Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

TO: State Board of Education
FROM: Dr. Charity Flores, Director of Student Assessment
DATE: September 5, 2018
RE: ILEARN Range Performance Level Descriptors (PLDs)

The Department enlisted Indiana educators to develop Range Performance Level Descriptors (PLDs) for the ILEARN assessment. The ILEARN Range PLDs are content-specific statements that reflect the varying degrees to which students may demonstrate proficiency on grade-level standards assessed on the upcoming ILEARN assessment.

The Policy PLDs approved this summer, noted below, supported the development of the Range PLDs. The Range PLDs will be posted publicly on October 1 to inform item development and support transparency of performance expectations.

LEVEL 1: Below Proficiency
Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

LEVEL 2: Approaching Proficiency
Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

LEVEL 3: At Proficiency
Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

LEVEL 4: Above Proficiency
Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Key Ideas and Textual Support/Vocabulary					
3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and/or answer basic questions to demonstrate understanding of a text, referring inconsistently to the text as the basis for the answers.	Ask and answer basic questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer more in-depth questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2.2	Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	Retell with disconnected/irrelevant details, folktales, fables, and tall tales from diverse cultures; identify a simple theme and/or ideas in these works.	Retell with limited details folktales, fables, and tall tales from diverse cultures; identify the simple themes in these works.	Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	Retell more complex folktales, fables, and tall tales from diverse cultures; identify the more complex themes in these works.
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Identify characters in a story and describe characters' actions.	Describe characters in a story (e.g., their traits, motivations, or feelings) and identify how their actions contribute to the plot.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Precisely describe characters in a story (e.g., their traits, motivations, or feelings) and explain in depth how their actions contribute to the plot.
3.RN.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and/or answer basic questions to demonstrate understanding of a simple text, referring inconsistently to the text as the basis for the answers.	Ask and answer basic questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer more in-depth questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine an idea of a text; recount some details and/or may connect how they support the idea.	Determine a relevant idea of a text; recount the details and/or determine how they support the idea.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a complex text; recount the key details and explain in depth how they support the main idea.
3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using	Identify the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text,	Provide a limited description of the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using	Provide a more in-depth description of the relationship between a series of historical events, scientific ideas or concepts, or steps in processes

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	words such as first, next, finally, because, problem, solution, same, and different.	recognize words such as first, next, finally, because, problem, solution, same, and different.	procedures in a text, using some words such as first, next, finally, because, problem, solution, same, and different.	words such as first, next, finally, because, problem, solution, same, and different.	or procedures in a text, using more complex content area words.
3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	Recognize context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to begin to determine the meanings of simple unknown words.	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of simple unknown words.	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of complex unknown words.
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	Identify simple relationships among words given heavy contextual support, including synonyms, antonyms, homographs, homonyms, and well-known multiple-meaning words.	Identify simple relationships among words, including common synonyms, antonyms, homographs, homonyms, and well-known multiple-meaning words.	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words.	Identify subtle relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning complex words.
3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	Identify words with the same root to use as clues to the meaning of unknown words, and identify when a basic affix is added to a known root word.	Use a commonly known word as a clue to the meaning of an unknown word with the same root, and identify when a frequently used affix is added to a known root word.	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	Use a known word as a clue to the meaning of a more complex unknown word with the same root, and identify when a complex affix is added to a known root word.
3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	Consult reference materials, both print and digital (e.g., dictionary), to locate the meanings of words and phrases.	Consult reference materials, both print and digital (e.g., dictionary), to locate the meanings of words and phrases.	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	Recognize that words and phrases the author uses provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	Determine words and phrases the author uses to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	Determine how the author uses complex words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	Identify the meanings of well-known academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	Identify the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	Determine the meanings of more complex academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
3.RV.3.3	Recognize the meanings of idioms in context.	Recognize common idioms in heavily-supported context.	Recognize the meanings of common idioms in context.	Recognize the meanings of idioms in context.	Recognize the meanings of less common idioms in less-supported context.
Structural Elements and Organization/Connection of Ideas/Media Literacy					
3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	Identify an explicitly-stated purpose of media messages, including for information, entertainment, or persuasion.	Distinguish among explicitly-stated purposes of various media messages, including for information, entertainment, persuasion, and/or interpretation of events, or transmission of culture.	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	Explain the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	Identify some terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; recognize how some parts build on earlier sections.	Identify terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; recognize how each successive part builds on earlier sections.	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	Use terms such as chapter, scene, and stanza to refer to the parts of complex stories, plays, and poems; explain in-depth how each successive part builds on earlier sections.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.	Identify personal point of view and that of the narrator or those	Identify personal point of view and that of the narrator or those	Distinguish personal point of view from that of the narrator or those of the characters.	Distinguish personal point of view from that of the narrator or

