

Standards Based Report Card Rubric - 2nd Grade - 1st Trimester - Final

	<u>Exceeds Standard</u>	<u>Meets Standard</u>	<u>Progressing toward Standard</u>	<u>Beginning to Progress toward Standard</u>	<u>Insufficient progress toward standard</u>
<u>Language Arts/Literacy</u>					
Phonological Skill Proficiencies					
<ul style="list-style-type: none"> Demonstrates expected phonological skills (blends, segmenting, syllables, vowel patterns) 	<ul style="list-style-type: none"> Consistently distinguishes between long & short vowels in single and multi-syllable words Consistently produces single syllable and multi-syllable words orally by blending sounds (phonemes), including consonant blends Consistently isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable and multi-syllable words. Consistently segments spoken single-syllable and multi-syllable words into their complete sequence of individual sounds 	<ul style="list-style-type: none"> Consistently distinguishes between long & short vowels in single syllable words Consistently produces single-syllable words orally by blending sounds (phonemes), including consonant blends Consistently isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Consistently segments spoken single-syllable words into their complete sequence of individual sounds 	<ul style="list-style-type: none"> Sometimes distinguishes between long & short vowels in single syllable words Sometimes produces single-syllable words orally by blending sounds (phonemes), including consonant blends Sometimes isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Sometimes segments spoken single-syllable words into their complete sequence of individual sounds 	<ul style="list-style-type: none"> Rarely distinguishes between long & short vowels in single syllable words Rarely produces single-syllable words orally by blending sounds (phonemes), including consonant blends Rarely isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Rarely segments spoken single-syllable words into their complete sequence of individual sounds 	<p><i>Student is not progressing toward the grade level standard.</i></p>

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<ul style="list-style-type: none"> Recognizes expected high frequency words (Reading Street high frequency words and Foundation's trick words) 	<ul style="list-style-type: none"> <i>Student consistently recognizes above grade level Reading Street high-frequency words in isolation & in context</i> <i>Student consistently recognizes above grade level Foundations trick words in isolation & in context</i> 	<ul style="list-style-type: none"> <i>Student recognizes 100-80% Reading Street high-frequency words taught to date.</i> <i>Student recognizes 100 - 80% Foundations trick words taught to date</i> 	<ul style="list-style-type: none"> <i>Student recognizes 79-60% Reading Street high-frequency words taught to date .</i> <i>Student recognizes 79% to 60% Foundations trick words taught to date</i> 	<ul style="list-style-type: none"> <i>Student recognizes less than 59% Reading Street high-frequency words taught to date .</i> <i>Student recognizes less than 59% of Foundations trick words taught to date</i> 	<p><i>Student does not recognize most Reading Street high-frequency words and Foundations Trick words</i></p>
<ul style="list-style-type: none"> Decodes unknown words using visual, meaning, and structure cues (strategies) 	<p><i>Student consistently and independently:</i></p> <ul style="list-style-type: none"> <i>uses sentence-level context as a clue to the meaning of a word or phrase in above level text</i> <i>uses knowledge of the meaning of individual words to predict the meaning of compound words in above level text</i> <i>uses an array of word attack strategies when decoding an unknown word in above level text</i> 	<p><i>Student consistently and independently:</i></p> <ul style="list-style-type: none"> <i>uses sentence-level context as a clue to the meaning of a word or phrase.</i> <i>uses knowledge of the meaning of individual words to predict the meaning of compound words</i> <i>uses an array of word attack strategies when decoding an unknown word</i> 	<p><i>Student is beginning to independently:</i></p> <ul style="list-style-type: none"> <i>uses sentence-level context as a clue to the meaning of a word or phrase.</i> <i>uses knowledge of the meaning of individual words to predict the meaning of compound words</i> <i>uses an array of word attack strategies when decoding an unknown word</i> 	<p><i>With guidance and support student is beginning to:</i></p> <ul style="list-style-type: none"> <i>uses sentence-level context as a clue to the meaning of a word or phrase.</i> <i>uses knowledge of the meaning of individual words to predict the meaning of compound words</i> <i>uses an array of word attack strategies when decoding an unknown word</i> 	<p><i>Student is not progressing toward the grade level standard.</i></p>

