of: 7-10 indicators	The student demonstrates mastery of: 11-13 indicators
Anecdotal Data:	_____Apply basic fact strategies to add within 20 _____Apply basic fact strategies to subtract within 20 _____Explain strategies used to solve addition problems up to 20 using spoken words, objects, pictorial models, and			

	number sentences _____Explain strategies used to solve subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences _____Understands that the expressions on each side of the equal sign represent the same value(s) _____Represents addition word problems using concrete and pictorial models and number sentences _____Represents subtraction word problems using concrete and pictorial models and number sentences _____Generates problem situations when given an addition number sentence _____Generates problem situations when given a subtraction number sentence _____Solves problem situations when given an addition number sentence _____Solves problem situations when given a subtraction number sentence _____Solves addition word problems with unknowns as any one of the terms in the problem _____Solves subtraction word problems with unknowns as any one of the terms in the problem			
Coins: 1.4A, 1.4B, 1.5B **Identifies values and relationships among coins and the value of a collection of coins**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
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Algebraic Reasoning				
Ongoing: 1.5A **Recite numbers forward and backward from any given number between 1 and 120**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-6 indicator	The student demonstrates mastery of: 7-9 indicators	The student demonstrates mastery of: 10-12 indicators
Anecdotal Data:	_____Recites numbers forward from 1 to 20 _____Recites numbers forward from 1 to 99 _____Recites numbers forward from 1 to 120 _____Recites numbers backward from 20 to 1 _____Recites numbers backward from 99 to 1 _____Recites numbers backward from 120 to 1			

	_____Recites numbers forward from any given number to 20 _____Recites numbers forward from any given number to 99 _____Recites numbers forward from any given number to 120 _____Recites numbers backward from any given number (within 20) _____Recites numbers backward from any given number (within 99) _____Recites numbers backward from any given number (within 120)			
Coins: 1.5B **Skip-counts by 2, 5, and 10 to determine the number of objects in a set**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____Skip-counts by 2s to determine the total number of objects in a set (0-120) _____Skip-counts by 5s to determine the total number of objects in a set (0-120) _____Skip-counts by 10s to determine the total number of objects in a set (0-120)			
Properties of Operations:1.5G,1.5E,1.5F **Applies properties of operations**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6-7 indicators
Anecdotal Data:	_____Applies properties of operations to add two numbers _____Applies properties of operations to add three numbers _____Applies properties of operations to subtract two numbers _____Applies properties of operations to subtract three numbers _____Determines the unknown number in an addition equation (three terms) when the unknown may be any term in the equation _____Determines the unknown number in a subtraction equation (three terms) when the unknown may be any term in the equation _____Understands that the expressions on each side of the equal sign represent the same value(s)			
Geometry & Measurement				
2D Geometry:1.6A,1.6B,1.6D,1.6C,1.6F **Identifies, classifies, sorts, and composes two-dimensional shapes**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Distinguishes between attributes that define a two-dimensional figure and attributes that do not define the shape _____Classifies and sorts two-dimensional shapes based on attributes using informal geometric language _____Identifies two-dimensional shapes _____Describes the attributes of two-dimensional shapes using formal geometric language _____Creates two-dimensional figures, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons _____Composes two-dimensional shapes by joining figures to produce a target shape			

3D Geometry: 1.6E, 1.6B **Identifies and describes three-dimensional solids**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____Distinguishes between attributes that define a three-dimensional figure and attributes that do not define the shape _____Identifies three-dimensional solids _____Describes the attributes of three-dimensional solids using formal geometric language			
Fractions: 1.6G, 1.6H **Describes and identifies fractions**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Partitions two-dimensional figures into two fair shares or equal parts _____Describes two fair shares or equal parts using words _____Partitions two-dimensional figures into four fair shares or equal parts _____Describes four fair shares or equal parts using words _____Identifies examples and non-examples of halves _____Identifies examples and non-examples of fourths			
Science Process Standards				
1.1A, 1.1B, .2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.3A, 1.3B, 1.3C, 1.4A, 1.4B **Uses science process standards to demonstrate understanding**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-8 indicators	The student demonstrates mastery of 9 indicators
Anecdotal Data:	_____Demonstrates safe and healthy practices during classroom and outdoor investigations _____Conserves natural resources _____Plans and conducts simple descriptive investigations _____Collects data and make observations using simple tools _____Records and organizes data using pictures, number, and words _____Communicates observations and provide reasons for explanations _____Identifes and explains a problem and propose a solution _____Use tools and models to investigate the natural world _____Measures and compares organisms and objects using non-standard units			