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
		of the characters when explicitly stated in simple text.	of the characters when stated in the text.		those of the characters of a more complex text.
3.RL.4.1	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Identify aspects of a text's illustrations and provide a basic explanation of how it contributes to the words in a story.	Explain how aspects of a text's illustrations contribute to what is conveyed by the words in a story.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	Provide a detailed explanation of how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
3.RL.4.2	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Identify similarities and differences in simple themes, settings, and plots, of stories written by the same author about the same or similar characters.	Compare and contrast the themes, settings, and plots of simplistic stories written by the same author about the same or similar characters.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Thoroughly compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters in complex text.
3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	Use basic text features to locate information.	Use knowledge of text features to locate information and gain meaning from a text.	Apply knowledge of text features to locate information and gain meaning from a text.	Apply knowledge of more complex text features to locate information and gain meaning from a text.
3.RN.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	Recognize structure of a nonfiction text as problem and solution or as events put in chronological order.	Identify how a simple nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	Identify how a complex nonfiction text can be structured to indicate a problem or solution or to put events in chronological order.
3.RN.3.3	Distinguish one's own perspective from that of the author of the text.	Recognize own perspective of a simple text.	Recognize own perspective of a simple text and that of the author of the text.	Distinguish one's own perspective from that of the author of the text.	Distinguish one's own perspective from that of the author of a more complex text.
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	Identify fact and opinion; locate facts to support points in a text.	Identify fact and opinion; locate reasons and facts to support specific points in a text.	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	Distinguish between more complex fact and opinion; thoroughly explain how an author uses reasons and facts to support specific points in a text.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.	Identify similarities and differences between points and details presented in two texts on the same topic.	Identify similarities and differences between important points and key details presented in two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Thoroughly compare and contrast the most important points and key details presented in two texts on the same topic.
Writing					
3.W.3.1	Write persuasive compositions in a variety of forms that – • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section.	Write persuasive compositions in a variety of forms that – • Provide little to no opinion in an introductory statement or section. • Provide little to no support for the opinion. • Connect opinion and reason using little to no words and phrases. • Provide unrelated or no concluding statement or section.	Write persuasive compositions in a variety of forms that – • State a minimally developed opinion in an introductory statement or section. • Support the opinion with a reason. • Connect opinion and some reasons using words and phrases. • Provide a somewhat related concluding statement or section.	Write persuasive compositions in a variety of forms that – • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section.	Write persuasive compositions in a variety of forms that – • State the opinion in a well-formed introductory statement or section. • Effectively support opinion with reasons in an organized way. • Connect all opinions and reasons using words and phrases. • Provide a clear and concise concluding statement or section.
3.W.3.2	Write informative compositions on a variety of topics that – • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases.	Write informative compositions on a variety of topics that – • State unclear topic, develop an unclear main idea for the introductory paragraph, and information may not be grouped or unrelated. • Develop an unclear topic with few to no facts and details. • May connect ideas within categories of information using words and phrases.	Write informative compositions on a variety of topics that – • Minimally state the topic, somewhat develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with a few facts and details. • May connect ideas within categories of information using words and phrases.	Write informative compositions on a variety of topics that – • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases.	Write informative compositions on a variety of topics that – • State the topic, provide a well-developed main idea for the introductory paragraph, and consistently group related information together. • Provide a well-developed topic with facts and details. • Consistently connect all ideas within well-defined categories of information using words and phrases.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	• Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section.	• Use few to no text features (e.g., pictures, graphics) to aid comprehension. • Provide a minimal to no concluding statement or section.	• Include very few text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a somewhat relevant concluding statement or section.	• Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section.	• Precisely use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a well-developed concluding statement or section.
3.W.3.3	Write narrative compositions in a variety of forms that – • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending.	Write narrative compositions in a variety of forms that – • Lack a clear introduction (e.g., situation, narrator, characters). • Include few to no descriptive details and lack a clear event sequence. • Include little to no dialogue. • Limited or disconnected use of ideas and events using introduction and transition words. • Lack a clear ending.	Write narrative compositions in a variety of forms that – • Establish an undeveloped introduction (e.g., situation, narrator, characters). • Include some descriptive details and events may lack a clear sequences. • Include minimal dialogue. • Limited or disconnected use of ideas and events using some introduction and transition words. • Provide an undeveloped ending.	Write narrative compositions in a variety of forms that – • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending.	Write narrative compositions in a variety of forms that – • Establish a well-developed introduction (e.g., situation, narrator, characters). • Include specific descriptive details that give a vivid picture and has clear event sequences. • Include a purposeful dialogue. • Connect multiple ideas and events effectively using introduction and transition words. • Provide a well-developed ending.
3.W.4	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and	Apply the writing process to – • Generate a draft by developing, selecting, and organizing unclear ideas with little to no relevance to topic, purpose, and genre; little to no revision to improve writing, little to no use of appropriate reference materials and/or editing for format and conventions.	Apply the writing process to – • Generate a draft by developing, selecting, and organizing weak ideas related to topic, purpose, and genre; some revision to improve writing, use of some reference materials; weak editing of writing for format and conven-tions.	Apply the writing process to – • Generate a draft by developing, selecting, and organizing adequate ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials; adequate editing of writing for format and conventions.	Apply the writing process to – • Generate a high-quality draft by developing, selecting, and organizing complex ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials; edit writing for format and conven-tions.

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	conventions (e.g., spelling, capitalization, usage, punctuation). • Use technology to interact and collaborate with others to publish legible documents.	• Minimally use technology to interact and collaborate with others.	• Minimally use technology to interact and collaborate with others.	• Use technology to interact and collaborate with others to publish legible documents.	• Use technology to interact and collaborate with others to publish legible documents.
3.W.5	Conduct short research on a topic. • Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). • Inconsistently locates information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Record relevant information in their own words. • Present the information, choosing from a variety of formats.	Conduct short research on a topic. • Require options to identify a topic or question of interest. • May locate irrelevant or limited information in reference texts, electronic resources, or through interviews. • Rarely recognize that some sources may be more reliable than others. • Record information pulling directly from the text. • Present the information in a limited way, choosing from a limited variety of formats.	Conduct short research on a topic. • Inconsistently identify a topic or question of interest. • Inconsistently locate information in reference texts, electronic resources, or through interviews. • Inconsistently recognize that some sources may be more reliable than others. • Inconsistently record information using their own words. • Present the information, choosing from a limited variety of formats.	Conduct short research on a topic. • Identify a specific topic or question of interest. • Locate information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Record relevant information in their own words. • Present the information, choosing from a variety of formats.	Conduct short research on a topic. • Identify a specific topic or complex question of interest. • Logically and effectively locate information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Consistently record relevant information in their own words. • Present the information, choosing from a variety of formats.
3.W.6.1a	Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	Nouns/Pronouns – Writing sentences using simple abstract nouns inconsistently (e.g., love).	Nouns/Pronouns – Writing sentences using simple abstract nouns (e.g., hope, thought).	Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	Nouns/Pronouns – Writing sentences using more sophisticated abstract nouns (e.g., honor, wisdom).
3.W.6.1b	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times,	Verbs –Writing sentences that use well-known regular and irregular verbs inconsistently and/or simple verb tenses.	Verbs – Writing sentences that use regular and irregular verbs and/or simple verb tenses to sometimes convey various	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times,	Verbs – Writing sentences that use more complex regular and irregular verbs and simple verb tenses to intentionally convey

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	sequences, states, and conditions.		times, sequences, states, and conditions.	sequences, states, and conditions.	various times, sequences, states, and conditions.
3.W.6.1c	Adjectives/Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	Adjectives/Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs.	Adjectives/Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified.	Adjectives/Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	Adjectives/Adverbs –Writing complex sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and precisely explaining their functions in the sentence.
3.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	Usage – Inconsistently writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	Usage – Writing mostly correct complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	Usage – Writing correctly more elaborate complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
3.W.6.2a	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Capitalization – Inconsistently capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Capitalization – Most of the time capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Capitalization – Capitalize appropriate words in titles, historical periods, company names, product names, and special events.
3.W.6.2b	Punctuation – • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct	Punctuation – (Inconsistently) • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct	Punctuation – (Mostly correct) • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct	Punctuation – • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct	Punctuation – (Purposefully) • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct

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	speech; and for coordinating adjectives (e.g., a small, red bicycle).	speech; and for coordinating adjectives (e.g., a small, red bicycle).	speech; and for coordinating adjectives (e.g., a small, red bicycle).	speech; and for coordinating adjectives (e.g., a small, red bicycle).	speech; and for coordinating adjectives (e.g., a small, red bicycle).
3.W.6.2c	Spelling – • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	Spelling – • Inconsistently using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Beginning to use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	Spelling – • Mostly using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Mostly using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	Spelling – • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	Spelling – • Precisely using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Precisely using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.
Reading Foundations					
3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	Recognize the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle).	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding some unknown words.	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding complex unknown words.
3.RF.4.4	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	Inconsistently read grade-appropriate words that have blends and common spelling patterns in simple contexts (such as lists).	Read most grade-appropriate words that have blends and common spelling patterns in simple contexts (such as lists).	Read grade-appropriate words that have blends and common spelling patterns.	Read complex grade-appropriate words that have blends and common spelling patterns.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	Inconsistently know difficult word families when reading unfamiliar words (e.g., -ight).	Know but inconsistently use most of the difficult word families when reading unfamiliar words (e.g., -ight).	Adequately know and use more difficult word families when reading unfamiliar words (e.g., -ight).	Consistently know and use more difficult word families when reading unfamiliar words (e.g., -ight).
3.RF.4.6	Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).	Inconsistently recognize simple multi-syllabic words composed of roots and related prefixes and suffixes; inconsistently recognize simple or common irregular contractions and possessives.	May recognize but inconsistently read multi-syllabic words composed of roots and related prefixes and suffixes; may recognize but inconsistently read irregular contractions and possessives.	Adequately read multi-syllabic words composed of roots and related prefixes and suffixes; adequately read irregular contractions and possessives.	Consistently read multi-syllabic words composed of roots and related prefixes and suffixes; consistently read irregular contractions and possessives.
Speaking and Listening					
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Attempt to retell ideas and/or details of a simple text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Retell, paraphrase, and begin to explain main ideas and/or details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Precisely retell, paraphrase, and explain the main ideas and supporting details of a complex text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask and/or answer basic questions about information from a speaker, offering details.	Ask and answer basic questions about information from a speaker, offering relevant details.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask and answer in-depth questions about information from a speaker, offering extensive elaboration and detail.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Key Ideas and Textual Support/Vocabulary					
4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	Refer to details and examples when providing a minimal explanation of what the text says explicitly.	Refer to details and examples in a text when explaining what a text says explicitly and when making simple inferences from the text.	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what a text says explicitly and when drawing complex inferences from the text.
4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	Minimally paraphrase or retell some main events in a story, myth, legend, or novel; identify a basic theme in a simple work of literature and provide minimal evidence to support the theme.	Mostly paraphrase or retell the main events in a story, myth, legend, or novel; identify an explicit theme and provide some evidence to support the theme.	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence to support the theme.	Thoroughly paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide thorough evidence to support the theme.
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	Provide a limited description of a character, setting, or event in a story or play, giving minimal details that pertain to plot.	Describe a character, setting, or event in a story or play, providing some details from the text that impact the plot.	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	Explain how a character, setting, or event in a story or play impacts the plot, providing support of the impact by drawing on specific details from the text.
4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	Provides a minimal explanation of what the text says when referring to details and examples and/or drawing basic inferences from the text.	Refer to details and examples in a text when explaining what a text says explicitly and when drawing basic inferences from the text.	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what a text says explicitly and when drawing complex inferences from the text.
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Identify a main idea of a text and/or details; provide a limited summary of the text.	Determine the main idea of a text and identify how it is supported by key details; provide a basic summary of the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the main idea of a complex text and explain how it is supported by key details; summarize the text precisely.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	Provide limited explanation of basic relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on information in a simple text.	Provide limited explanation of the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on information in the text.	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	Explain in depth the relationships between events, procedures, ideas, or concepts in a historic, scientific, or technical text, based on specific information in a more complex text.
4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and para-graph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	Recognize context clues and text features to identify the meanings of simple unknown words, using explicitly-stated context or text features.	Apply context clues and text features to determine the meanings of simple unknown words, using explicitly-stated context or text features.	Apply context clues and text features to determine the meanings of unknown words.	Apply context clues and text features to determine the meanings of complex unknown words.
4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	Identify relationships among words given heavy context, including homographs, homo-nyms, synonyms, antonyms, and well-known multiple meanings.	Identify relationships among words, including homographs, homonyms, synonyms, antonyms, and multiple meanings.	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	Identify subtle relationships among words, including more complex homographs, homo-nyms, synonyms, antonyms, and multiple meanings.
4.RV.2.4	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	Recognize word structure elements, known words, and word patterns to identify meaning.	Apply limited knowledge of word structure elements, known words, and word patterns to determine meaning.	Apply knowledge of word structure elements, known words, and word patterns to determine meaning.	Apply knowledge of complex word structure elements, known words, and word patterns to determine meaning.
4.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.	Consult reference materials, both print and digital, to locate the pronunciation and the meanings of words and phrases.	Consult reference materials, both print and digital, to locate the pronunciation and the meanings of words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and clarify the precise meanings of words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and clarify the precise meanings of words and phrases.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	Identify words and phrases that provide meaning to works of literature, including figurative language.	Determine how familiar words and phrases provide meaning to works of literature, including figurative language.	Determine how words and phrases provide meaning to works of literature, including figurative language.	Determine how words and phrases provide meaning to more complex works of literature, including figurative language.
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	Identify the meanings of basic academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	Identify the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	Determine the meanings of complex academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
4.RV.3.3	Explain the meanings of proverbs, adages, and idioms in context.	Recognize the meanings of proverbs, adages, and idioms in context.	Explain the meanings of common proverbs, adages, and idioms in context.	Explain the meanings of proverbs, adages, and idioms in context.	Explain the meanings of complex proverbs, adages, and idioms in context.
Structural Elements and Organization/Connection of Ideas/Media Literacy					
4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	Recognize explicit ideas or claims in print, image, and multimedia.	Recognize claims in print, image, and multimedia and identify basic details.	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	Recognize implicit claims in more complex print, image, and multimedia. Identify and explain evidence used to support these claims.
4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	Identify that there are differences between poems, plays, and prose.	Identify differences between poems, plays, and prose, and refer to basic structural elements of poems and drama.	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	Explain major differences between poems, plays, and prose, and cite specific evidence about the structural elements of poems and drama.
4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Identify similarities or differences in point of view from which different stories are narrated. Identify point of view.	Compare or contrast the point of view from which different stories are narrated. Identify first- and third-person narrations.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compare and contrast in-depth the point of view from which different complex stories are narrated, including the difference between first- and third-person narrations.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	Identify visual and multimedia presentations that help to understand the meaning of a text.	Use visual and multimedia presentations and representations to help understand the meaning of a text.	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	Describe in-depth how visual and multimedia presentations and representations can enhance the meaning of a text.
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Identify similarities and differences of similar topics and patterns of events in stories, myths, and traditional literature from different cultures.	Compare or contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Compare and contrast the treatment of similar themes and topics and patterns of events in more complex stories, myths, and traditional literature from different cultures.
4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Recognize text features to locate information (e.g., charts, tables, graphs, headings, subheadings, font/format).	Apply basic knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Apply knowledge of text features to locate information and gain meaning from a more complex text (e.g., charts, tables, graphs, headings, subheadings, font/format).
4.RN.3.2	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	Identify the basic organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	Determine the basic organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a more complex text or part of a text.
4.RN.3.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	Identify similarities and differences in an account of the same event or topic; describe some differences and/or general information provided in the accounts.	Compare or contrast a firsthand and secondhand account of the same event or topic; describe some differences in focus and/or the information provided in the accounts.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	Compare and contrast a first-hand and secondhand account of the same event or topic; describe the similarities and differences in focus, the information provided in the accounts, and how the perspective of the account impacts meaning.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	Identify facts and opinions; identify evidence or reasons that support the claim.	Distinguish between fact and opinion; locate reasons and evidence to support a statement or position (claim) in a text.	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	Distinguish between more complex fact and opinion; thoroughly explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	Identify information from two texts on the same topic in order to provide basic information related to the topic.	Combine information from two texts on the same topic in order to provide basic information related to the topic.	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	Combine information from two more complex texts on the same topic in order to demonstrate knowledge about the subject.
Writing					
4.W.3.1	Write persuasive compositions in a variety of forms that – • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • Provide little to no introductory statement. May state an unclear opinion to a general audience. • Support of the opinion does not exist from various sources, including texts. • Use little to no organizational structure. • Connect little to no opinions and/or reasons using words and phrases. • Provide little to no concluding statement, or sections may not relate to the position presented.	Write persuasive compositions in a variety of forms that – • In an introductory statement, state a weak opinion to a general audience. • Support the opinion with minimal facts and details from various sources, including texts. • Use an organizational structure to group related ideas. • Connect a few opinions and/or reasons using words and phrases. • Provide a concluding statement or section somewhat related to the position presented.	Write persuasive compositions in a variety of forms that – • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • In an introductory statement, clearly state a well-formed opinion to a particular audience. • Support the opinion effectively with facts and details from various sources, including texts. • Use an intentional organizational structure to group related ideas that support the purpose. • Connect all opinions and reasons using words and phrases. • Provide a clear, precise concluding statement and sections related to the position presented.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.W.3.2	Write informative compositions on a variety of topics that – • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.	Write informative compositions on a variety of topics that – • Provide little to no introductory paragraph or statement. May be related to the topic discussed. • Provide little to no supporting paragraphs with or without topic and/or summary sentences. • Provide facts, details, and/or examples from various sources and texts that may relevant to the topic • Connect little to no ideas using words and phrases. • Does not include text features and multimedia when useful. • Use little to no language and/or vocabulary appropriate for audience and topic. • Provide little to no concluding statement or sections; may not relate to the topic presented.	Write informative compositions on a variety of topics that – • Provide an introductory paragraph with a main idea. • Provide some supporting paragraphs with topic and/or summary sentences. • Provide facts, details, and examples from various sources and texts to support ideas and explanations. • Connect few ideas using words and phrases. • Include very little text features and multimedia when useful. • Use some language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section somewhat relevant to the topic presented.	Write informative compositions on a variety of topics that – • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include some text features and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section related to the topic presented.	Write informative compositions on a variety of topics that – • Provide an introductory paragraph with a well-developed main idea. • Provide precise supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to strongly connect and support ideas and extend explanations. • Connect all ideas using words and phrases. • Include text features and multimedia when useful to aid comprehension. • Use clear, precise language and vocabulary appropriate for audience and topic. • Provide a clear, concise concluding statement and sections related to the topic presented.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.W.3.3	Write narrative compositions in a variety of forms that– • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Provide an insufficient introduction with the character(s), setting, and little to no events that does not allow the reader to imagine the world of the event or experience. • Use little to no organization of events, with little to no paragraphing and transitional words and phrases. • Use little to no dialogue and descriptive details to develop events and reveal characters' personalities and feelings. • Use little to no vocabulary with sensory (sight, sound, smell, touch, taste) details to give unclear pictures of ideas and events. • Provide an insufficient ending that follows the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Develop a minimal introduction that describes the character(s), setting, and events with some context to allow the reader to imagine the world of the event or experience. • Use weak organization to unfold events naturally, using some paragraphing and transitional words and phrases. • Use minimal dialogue and descriptive details to develop events and reveal characters' personalities and feelings. • Use vocabulary with weak sensory (sight, sound, smell, touch, taste) details to give general pictures of ideas and events. • Provide a minimal ending that somewhat follows the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Develop an introduction that establishes the character(s), setting, and events with a context to allow the reader to imagine the world of the event or experience. • Use organization to unfold events naturally, using meaningful paragraphing and transitional words and phrases. • Use adequate dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. • Use adequate vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Establish an introduction, with a context to allow the reader to vividly imagine the world of the event or experience. • Use purposeful organization to unfold events naturally, using meaningful paragraphing and precise transitional words and phrases. • Use purposeful dialogue and vivid descriptive details to establish events and reveal characters' personalities, feelings, and responses to situations. • Use purposeful vocabulary with precise sensory (sight, sound, smell, touch, taste) details to give vivid pictures of ideas and events. • Provide a clear, precise ending that follows the narrated experiences or events.
4.W.4	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference	Apply the writing process to – • Generate a draft by developing, selecting and organizing unclear ideas with little to no relevance to topic, purpose, and genre; little to no revision to improve writing,	Apply the writing process to – • Generate a draft by developing, selecting and organizing weak ideas related to topic, purpose, and genre; some revision to improve writing, use of some reference	Apply the writing process to – • Generate a draft by developing, selecting and organizing adequate ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate	Apply the writing process to – • Generate a high-quality draft by developing, selecting and organizing complex ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use technology to interact and collaborate with others to publish legible documents.	little to no use of appropriate reference materials and/or editing for format and conventions. • Minimally use technology to interact and collaborate with others.	materials; weakly edit writing for format and conventions. • Minimally use technology to interact and collaborate with others.	reference materials; adequately edit writing for format and conventions. • Use technology to interact and collaborate with others to publish legible documents.	reference materials; edit writing for format and conventions. • Use technology to interact and collaborate with others to publish legible documents.
4.W.5	Conduct short research on a topic. • Identify a specific question to address (e.g., What is the history of the Indy 500?). • Use organizational features of print and digital sources to efficiently to locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.	Conduct short research on a topic. • Identify a question to address with support. • Use little to no organizational features of print and digital sources to locate further information. • Unable to determine the reliability of the sources. • Recall and organize information pulling directly from the text.	Conduct short research on a topic. • Identify a question to address some of the time. • Use some organizational features of print and digital sources to locate further information. • Determines the reliability of the sources some of the time. • Retell and organize information in their own words. • Present the research information.	Conduct short research on a topic. • Identify a specific question to address. • Use organizational features of print and digital sources to efficiently locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.	Conduct short research on a topic. • Identify a specific complex question to address. • Use organizational features of print and digital sources logically to efficiently locate further relevant information. • Determine the reliability of the sources. • Sufficiently summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.W.6.1a	Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	Nouns/Pronouns – Writing simple sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and beginning to apply their functions in the sentence.	Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and applying their functions in the sentence.	Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	Nouns/Pronouns – Writing complex sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.
4.W.6.1b	Verbs – • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).	Verbs (Inconsistently) – • Writing simple sentences that use the progressive verb tenses. • Recognizing and/or correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).	Verbs – • Writing simple sentences that use the progressive verb tenses. • Beginning to recognize and correct inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).	Verbs – • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).	Verbs – • Writing complex sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).
4.W.6.1c	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.	Adjectives/Adverbs – Writing simple sentences using relative adverbs (e.g., where, when) and beginning to apply their functions in the sentence.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when) and applying their functions in the sentence.	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.	Adjectives/Adverbs – Writing complex sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.
4.W.6.1d	Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	Prepositions – Writing simple sentences that include prepositions, beginning to apply their functions in the sentence.	Prepositions – Writing sentences that include prepositions, applying their functions in the sentence.	Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	Prepositions – Writing complex sentences that include prepositions, explaining their functions in the sentence.
4.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).	Usage – Inconsistently writing correct complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).	Usage – Writing mostly correct complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).	Usage – Writing correctly more elaborate complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.W.6.2a	Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Capitalization – Inconsistently capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Capitalization – Capitalizing most names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
4.W.6.2b	Punctuation – • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.	Punctuation (Inconsistently) – • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.	Punctuation (Mostly correct) – • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.	Punctuation – • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.	Punctuation (Purposefully) – • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.
4.W.6.2c	Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.	Spelling – Beginning to use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) in writing single and multi-syllable words.	Spelling – Using spelling patterns and generalizations most of the time (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) in writing single and multi-syllable words.	Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) in writing single and multi-syllable words.	Spelling – Using more complex spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) in writing single and multi-syllable words.
Speaking and Listening					
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize ideas and/or details from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize ideas and/or supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Precisely summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ILEARN Performance Level Descriptors (PLDs)
Grade 4 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.	Recall information and main ideas a speaker provides.	Identify evidence a speaker provides to support particular points.	Identify and use evidence a speaker provides to support particular points.	Identify and use evidence a speaker provides to support particular points. Explain how the evidence supports the speaker's perspective.