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Reading/Comprehension Proficiencies					
<ul style="list-style-type: none"> Monitors and self-corrects using strategies with flexibility 	<p><i>Student consistently and independently monitors comprehension and self-corrects above grade level texts using a variety of reading strategies such as:</i></p> <ul style="list-style-type: none"> <i>Picture Clues</i> <i>Context Clues</i> <i>Phonics Skills</i> <i>Re-reading/reading on</i> <i>Uses text as evidence to support responses</i> 	<p><i>Student consistently and independently monitors comprehension and self-corrects using a variety of reading strategies such as:</i></p> <ul style="list-style-type: none"> <i>Picture Clues</i> <i>Context Clues</i> <i>Phonics Skills</i> <i>Re-reading/reading on</i> 	<p><i>Student is beginning to independently monitor comprehension and self-corrects using a variety of reading strategies such as:</i></p> <ul style="list-style-type: none"> <i>Picture Clues</i> <i>Context Clues</i> <i>Phonics Skills</i> <i>Re-reading/reading on</i> 	<p><i>With support and guidance student is beginning to self-correct using specified reading strategies such as:</i></p> <ul style="list-style-type: none"> <i>Picture Clues</i> <i>Context Clues</i> <i>Phonics Skills</i> <i>Re-reading/reading on</i> 	<p><i>Student does not effectively use reading strategies to monitor and self-correct even with guidance and support.</i></p>
<ul style="list-style-type: none"> Reads grade level text for meaning and responds to text 	<p><i>Student has achieved reading success at :</i></p> <ul style="list-style-type: none"> <i>Reading Street level H or above (advanced)</i> <i>DRA 19 or above</i> <i>STAR 2.5 or above</i> 	<p><i>Student has achieved reading success at :</i></p> <ul style="list-style-type: none"> <i>Reading Street level G (on level)</i> <i>DRA 18</i> <i>STAR 2.3</i> 	<p><i>Student has achieved reading success at :</i></p> <ul style="list-style-type: none"> <i>Reading Street level D-E-F (below level)</i> <i>DRA 14 - 16</i> <i>STAR 1.9</i> 	<p><i>Student has achieved reading success at :</i></p> <ul style="list-style-type: none"> <i>Reading Street level C</i> <i>DRA 10 - 12</i> <i>STAR 1.5</i> 	<p><i>Student is not progressing toward the grade level standard.</i></p>

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<ul style="list-style-type: none"> Retells stories in a logical order 	<p><i>Without Prompting Student can:</i></p> <ul style="list-style-type: none"> Identify main characters Identify setting (where & when) Identify most important events in a text Sequence the events in a logical order (B/M/E) Identify the main idea and some details in a non-fiction text Infer the "Big Idea" or "Message" of a text. 	<p><i>With little or no prompting Student can:</i></p> <ul style="list-style-type: none"> Identify main characters Identify setting (where & when) Identify most major events in a text Sequence the events in a logical order (B/M/E) Identify the main idea and some details in a non-fiction text 	<p><i>With prompting and direct questions Student can:</i></p> <ul style="list-style-type: none"> Identify most main characters Identify setting (where & when) Identify most major events in a text Sequence the events in a logical order (B/M/E) Identify the main idea and some details in a non-fiction text 	<p><i>With prompting and direct questions Student can:</i></p> <ul style="list-style-type: none"> Identify some main characters or uses pronouns to refer to them Identify setting (where & when) Identify some details/events from the text Sequence events in a logical order when prompts are provided (B/M/E) Identify the main idea and some details in a non-fiction text 	<p><i>Student is not progressing toward the grade level standard. Even with prompting and direct questions, few details are given, sequence is confusing, and/or student is off topic.</i></p>
<ul style="list-style-type: none"> Identifies story elements in text (e.g. character, plot, setting, events) 	<p><i>Student Consistently uses key details and evidence from the text to describe:</i></p> <ul style="list-style-type: none"> Characters Setting Problem/Solution 	<p><i>Student Consistently uses key details to describe:</i></p> <ul style="list-style-type: none"> Characters Setting Problem/Solution 	<p><i>Student often uses some details to describe:</i></p> <ul style="list-style-type: none"> Characters Setting Problem/Solution 	<p><i>With support and guidance student is beginning to use some details to describe:</i></p> <ul style="list-style-type: none"> Characters Setting Problem/Solution 	<p><i>Student is not progressing toward the grade level standard.</i></p>