Matter and Energy				
1.5A, 1.5C **Classify objects by observable properties**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicator	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Classifies objects by comparative size (larger and smaller) _____Classifies objects by comparative weight (heavier and lighter) _____Classifies objects by shape _____Classifies objects by color _____Classifies objects by texture _____Classify objects by the materials from which they are made			
1.5B **Predict and identify changes in materials caused by heating and cooling**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Uses correct vocabulary to identify changes in materials caused by heating _____Uses correct vocabulary to identify changes in materials caused by cooling _____Predicts changes in materials caused by heating _____Predicts changes in materials caused by cooling			
Force, Motion, and Energy				
1.6A **Identify how different forms of energy are important to everyday life**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identifies examples of light energy in everyday life _____Identifies examples of thermal energy in everyday life _____Identifies examples of sound energy in everyday life _____Identifies how light energy is important to life _____Identifies how thermal energy is important to life _____Identifies how sound energy is important to life			

1.6B, 1.6C **Demonstrate and record the way objects move**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-4 indicators	The student demonstrates mastery of: 5-7 indicators	The student demonstrates mastery of: 8 indicators
Anecdotal Data:	_____Demonstrates how a magnets can be used to push/pull an object _____Predict if an object will be pushed or pulled by a magnet _____Demonstrate and identify that objects can be moved in a straight line _____Demonstrate and identify that objects can be moved in a zig-zag _____Demonstrate and identify that objects can be moved up and down _____Demonstrate and identify that objects can be moved back and forth _____Demonstrate and identify that objects can be moved round and round _____Demonstrate and identify that objects can be moved fast and slow			
Earth and Space				
1.7A, 1.7B **Know that the natural world includes rock, soil, and water**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identify that soil is composed of broken down pieces of rock and organic material _____Describe soil components by size, texture, and color _____Compare soil components by size, texture, and color _____Sort soil components by size, texture, and color _____Identify natural sources of water including streams, lakes, and oceans _____Describe natural sources of water by relative size, water type, and general shape			
1.7C, 1.1B **Identify how natural resources are used to make products and how we can conserve**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Identify how rocks, soil, and water are used to make products _____Identify what are natural resources _____Identify how we use natural resources _____Identify how we can conserve natural resources			

1.8A,1.8C, 1.8D **Records daily weather information and begin to recognize patterns in the weather**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-9 indicators	The student demonstrates mastery of: 10-12 indicators
Anecdotal Data:	_____Read and use a demonstration thermometer _____Record weather information including relative temperature _____Identify forms of precipitation _____Record weather information including types of precipitation _____Record weather information including relative cloud coverage _____Demonstrate that air is all around _____Identify and observe that wind is moving air _____Record weather information including relative wind conditions _____Read weather data that has been recorded in charts and graphs _____Make predictions based on observable weather patterns _____Identify characteristics of the season cycle _____Identify that the season cycle repeats every year			
1.8B, 1.8C **Observes patterns in the appearance of objects in the sky**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Observe changes in the appearance of objects in the sky (Sun, Moon, stars) _____Record changes in the appearance of objects in the sky (Sun, Moon, stars) _____Identify characteristics of the day and night cycle _____Identify that the day night cycle repeats every 24 hours			
Organisms and Environments				
1.9A, 1.9B, 1.9C **Knows that the environment is composed of relationships between living and nonliving components**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identify the basic needs of living things _____Identify the difference between living and nonliving things _____Sort/classify examples of living organisms and nonliving things _____Analyze examples of interdependence found in various situations such as terrariums and aquariums _____identify examples of interdependence among living organisms such as energy transfer through food chains _____identify examples of interdependence among living organisms such as animals using plants for shelter			

4th Nine Weeks

3 - Masters Standard	• Demonstrates and applies knowledge and understanding of learned concepts and skills • Meets requirements for grade-level work • Completes work accurately and independently
2 - Meets Standard	• Demonstrates partial knowledge and understanding of concepts and skills • Beginning to meet requirements for grade-level work • Requires extra time, instruction, assistance and/or practice
1 - Approaching Standard	• Demonstrates minimal knowledge and understanding of concepts and skills • Seldom meets requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice
0 - Does Not Meet Standard	• Has not made progress toward knowledge and understanding of concepts and skills • Does not meet requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice

Mathematical Process Standards				
1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G **Uses mathematical process standards to demonstrate understanding**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6-7 indicators
Anecdotal Data:	_____Applies mathematics to problems arising in everyday life, society, and the workplace _____Uses a problem-solving model _____Selects tools and techniques to solve problems _____Communicates mathematical ideas, reasoning, and their implications _____Creates and uses representations to organize, record, and communicate mathematical ideas _____Analyzes mathematical relationships to connect and communicate mathematical ideas _____Displays, explains, and justifies mathematical ideas and arguments using precise mathematical language in written or oral communication			

Number & Operations				
Place Value:1.2B,1.2C,1.3A,1.5E (0-120) **Composes, decomposes, and represents numbers in more than one way**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicator	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____Composes and decomposes numbers into tens and ones using concrete models (0-120) _____Composes and decomposes numbers into tens and ones using pictorial models (0-120) _____Composes and decomposes numbers into tens and ones in more than one way (0-120) _____Represents numbers using expanded form (0-120) _____Represents numbers using standard form (0-120)			
Place Value:1.2D,1.5C,1.2E,1.2G,1.2F (0-120) **Compares and orders numbers**:	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Generates a number that is greater or less than a given number (0-120) _____Determines the number that is 10 more or 10 less than a given number (0-120) _____Uses place value and comparative language to compare two numbers (0-120) _____Represents comparisons of two numbers using >, <, or = (0-100) _____Uses place value to order numbers (0-120) _____Uses open number lines to order numbers (0-120)			
More Subtraction Strategies, and Addition & Subtraction Word Problems: 1.3D, 1.3E, 1.5E, 1.5D, 1.3F, 1.3B **Applies and explains basic fact strategies. Focus on Subtraction:** Back Down Through 10; Build Up Through 10; Think Addition w/ Missing Addends **Represents, generates, and solves addition and subtraction problems**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-6 indicators	The student demonstrates mastery of: 7-10 indicators	The student demonstrates mastery of: 11-13 indicators
Anecdotal Data:	_____Apply basic fact strategies to add within 20 _____Apply basic fact strategies to subtract within 20 _____Explain strategies used to solve addition problems up to 20 using spoken words, objects, pictorial models, and number sentences _____Explain strategies used to solve subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences _____Understands that the expressions on each side of the equal sign represent the same value(s)			

	_____Represents addition word problems using concrete and pictorial models and number sentences _____Represents subtraction word problems using concrete and pictorial models and number sentences _____Generates problem situations when given an addition number sentence _____Generates problem situations when given a subtraction number sentence _____Solves problem situations when given an addition number sentence _____Solves problem situations when given a subtraction number sentence _____Solves addition word problems with unknowns as any one of the terms in the problem _____Solves subtraction word problems with unknowns as any one of the terms in the problem			
Coins: 1.4A, 1.4B, 1.5B **Identifies values and relationships among coins and the value of a collection of coins**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identifies pennies, nickels, dimes, and quarters by name _____Identifies the individual value of a penny, nickel, dime, and quarter _____Uses the cent symbol to describe the value of a penny, nickel, dime, and quarter _____Describes the relationship between pennies and a nickel, pennies and a dime, and pennies and a quarter _____Describes the relationship between nickels and a dime and nickels and a quarter _____Uses relationships to count by 2s, 5s, and 10s to determine the value of a collection of pennies, nickels and/or dimes			
Algebraic Reasoning				
Ongoing: 1.5A **Recite numbers forward and backward from any given number between 1 and 120**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-6 indicator	The student demonstrates mastery of: 7-9 indicators	The student demonstrates mastery of: 10-12 indicators
Anecdotal Data:	_____Recites numbers forward from 1 to 20 _____Recites numbers forward from 1 to 99 _____Recites numbers forward from 1 to 120 _____Recites numbers backward from 20 to 1 _____Recites numbers backward from 99 to 1 _____Recites numbers backward from 120 to 1 _____Recites numbers forward from any given number to 20 _____Recites numbers forward from any given number to 99 _____Recites numbers forward from any given number to 120 _____Recites numbers backward from any given number (within 20) _____Recites numbers backward from any given number (within 99) _____Recites numbers backward from any given number (within 120)			