ILEARN Performance Level Descriptors (PLDs)
Grade 5 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Key Ideas and Textual Support/Vocabulary					
5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Quote textual evidence when explaining what a text says explicitly.	Quote textual evidence when explaining what a text says explicitly and when drawing basic inferences from the text.	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Quote accurate textual evidence when explaining what a text says explicitly and when drawing complex inferences from the text.
5.RL.2.2	Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Identify a simple theme of a story, play, or poem; provide some key events from the text.	Identify a theme of a story, play, or poem from details in the text; provide most key events in a text.	Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine a complex theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; thoroughly summarize the text.
5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	Identify two or more characters, settings, or events in a story or play, providing minimal details and how the details affect the plot.	Describe two or more characters, settings, or events in a story or play, drawing on some details that affect the plot.	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	Explain how two or more characters, settings, or events in a story or play impact the plot, provide support of the impact on the plot, drawing on specific details from the text.
5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Quote textual evidence when explaining what a text says explicitly and/or when drawing a basic inference.	Quote textual evidence when explaining what a text says explicitly and when drawing basic inferences from the text.	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Quote accurate textual evidence when explaining what a text says explicitly and when drawing complex inferences from the text.
5.RN.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Identify two or more ideas and/or details of a text; provide a simple summary of a basic text.	Determine two or more main ideas and/or details of a text; provide a basic summary of a text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine two or more main ideas of a text and thoroughly explain how they are supported by key details; summarize a complex text.
5.RN.2.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,	Identify the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,	Describe the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,	Explain the complex relationships or interactions between two or more individuals, events, ideas, or