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Fluency					
<ul style="list-style-type: none"> Reads on-grade level text fluently with appropriate phrasing and reading rate 	<i>Student can read 59+ words correct per minute in a text that is on grade level.</i>	<i>Student can read 48-58 words correct per minute in a text that is on grade level.</i>	<i>Student can read 38 - 47 words correct per minute in a text that is on grade level.</i>	<i>Student can read 28 - 37 words correct per minute in a text that is on grade level.</i>	<i>Student reads below 28 words correct per minute in a text that is on grade level.</i>
Writing/ Language Proficiencies					
<ul style="list-style-type: none"> Uses appropriate mechanics and conventions 	<i>Student consistently constructs a piece of writing using appropriate</i> <ul style="list-style-type: none"> <i>capitalization at the beginning of sentences, "I," and proper nouns.</i> <i>ending punctuation, commas, and quotation marks.</i> 	<i>Student consistently constructs a piece of writing using appropriate</i> <ul style="list-style-type: none"> <i>capitalization at the beginning of sentences, "I," and names of people.</i> <i>ending punctuation.</i> 	<i>Student frequently constructs a piece of writing using appropriate</i> <ul style="list-style-type: none"> <i>capitalization at the beginning of sentences, "I," and names of people.</i> <i>ending punctuation.</i> 	<i>With support, the student can construct a piece of writing using appropriate</i> <ul style="list-style-type: none"> <i>capitalization at the beginning of sentences, "I," and names of people.</i> <i>ending punctuation.</i> 	<i>Student is not progressing toward the grade level standard.</i>
<ul style="list-style-type: none"> Uses complete sentences to express thoughts and ideas 	<i>Student consistently composes a variety of fluent, complete sentences using complex subjects and predicates.</i>	<i>Student consistently composes complete sentences with a subject and a predicate.</i>	<i>Student sometimes compose a simple complete sentence with a subject and a predicate.</i>	<i>With support, the student can compose a simple complete sentence with a subject and a predicate.</i>	<i>Student is not progressing toward the grade level standard.</i>
<ul style="list-style-type: none"> Produces and organizes a variety of writing (opinion, informational and narrative to match purpose & audience) 	<i>Student consistently produces writing that</i> <ul style="list-style-type: none"> <i>focuses on a topic and supports a main idea with some details.</i> <i>uses interesting and descriptive language to convey a clear message with a logical sequence.</i> <i>The writing displays a strong evidence of an author's voice.</i> 	<i>Student consistently produces writing that</i> <ul style="list-style-type: none"> <i>focuses on a topic and supports a main idea with some details.</i> <i>conveys a clear message with a logical sequence.</i> <i>displays evidence of an author's voice.</i> 	<i>With support and guidance, the student produces writing that</i> <ul style="list-style-type: none"> <i>focuses on a topic and support a main idea with some details.</i> <i>conveys a clear message with a logical sequence</i> <i>begins to display evidence of an author's voice.</i> 	<i>With support and guidance, the student is beginning to produce a writing that</i> <ul style="list-style-type: none"> <i>focuses on a topic and is beginning to support a main idea with some details.</i> <i>begins to convey a clear message with a logical sequence.</i> 	<i>The student does not focus on a topic and support a main idea with details. Their writing conveys a confused message and shows no evidence of an author's voice.</i>