Coins: 1.5B **Skip-counts by 2, 5, and 10 to determine the number of objects in a set**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____Skip-counts by 2s to determine the total number of objects in a set (0-120) _____Skip-counts by 5s to determine the total number of objects in a set (0-120) _____Skip-counts by 10s to determine the total number of objects in a set (0-120)			
Properties of Operations:1.5G,1.5E,1.5F **Applies properties of operations**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-4 indicators	The student demonstrates mastery of: 5-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	_____Applies properties of operations to add two numbers _____Applies properties of operations to add three numbers _____Applies properties of operations to subtract two numbers _____Applies properties of operations to subtract three numbers _____Determines the unknown number in an addition equation (three terms) when the unknown may be any term in the equation _____Determines the unknown number in an addition equation (four terms) when the unknown may be any term in the equation _____Determines the unknown number in a subtraction equation (three terms) when the unknown may be any term in the equation _____Determines the unknown number in a subtraction equation (four terms) when the unknown may be any term in the equation _____Understands that the expressions on each side of the equal sign represent the same value(s)			
Geometry & Measurement				
2D Geometry:1.6A,1.6B,1.6D,1.6C,1.6F **Identifies, classifies, sorts, and composes two-dimensional shapes**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Distinguishes between attributes that define a two-dimensional figure and attributes that do not define the shape _____Classifies and sorts two-dimensional shapes based on attributes using informal geometric language _____Identifies two-dimensional shapes _____Describes the attributes of two-dimensional shapes using formal geometric language _____Creates two-dimensional figures, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons _____Composes two-dimensional shapes by joining figures to produce a target shape.			

3D Geometry: 1.6E, 1.6B **Identifies and describes three-dimensional solids**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____Distinguishes between attributes that define a three-dimensional figure and attributes that do not define the shape _____Identifies three-dimensional solids _____Describes the attributes of three-dimensional solids using formal geometric language			
Fractions: 1.6G, 1.6H **Describes and identifies fractions**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Partitions two-dimensional figures into two fair shares or equal parts _____Describes two fair shares or equal parts using words _____Partitions two-dimensional figures into four fair shares or equal parts _____Describes four fair shares or equal parts using words _____Identifies examples and non-examples of halves _____Identifies examples and non-examples of fourths			
Measurement: 1.7A, 1.7B, 1.7D, 1.7C **Measures and describes length**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
	_____Uses measuring tools to measure the length of objects _____Describes a length to the nearest whole unit using a number and a unit _____Measures objects with units of two different lengths and describes why the measurements differ			
Time 1.7E **Tells time to the hour and half hour**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1-2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
	_____Tells time to the hour on analog clocks _____Tells time to the hour on digital clocks _____Tells time to the half hour on analog clocks _____Tells time to the half hour on digital clocks			

Data Analysis				
1.8A, 1.8B, 1.8C **Creates graphs and answers questions**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6-7 indicators
	_____Collects, sorts, and organizes data using tally marks or T-charts _____Uses data to create picture graphs _____Draws conclusions and answers questions using information from picture graphs _____Generates and answers questions using information from picture graphs _____Uses data to create bar-type graphs _____Draws conclusions and answers questions using information from bar-type graphs _____Generates and answers questions using information from bar-type graphs			
Personal Financial Literacy				
1.9A, 1.9B, 1.9C, 1.9D **Applies mathematical process standards to manage financial resources**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1-2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Defines money earned as income _____Identifies income as a means of obtaining goods and services and makes decisions between needs and wants _____Distinguishes between spending and saving _____Considers charitable giving			
Science Process Standards				
1.1A, 1.1B, .2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.3A, 1.3B, 1.3C, 1.4A, 1.4B **Uses science process standards to demonstrate understanding**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-8 indicators	The student demonstrates mastery of: 9 indicators
Anecdotal Data:	_____Demonstrates safe and healthy practices during classroom and outdoor investigations _____Conserves natural resources _____Plans and conducts simple descriptive investigations _____Collects data and make observations using simple tools _____Records and organizes data using pictures, number, and words _____Communicates observations and provide reasons for explanations _____Identifes and explains a problem and propose a solution _____Use tools and models to investigate the natural world _____Measures and compares organisms and objects using non-standard units			