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Grade 5 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	scientific, or technical text based on specific information in the text.	scientific, or technical text, based on basic information in the text.	scientific, or technical text, based on general information in the text.	scientific, or technical text based on specific information in the text.	concepts in a historical, scientific, or technical text based on specific information in the text.
5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Determine the meaning of simple unknown words by recognizing and applying context clues and text features explicitly stated in the text.	Determine the meaning of unknown words by selecting and applying context clues and text features explicitly stated in the text.	Determine the meaning of unknown words by selecting and applying context clues and text features.	Determine the meaning of complex unknown words by selecting and applying context clues and text features.
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Identify relationships among words, given heavy context, including well-known multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Identify relationships among common words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Identify subtle relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).	Recognize word structure elements, known words, and word patterns to determine meaning.	Apply limited knowledge of word structure elements, known words, and word patterns to determine meaning.	Apply knowledge of word structure elements, known words, and word patterns to determine meaning.	Apply knowledge of complex word structure elements, known words, and word patterns to determine meaning.
5.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and the meanings of words and phrases.	Consult reference materials, both print and digital, to find pronunciation and clarify the meanings of words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and clarify the precise meanings of words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and utilize the precise meanings of words and phrases.
5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and	Identify simple words and phrases that provide meaning to works of literature, including	Determine how simple words and phrases provide meaning to works of literature, including	Determine how words and phrases provide meaning to works of literature, including	Determine how complex words and phrases provide meaning to works of literature, including

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	figurative language (e.g., similes, metaphors, hyperbole, or allusion).	imagery, symbolism, and figurative language.	imagery, symbolism, and figurative language.	imagery, symbolism, and figurative language.	imagery, symbolism, and figurative language.
5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.	Minimally determine the meanings of basic academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or subject area.	Mostly determine the meanings of academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or subject area.	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or subject area.	Determine the meanings of complex academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or subject area.
5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.	Explain the meanings of common proverbs, adages, and idioms in context.	Analyze the meanings of common proverbs, adages, and idioms in context.	Analyze the meanings of proverbs, adages, and idioms in context.	Analyze the meanings of complex proverbs, adages, and idioms in context.
Structural Elements and Organization/Connection of Ideas/Media Literacy					
5.ML.2.1	Review claims made in various types of media and evaluate evidence used to support these claims.	Recognize evidence used to support claims made in various types of media.	Evaluate simplistic evidence used to support claims made in various types of media.	Evaluate evidence used to support claims made in various types of media.	Evaluate complex evidence used to support claims made in various types of media.
5.ML.2.2	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	Recognize the role of the media when using simplistic messages to focus people's attention on events and in forming their opinions on issues.	Identify the role of the media when using simplistic messages to focus people's attention on events and in forming their opinions on issues.	Identify the role of the media when using messages to focus people's attention on events and in forming their opinions on issues.	Identify the role of the media when using complex messages to focus people's attention on events and in forming their opinions on issues.
5.RL.3.1	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	Identify how a brief and simplistic series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	Provide a simple explanation how a brief and/or simplistic series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	Provide a detailed explanation how a complex series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
5.RL.3.2	Describe how a narrator's or speaker's point of view influences how events are portrayed.	Identify how a narrator's or speaker's point of view influences events.	Minimally describe how a narrator's or speaker's point of view influences how events are portrayed.	Describe how a narrator's or speaker's point of view influences how events are portrayed.	Thoroughly describe how a narrator's or speaker's point of view influences how events are portrayed.