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<ul style="list-style-type: none"> Demonstrates the ability to revise and edit 	<p><i>Student consistently</i></p> <ul style="list-style-type: none"> <i>re-reads own writing</i> <i>corrects most errors.</i> <i>revises to clarify and enhance writing.</i> 	<p><i>Student consistently</i></p> <ul style="list-style-type: none"> <i>re-reads own writing</i> <i>corrects some errors.</i> <i>revises to improve writing.</i> 	<p><i>With guidance and support, the student</i></p> <ul style="list-style-type: none"> <i>re-reads own writing</i> <i>begins to recognize errors.</i> <i>corrects some errors</i> 	<p><i>With guidance and support the student</i></p> <ul style="list-style-type: none"> <i>re-reads own writing</i> <i>begins to recognize some errors.</i> 	<p><i>Student does not recognize errors in their own writing.</i></p>
<ul style="list-style-type: none"> Utilizes grade appropriate grammar 	<p><i>Student can consistently identify and apply in isolation and in the context of a sentence.</i></p> <ul style="list-style-type: none"> <i>singular and plural nouns</i> <i>common and proper nouns</i> 	<p><i>Student can consistently identify in isolation and in the context of a sentence</i></p> <ul style="list-style-type: none"> <i>singular and plural nouns</i> <i>common and proper nouns</i> 	<p><i>Student can often identify in isolation and in the context of a sentence</i></p> <ul style="list-style-type: none"> <i>singular and plural nouns</i> <i>common and proper nouns</i> 	<p><i>With support and guidance the student can sometimes identify in isolation and in the context of a sentence</i></p> <ul style="list-style-type: none"> <i>singular and plural nouns</i> <i>common and proper nouns</i> 	<p><i>Student does not identify</i></p> <ul style="list-style-type: none"> <i>singular and plural nouns</i> <i>common and proper nouns</i> <p><i>in isolation and in the context of a sentence.</i></p>
<ul style="list-style-type: none"> Demonstrates proper usage of spelling 	<p><i>Student</i></p> <ul style="list-style-type: none"> <i>consistently masters weekly spelling tests</i> <i>applies phonic skills to their writing</i> <i>applies spelling strategies to their writing.</i> 	<p><i>Student</i></p> <ul style="list-style-type: none"> <i>consistently masters weekly spelling tests</i> <i>often applies phonic skills to their writing</i> <i>often applies spelling strategies to their writing.</i> 	<p><i>Student</i></p> <ul style="list-style-type: none"> <i>displays partial mastery of weekly spelling tests</i> <i>begins to apply phonic skills to their writing</i> <i>begins to apply spelling strategies to their writing.</i> 	<p><i>Student</i></p> <ul style="list-style-type: none"> <i>displays partial mastery of weekly spelling tests</i> <i>does not apply phonic skills and spelling strategies to their writing at this time.</i> 	<p><i>Student displays minimal mastery of weekly spelling words and is unable to apply phonic skills and spelling strategies to their writing.</i></p>
<ul style="list-style-type: none"> Writes legibly with appropriate size and spacing 	<p><i>Student consistently produces readable pieces of writing with appropriate</i></p> <ul style="list-style-type: none"> <i>letter cases</i> <i>size</i> <i>spacing</i> <i>no reversals.</i> 	<p><i>Student consistently produces readable pieces of writing with appropriate</i></p> <ul style="list-style-type: none"> <i>letter cases</i> <i>size</i> <i>spacing.</i> 	<p><i>Student displays legible handwriting in most cases but at times uses</i></p> <ul style="list-style-type: none"> <i>incorrect spacing</i> <i>mixes letter case</i> <i>reverses letters.</i> 	<p><i>Student displays legible handwriting some of the time, but often uses</i></p> <ul style="list-style-type: none"> <i>incorrect spacing</i> <i>mixes letter case</i> <i>reverses letters.</i> 	<p><i>Student writes illegibly.</i></p>

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Speaking, Listening, and Viewing Proficiencies					
<ul style="list-style-type: none"> Responds to ideas and questions 	<i>Student consistently listens critically and responds appropriately to oral communication in a variety of media. The student speaks in a manner that guides the listener to understand important ideas.</i>	<i>Student consistently listens critically and responds appropriately to oral communication in a variety of media.</i>	<i>Student often listens critically and responds appropriately to oral communication in a variety of media.</i>	<i>Student sometimes listens and responds appropriately to oral communication in a variety of media.</i>	<i>Student does not listen and respond appropriately to oral communication.</i>
<ul style="list-style-type: none"> Acquires and uses grade appropriate vocabulary 	<i>Student consistently recognizes and applies grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud.</i>	<i>Student consistently recognizes and understands grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud.</i>	<i>Student often recognizes and understands grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud.</i>	<i>With guidance and support, the student is beginning to recognizes and understand grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud.</i>	<i>Student does not recognize, understand, or apply grade level appropriate vocabulary words at this time.</i>
<u>Math</u>					
Operations and Algebraic Thinking					
<ul style="list-style-type: none"> Adds within 20 fluently 	<i>Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.</i>	<i>Consistently adds up to sums of 10 using rote memory.</i>	<i>Sometimes adds up to sums of 10 using rote memory.</i>	<i>With guidance and support, adds up to sums of 10, using mental strategies such as counting on, relationships between addition and subtraction, and creating equivalent but easier or known sums.</i>	<i>Student is not progressing toward the grade level Standard.</i>
<ul style="list-style-type: none"> Subtracts within 20 fluently 	<i>xtends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.</i>	<i>Consistently demonstrates fluency when subtracting within 10. Uses mental strategies such as counting on or back and the relationship between addition and subtraction.</i>	<i>Sometimes demonstrates fluency when subtracting within 10. Uses mental strategies such as counting on or back and the relationship between addition and subtraction.</i>	<i>With guidance and support, subtracts within 10, using mental strategies such as counting on or back and the relationship between addition and subtraction.</i>	<i>Student is not progressing toward the grade level Standard.</i>
<ul style="list-style-type: none"> Demonstrates foundations of 					