Matter and Energy				
1.5A, 1.5C **Classify objects by observable properties**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicator	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Classifies objects by comparative size (larger and smaller) _____Classifies objects by comparative weight (heavier and lighter) _____Classifies objects by shape _____Classifies objects by color _____Classifies objects by texture _____Classify objects by the materials from which they are made			
1.5B **Predict and identify changes in materials caused by heating and cooling**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Uses correct vocabulary to identify changes in materials caused by heating _____Uses correct vocabulary to identify changes in materials caused by cooling _____Predicts changes in materials caused by heating _____Predicts changes in materials caused by cooling			
Force, Motion, and Energy				
1.6A **Identify how different forms of energy are important to everyday life**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identifies examples of light energy in everyday life _____Identifies examples of thermal energy in everyday life _____Identifies examples of sound energy in everyday life _____Identifies how light energy is important to life _____Identifies how thermal energy is important to life _____Identifies how sound energy is important to life			

1.6B, 1.6C **Demonstrate and record the way objects move**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-4 indicators	The student demonstrates mastery of: 5-7 indicators	The student demonstrates mastery of: 8 indicators
Anecdotal Data:	_____Demonstrates how a magnets can be used to push/pull an object _____Predict if an object will be pushed or pulled by a magnet _____Demonstrate and identify that objects can be moved in a straight line _____Demonstrate and identify that objects can be moved in a zig-zag _____Demonstrate and identify that objects can be moved up and down _____Demonstrate and identify that objects can be moved back and forth _____Demonstrate and identify that objects can be moved round and round _____Demonstrate and identify that objects can be moved fast and slow			
Earth and Space				
1.7A, 1.7B **Know that the natural world includes rock, soil, and water**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identify that soil is composed of broken down pieces of rock and organic material _____Describe soil components by size, texture, and color _____Compare soil components by size, texture, and color _____Sort soil components by size, texture, and color _____Identify natural sources of water including streams, lakes, and oceans _____Describe natural sources of water by relative size, water type, and general shape			
1.7C, 1.1B **Identify how natural resources are used to make products and how we can conserve these resources**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Identify how rocks, soil, and water are used to make products _____Identify what are natural resources _____Identify how we use natural resources _____Identify how we can conserve natural resources			

1.8A,1.8C, 1.8D **Records daily weather information and begin to recognize patterns in the weather**	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-9 indicators	The student demonstrates mastery of: 10-12 indicators
Anecdotal Data:	_____Read and use a demonstration thermometer _____Record weather information including relative temperature _____Identify forms of precipitation _____Record weather information including types of precipitation _____Record weather information including relative cloud coverage _____Demonstrate that air is all around _____Identify and observe that wind is moving air _____Record weather information including relative wind conditions _____Read weather data that has been recorded in charts and graphs _____Make predictions based on observable weather patterns _____Identify characteristics of the season cycle _____Identify that the season cycle repeats every year			
1.8B, 1.8C **Observes patterns in the appearance of objects in the sky**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Observe changes in the appearance of objects in the sky (Sun, Moon, stars) _____Record changes in the appearance of objects in the sky (Sun, Moon, stars) _____Identify characteristics of the day and night cycle _____Identify that the day night cycle repeats every 24 hours			
Organisms and Environments				
1.9A, 1.9B, 1.9C **Knows that the environment is composed of relationships between living and nonliving components**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Identify the basic needs of living things _____Identify the difference between living and nonliving things _____Sort/classify examples of living organisms and nonliving things _____Analyze examples of interdependence found in various situations such as terrariums and aquariums _____identify examples of interdependence among living organisms such as energy transfer through food chains _____identify examples of interdependence among living organisms such as animals using plants for shelter			

Organisms and Environment				
1.10A **Investigates how animals have structures and processes that help them survive within their environments**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____Investigate how the external characteristics of an animal are related to where it lives _____Investigate how the external characteristics of an animal are related to where how it moves _____Investigate how the external characteristics of an animal are related to what it eats			
1.10C, 10D **Identifies and compares that young animals resemble their parents and develop in a predictable cycle**	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____Compare ways that young animals resemble their parents _____Identify that offspring will resemble their parents (external physical characteristics) _____Observe life cycles of animals such as a chicken, frog, or fish _____Identify the steps of the life cycles of an animals (ex egg, chick, adult) _____Compare life cycles of animals such as a chicken, frog, or fish _____Identify that animals follow a predictable developmental life cycle			
1.10B **Identifies and compares the parts of plants**	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____Identify the parts of plants including roots, stems, leaves, flowers fruits, and seeds _____Identify the function of roots, stems, leaves, flowers, fruits, and seeds _____Compare the parts of plants across a variety of specimens and identify how they are alike and different			