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Grade 5 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.RL.4.1	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	Provide an explanation how visual and multimedia presentations and representations can enhance the meaning of a text.	Provide a simple analysis how visual and multimedia presentations and representations can enhance the meaning of a text.	Provide an adequate analysis how visual and multimedia presentations and representations can enhance the meaning of a text.	Provide a complex analysis how visual and multimedia presentations and representations can enhance the meaning of a text.
5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Identify similarities and differences in simple stories in the same genre on their approaches to similar themes and topics.	Compare and contrast simple stories in the same genre on their approaches to similar themes and topics.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Compare and contrast complex stories in the same genre on their approaches to similar themes and topics.
5.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Identify text features in multiple print and digital sources.	Apply knowledge of text features in multiple print and digital sources to locate information.	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Evaluate how text features in multiple print and digital sources are used to locate information, gain meaning from a text, or solve a problem.
5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	Identify similarities and differences in the organizational structure of events, ideas, concepts, or information in two or more simple texts.	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more simple texts.	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more complex texts.
5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	Identify multiple accounts of the same event or topic in simple texts, identifying similarities or differences in the perspectives the accounts represent.	Identify multiple accounts of the same event or topic in simple texts, noting important similarities and differences in the perspectives the accounts represent.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	Analyze multiple accounts of the same event or topic in complex texts, noting important similarities and differences in the perspectives the accounts represent.
5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	Recognize that an author uses evidence to support claims in a text, identifying the evidence that supports that claims.	Recognize that an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	Explain how an author uses reasons and evidence to support claims in a text, citing which reasons and evidence support which claims.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Recognize information from several simple texts or digital sources on the same topic in order to demonstrate basic knowledge about the subject.	Combine information from several simple texts or digital sources on the same topic in order to demonstrate basic knowledge about the subject.	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Combine information from several complex texts or digital sources on the same topic in order to demonstrate in-depth knowledge about the subject.
Writing					
5.W.3.1	Write persuasive compositions in a variety of forms that – • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • Present a position with little to no introductory statement to an audience. • Support the position with minimal qualitative and/or quantitative facts and details from various sources, including texts. • Use little or no organizational structure to group related ideas that support the purpose. • Use little or no language appropriate for the audience. • Little to no connection of reasons to the position using words, phrases, and clauses. • Provide little to no concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • Present a position in a minimal introductory statement to an audience. • Support the position with basic qualitative and/or quantitative facts and details from various sources, including texts. • Use minimal organizational structure to group related ideas that support the purpose. • Use language somewhat appropriate for the audience. • Minimally connect reasons to the position using words, phrases, and clauses. • Provide a minimal concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • Clearly present a well-developed position in an introductory statement to an identified audience. • Support the position with high caliber qualitative and quantitative facts and details from various sources, including texts. • Use intentional organizational structure to group related ideas that support the purpose. • Use precise language appropriate for the identified audience. • Intentionally connect reasons to the position using words, phrases, and clauses. • Provide a well-developed concluding statement or section related to the position presented.
5.W.3.2	Write informative compositions on a variety of topics that –	Write informative compositions on a variety of topics that –	Write informative compositions on a variety of topics that –	Write informative compositions on a variety of topics that –	Write informative compositions on a variety of topics that –

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	• Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., therefore, in addition). • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a concluding statement or section related to the information or explanation presented.	• Introduce a topic; little to no organization of sentences and/or paragraphs, using minimal organizational form. • Employ little to no examples, facts, quotations, or other information from various sources and texts to give basic support for topics. • Little or no connection to ideas within and/or across categories using transition words (e.g., therefore, in addition). • Include little to no text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Little or no use of appropriate language, vocabulary, and/or sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide little to no concluding statement or section related to the information or explanation presented.	• Introduce a topic; organize sentences and paragraphs, using an organizational form. • Employ examples, facts, quotations, or other information from various sources and texts to give support for topics. • Connect ideas within and/or across categories using transition words (e.g., therefore, in addition). • Include minimal text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use some appropriate language, vocabulary, and/or sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a minimal concluding statement or section related to the information or explanation presented.	• Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., therefore, in addition). • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a concluding statement or section related to the information or explanation presented.	• Clearly introduce a topic; deliberatively organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ high quality examples, facts, quotations, or other information from various sources and texts to give insightful support for topics. • Connect ideas within and across categories using a variety of complex logical transition words (e.g., therefore, in addition). • Include a variety of text features (e.g., formatting, pictures, graphics) and multimedia intentionally to aid comprehension. • Use intentional language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a clear concluding statement or section specifically related to the information or explanation presented.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.W.3.3	Write narrative compositions in a variety of forms that – • Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use precise and expressive vocabulary and figurative language for effect. • Provide an ending that follows from the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Use little to no development of the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Use little to no event sequence (e.g., conflict, climax, resolution) with disjointed ideas and events using simple or no transitions. • Use little to no narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use little to no precise and expressive vocabulary and figurative language for effect. • Provide little or no ending connected to the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Minimally develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop a minimal event sequence (e.g., conflict, climax, resolution) that loosely connects ideas and events using simple transitions. • Use minimal narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Minimally use precise and expressive vocabulary and figurative language for effect. • Provide a minimal ending that loosely follows the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use precise and expressive vocabulary and figurative language for effect. • Provide an ending that follows from the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Develop a strong exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an intentional event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using skillful transitions. • Skillfully weave narrative techniques, such as dialogue, description, and pacing to intentionally develop experiences and events or show the responses of characters to situations. • Intentionally use precise and expressive vocabulary and complex figurative language for effect. • Provide a well-developed ending that enhances the narrated experiences or events.
5.W.4	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas with little to no relevance to topic, purpose, and genre; lacking revision to	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas mostly relevant to topic, purpose, and genre; some revision to improve	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using	Apply the writing process to – • Generate a well-developed draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing,

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents.	improve writing, attempt to use reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and little to no editing for format and standard English conventions. • Minimally use technology to interact and collaborate with others.	writing, use reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and limited editing of writing for format and standard English conventions. • Minimally use technology to interact and collaborate with others.	appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents.	using highly appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and precisely edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents.
5.W.5	Conduct short research assignments and tasks on a topic. • With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a variety of sources.	Conduct short research assignments and tasks on a topic. • With support, formulate a simple research idea. • Identify information from a source. • Use little to no summarization and/or paraphrasing of ideas and supporting details, and include little to no direct quotations where appropriate and or citing the source of information. • Make little to no attempt to avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing little to no variety of sources.	Conduct short research assignments and tasks on a topic. • With support, formulate a simple research question. • Identify and/or acquire information through primary and/or secondary sources. • Use limited summarization and paraphrasing of ideas and supporting details and inconsistently include quotations where appropriate and/or citing the source of information. • Attempt to avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a minimal variety of sources.	Conduct short research assignments and tasks on a topic. • With support, formulate a research question. • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a variety of sources.	Conduct short research assignments and tasks on a topic. • With support, formulate a multi-faceted research question. • Identify and acquire targeted information through reliable primary and secondary sources. • Consistently summarize and paraphrase important ideas and supporting details, and include direct quotations to enhance the writing, citing the source of information. • Consistently avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a rich variety of sources.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.W.6.1b	Verbs – • Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	Verbs (Inconsistently) – • Writing simple sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	Verbs (Intermittently) – • Writing simple sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	Verbs – • Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	Verbs – • Writing complex sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
5.W.6.1d	Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	Prepositions – Writing simple sentences that include prepositional phrases and beginning to apply their functions in the sentence.	Prepositions – Writing sentences that include prepositional phrases and applying their functions in the sentence.	Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	Prepositions – Writing complex sentences that include prepositional phrases and explaining their functions in the sentence.
5.W.6.1e	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	Usage – Inconsistently writing correct simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	Usage – Writing mostly correct simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	Usage – Writing correctly more elaborate simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
5.W.6.2a	Capitalization – Applying correct usage of capitalization in writing.	Capitalization – Inconsistently applying correct usage of capitalization in writing.	Capitalization – Mostly applying correct usage of capitalization in writing.	Capitalization – Applying correct usage of capitalization in writing.	Capitalization – Purposefully applying correct usage of capitalization in writing.
5.W.6.2b	Punctuation – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, 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.	Punctuation (Inconsistently) – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, 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.	Punctuation (Mostly correct) – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, 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.	Punctuation – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, 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.	Punctuation (Purposefully) – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, 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.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.W.6.2c	Spelling – Applying correct spelling patterns and generalizations in writing.	Spelling – Beginning to use correct spelling patterns and generalizations in writing.	Spelling – Applying correct spelling patterns and generalizations in writing most of the time.	Spelling – Applying correct spelling patterns and generalizations in writing.	Spelling – Applying more complex correct spelling patterns and generalizations in writing.
Speaking and Listening					
5.SL.3.1	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Provide little or no oral summarization or response to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Provide limited oral summarization or response to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Precisely orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3.2	Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	Little or no summarization of a speaker's points as they relate to main ideas or supporting details and/or limited demonstration of how claims are supported by reasons and evidence.	Limited summarization of a speaker's points as they relate to main ideas or supporting details and/or demonstration how claims are supported by reasons and evidence.	Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	Precisely summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