multiplication					
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<ul style="list-style-type: none"> Solve word problems 	<p><i>Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.</i></p>	<p><i>Consistently uses addition and subtraction within 20 to correctly 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem</i></p>	<p><i>Sometimes uses addition and subtraction within 20 to correctly 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem</i></p>	<p><i>With support and guidance, the student is beginning to use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem</i></p>	<p><i>Student is not progressing toward the grade level standard.</i></p>
Number Sense and Operations					
<ul style="list-style-type: none"> Understands place value 	<p><i>Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.</i></p>	<p><i>Consistently:</i></p> <ul style="list-style-type: none"> <i>groups 10 tens to a 100</i> <i>bundles 100s to show 300, 400, 500...</i> <i>skip counts by 5s and 10s to 100 beginning at any multiple of 5</i> <i>Reads, writes and represents numbers to 1,000 using base - ten materials, expanded form, numeral form, and number name form.</i> <i>Compares two 3-digit numbers(using place value) using >, <, and = symbols to record results</i> 	<p><i>Sometimes:</i></p> <ul style="list-style-type: none"> <i>groups 10 tens to a 100</i> <i>bundles 100s to show 300, 400, 500...</i> <i>skip counts by 5s and 10s to 100 beginning at any multiple of 5</i> <i>Reads, writes and represents numbers to 1,000 using base - ten materials, expanded form, numeral form, and number name form.</i> <i>Compares two 3-digit numbers(using place value) using >, <, and = symbols to record results</i> 	<p><i>With guidance and support, the student is beginning to:</i></p> <ul style="list-style-type: none"> <i>groups 10 tens to a 100</i> <i>bundles 100s to show 300, 400, 500...</i> <i>skip count by 5s and 10s to 100 beginning at any multiple of 5</i> <i>Reads, writse and represents numbers to 1,000 using base - ten materials, expanded form, numeral form, and number name form.</i> <i>Compares two 3-digit numbers(using place value) using >, <, and = symbols to record results</i> 	<p><i>Student is not progressing toward the grade level standard.</i></p>

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<ul style="list-style-type: none"> Uses place value understanding to add and subtract 	<p><i>Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.</i></p>	<p>Consistently:</p> <ul style="list-style-type: none"> Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 50. Add up to four two-digit numbers based on place value and properties of operations. Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000). 	<p>Sometimes:</p> <ul style="list-style-type: none"> Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 50. Add up to four two-digit numbers based on place value and properties of operations. Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000). 	<p>With guidance and support, the student is beginning to:</p> <ul style="list-style-type: none"> Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 50. Add up to four two-digit numbers based on place value and properties of operations. Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000). 	<p><i>Student is not progressing toward the grade level standard.</i></p>
Measurement and Data					
<ul style="list-style-type: none"> Measures and estimates lengths 					
<ul style="list-style-type: none"> Tells and writes time 					
<ul style="list-style-type: none"> Solve problems using money 					
<ul style="list-style-type: none"> Represents and interprets data 					
Geometry					
<ul style="list-style-type: none"> Recognizes and draws shapes 					
<ul style="list-style-type: none"> Reasons with and partitions shapes 					

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<u>Science</u>					
<ul style="list-style-type: none"> Demonstrates content knowledge 	<i>Student consistently and independently extends understanding through applications to real-life situations.</i>	<i>Student consistently demonstrates understanding of key concepts</i>	<i>Student sometimes demonstrates an understanding of key concepts</i>	<i>Student rarely demonstrates understanding of key concepts</i>	<i>Student is not progressing toward the grade level standard.</i>
<u>Social Studies</u>					
<ul style="list-style-type: none"> Demonstrates content knowledge 	<i>Student consistently and independently extends an understanding of the concepts and independently applies them to other learning situations.</i>	<i>Student consistently demonstrates an understanding of geographic, civic and historic concepts presented</i>	<i>Student sometimes demonstrates an understanding of geographic, civic and historic concepts presented</i>	<i>Student rarely demonstrates an understanding of geographic, civic and historic concepts presented.</i>	<i>Student is not progressing toward the grade level standard.</i>