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Grade 6 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Key Ideas and Textual Support/Vocabulary					
6.RL.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite related textual evidence that provides limited support, including literal information that represents a simple understanding of what a text says explicitly.	Cite textual evidence to generally support a simple understanding of what a text says explicitly, including simple inferences drawn from the text.	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite textual evidence to precisely support an in-depth analysis of explicit ideas from a text as well as supporting complex inferences drawn from the text.
6.RL.2.2	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	Identify an explicit theme or central idea of a basic work of literature as conveyed through particular details that are obvious in a text; provide a simple summary of the basic text.	Explain an explicit theme or central idea in a portion of a simple work of literature as conveyed through particular details; provide a basic summary of the text.	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	Analyze how a theme or central idea of a complex work of literature is conveyed through the most relevant details; provide a succinct, detailed, objective summary of the complex text.
6.RL.2.3	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	Recognize how a simple plot unfolds in a series of episodes as well as identify the obvious changes in main characters from the exposition to the resolution of a short, simple narrative.	Explain how a plot unfolds in a series of episodes as well as identify the obvious changes in characters from the exposition to the resolution of a narrative.	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	Analyze and explain how a complex plot unfolds in a series of episodes as well as how that results in the characters' responses or subtle changes as the complex narrative advances and moves toward a resolution.
6.RN.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite related textual evidence that provides limited support, including literal information that represents a simple understanding of what a text says explicitly.	Cite textual evidence to generally support a simple understanding of what a text says explicitly, including simple inferences drawn from the text.	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite textual evidence to precisely support an in-depth analysis of explicit ideas from a text as well as supporting complex inferences drawn from the text.
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite related textual evidence that provides limited support that represents a simple understanding of primary and secondary sources.	Cite textual evidence to generally support a simple understanding of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite extended textual evidence to precisely support an in-depth analysis of primary and secondary sources.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LST.2.1	Cite specific textual evidence to support analysis of science and technical texts.	Cite related textual evidence that provides limited support that represents a simple understanding of science and technical texts.	Cite textual evidence to generally support a simple understanding of science and technical texts.	Cite specific textual evidence to support analysis of science and technical texts.	Cite extended textual evidence to precisely support an in-depth analysis of science and technical texts.
6.RN.2.2	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	Identify an explicit central idea in a simple text based on particular details that are clearly stated in a text; provide a simple summary of a simple text.	Explain an explicit central idea in a portion of a simple text as it is conveyed through particular details; provide an emerging summary of the text.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	Analyze how a central idea of a complex text is conveyed through the most relevant details; provide a succinct, detailed, objective summary of the complex text.
6-8.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Locate clearly stated central ideas or basic information of a simple primary or simple secondary source; provide a simple summary based on evidence from the text.	Identify apparent central ideas or information of a simple primary or simple secondary source; provide an emerging summary based on evidence from the text.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Distinguish the development of implied central ideas or complex information of a complex primary or complex secondary source; provide a clear and concise summary that is detailed and objective and supports the analysis.
6-8.LST.2.2	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Locate clearly stated central ideas or basic conclusions in a simple text; provide a simple summary of the text.	Identify apparent central ideas or conclusions in a simple text; provide an emerging summary of the text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Distinguish the development of implied central ideas or complex information in a complex text; provide a clear and concise summary that is detailed and objective and supports the analysis.
6.RN.2.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Identify where a key individual, event, or idea is introduced, illustrated, and elaborated in a simple text.	Determine how a key individual, event, or idea is introduced, illustrated, and elaborated in a simple text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Analyze and evaluate in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a complex text.

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Grade 6 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.2.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Locate steps in a lower-complexity text's description of a simple process related to history/social studies.	Identify steps in a text's description of a simple process related to history/social studies.	Identify key steps in a text's description of a process related to history/social studies.	Identify critical steps in a text's description of a complex process related to history/social studies.
6-8.LST.2.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow simple step-by-step procedures when carrying out experiments, taking measurements, or performing technical tasks.	Follow consistent multi-step procedures when carrying out experiments, taking measurements or performing technical tasks.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow and apply precisely a multistep procedure when carrying out experiments, taking measurements, or performing challenging technical tasks.
6.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	Use obvious, literal context within the same sentence to recognize the meaning of words and phrases.	Use context within the same sentence to recognize the meaning of words and phrases.	Use context to determine or clarify the meaning of words and phrases.	Use context throughout a text to determine and clarify the meaning of complex words and phrases.
6.RV.2.2	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Identify the simple relationship between lower-level words to better understand each of the words.	Use the simple relationship between particular words to better understand each of the words.	Use the relationship between particular words to better understand each of the words.	Use the complex relationship between higher-level words to better understand each of the words.
6.RV.2.3	Distinguish among the connotations of words with similar denotations.	Identify the obvious connotations of basic words with similar denotations.	Distinguish among the obvious connotations of basic words with similar denotations.	Distinguish among the connotations of words with similar denotations.	Interpret meanings of complex words using connotation and denotation skills.
6.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Identify the meaning of grade-appropriate Greek or Latin affixes and roots.	Understand that grade-appropriate Greek or Latin affixes and roots contribute to the meaning of basic words.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	Apply and explain the use of grade-appropriate Greek or Latin affixes and roots as clues to the meaning of complex words.
6.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise	Consult reference materials, both print and digital, to locate but not apply information about the pronunciation, meaning,	Consult reference materials, both print and digital, to locate but not apply information about the pronunciation, meaning,	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	meaning, part of speech, or origin.	part of speech, or origin of a word.	part of speech, or origin of a word.	meaning, part of speech, or origin.	meaning, part of speech, or origin.
6.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Identify the literal meaning of simple words and phrases as they are used in works of literature; recognize that word choice has an impact on meaning and tone.	Identify the meaning of simple words and phrases as they are used in works of literature, including basic figurative and connotative meanings; explain the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Distinguish the meaning of complex words and phrases as they are used in works of literature, including subtle figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
6.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	Identify the literal meaning of simple words and phrases as they are used in a nonfiction text, including simple figurative, connotative, and technical meanings.	Identify the meaning of simple words and phrases as they are used in a nonfiction text, including basic figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	Distinguish the meaning of complex words and phrases as they are used in a nonfiction text, including subtle figurative, connotative, and technical meanings.
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Identify the meaning of simple words and phrases as they are used in a simple history/social studies text.	Determine the simple meaning of words or phrases as they are used in a simple text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Explain how words and phrases are used in context related to a history/social studies text related to other content domains.
6-8.LST.3.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Locate the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple scientific or technical context relevant to grades 6–8 texts and topics.	Determine the basic meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple, specific scientific or technical context relevant to grades 6–8 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Explain the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a complex, specific scientific or technical context relevant to grades 6–8 texts and topics.
6.RV.3.3	Interpret figures of speech (e.g., personification) in context.	Identify figures of speech in a basic context.	Determine simple meanings of figures of speech.	Interpret figures of speech in context.	Explain complex figures of speech in context.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Structural Elements and Organization/Synthesis and Connection of Ideas/Media Literacy					
6.ML.2.1	Use evidence to evaluate the accuracy of information presented in multiple media messages.	Identify facts that are related to information presented in multiple media messages.	Identify evidence that is related to the accuracy of information presented in multiple media messages.	Use evidence to evaluate the accuracy of information presented in multiple media messages.	Analyze evidence to thoroughly evaluate the accuracy of information presented in multiple complex media messages.
6.ML.2.2	Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.)	Identify the explicit context of the message related to the audience.	Identify the target audience of a simple media message, using the explicit context of the message.	Identify the target audience of a media message, using the context of the message.	Identify and describe the target audience of a media message, using the implicit context of the message.
6.RL.3.1	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.	Identify how a particular sentence, chapter, scene, or stanza relates to the theme, characterization, setting, or plot of a simple work of literature.	Explain how a particular sentence, chapter, scene, or stanza fits into the overall structure of a simple work of literature and how it relates to the theme, characterization, setting, or plot.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.	Analyze in depth how a particular sentence, chapter, scene, or stanza fits into the overall structure of a complex work of literature and how it effectively contributes to the development of the theme, characterization, setting, or plot.
6.RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	Identify how the author develops the point of view of the narrator or speaker in a simple work of literature.	Identify how an author develops the point of view of the narrator or speaker in a simple work of literature and how the narrator or speaker explicitly impacts the mood, tone, or meaning of a text.	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	Analyze and explain how an author develops the point of view of the narrator or speaker in an complex work of literature and how the narrator or speaker implicitly impacts the mood, tone, and meaning of a text.
6.RL.4.1	Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and	Describe the experience of reading a simple story, play, or poem or describe the experience of listening to or viewing an audio, video, or live version of the text.	Compare the experience of reading a simple story, play, or poem with listening to or viewing an audio, video, or live version of the text, including	Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and	Compare and contrast the experience of reading a complex story, play, or poem with listening to or viewing an audio, video, or live version of the text, including clearly

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	"hear" when reading the text with what they perceive when they listen or watch.		explaining what they perceive when they listen or watch.	"hear" when reading the text with what they perceive when they listen or watch.	contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.
6.RL.4.2	Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Describe simple works of literature in different forms or genres in terms of their basic approaches to similar themes and topics.	Compare simple works of literature in different forms or genres in terms of their basic approaches to similar themes and topics.	Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics.	Compare and contrast more abstract works of literature in different forms or genres in terms of their nuanced approaches to similar complex themes and topics.
6.RN.3.2	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Identify how a particular sentence, paragraph, chapter, or section relates to the ideas in a simple text.	Describe how a particular sentence, paragraph, chapter, or section fits into the overall structure of a simple text and how it relates to the ideas.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a complex text and how it effectively contributes to the development of the ideas.
6-8.LH.3.2	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Identify how a simple text presents information.	Identify how a text presents information.	Describe how a text presents information.	Provide a detailed description of how a complex text presents information.
6-8.LST.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic	Identify the basic structure an author uses to organize a simple text, identifying the major sections.	Describe the structure an author uses to organize a text, identifying the major sections and a basic understanding of the topic.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Analyze and evaluate the structure an author uses to organize a complex text, including how the major sections and their organization contribute to the whole and to an in-depth understanding of the topic.
6.RN.3.3	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	Identify an author's perspective or purpose in a simple text.	Identify an author's perspective or purpose in a simple text, and explain how it is explicitly conveyed in the text.	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	Analyze an author's perspective or purpose in a complex text, and thoroughly explain how it is conveyed in the text.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.3.3	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Identify aspects of a simple text that reveal an author's clearly stated perspective or purpose.	Identify aspects of a simple text that reveal an author's perspective or purpose.	Identify aspects of a text that reveal an author's perspective or purpose.	Identify key aspects of a complex text that reveal an author's implied perspective or purpose.
6-8.LST.3.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify the clearly stated author's purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a basic text.	Describe the author's purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a text.	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Analyze and evaluate the author's purpose in providing a detailed explanation, describing a complex procedure, or discussing an elaborate experiment in a complex text.
6.RN.4.1	Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	Identify the argument and explicit claims in a simple text.	Determine the argument and specific claims in a simple text and identify information that is related to the claims.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	Trace and analyze the implicit argument and specific claims in a complex text, distinguishing claims that the author supports with sufficient reasons and evidence from claims that are not supported.
6-8.LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish the clear difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish the difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish and explain the difference among fact, opinion, and reasoned judgment in a complex text.
6-8.LST.4.2	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish the clear difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish the difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish and explain the difference among facts, reasoned judgment based on research findings, and speculation in a complex text.
6.RN.4.2	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	Identify clearly related information in different media or formats and explain how it is connected to a topic or issue.	Integrate clearly related information in different media or formats to demonstrate a limited understanding of a topic or issue.	Integrate information presented in different media or formats to demonstrate a coherent understanding of a topic or issue.	Integrate implicit information presented in different media or formats to demonstrate a comprehensive understanding of a complex topic or issue.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.4.1	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate basic visual information with other information in print and digital texts that are directly related.	Integrate visual information with other information in print and digital texts that are closely related.	Integrate visual information with other information in print and digital texts.	Integrate complex visual information with other information in print and digital texts from related topics.
6-8.LST.4.1	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate basic quantitative or technical information expressed in words in a simple text with a clearly parallel version of that same information expressed visually.	Integrate quantitative or technical information expressed in words in a simple text with a version of that information expressed visually that is closely related.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.	Integrate key pieces of quantitative or technical information expressed in words in a complex text with a version of that information expressed visually.
6.RN.4.3	Compare and contrast one author's presentation of events with that of another.	Compare related facts from two authors' presentations of parallel events.	Compare two authors' presentations of parallel events.	Compare and contrast one author's presentation of events with that of another.	Thoroughly compare and contrast one author's nuanced presentation of events with that of another.
6-8.LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source.	Identify the relationship of treatments of the same topic in a primary and secondary source.	Compare the treatments of the same topic in a primary and secondary source.	Compare and contrast treatments of the same topic in a primary and secondary source.	Compare, contrast, and synthesize treatments of the same topic in a primary and secondary source.
6-8.LST.4.3	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Identify the clearly stated information gained from simple experiments, simulations, video, or multimedia sources with that gained from reading a basic text on the same topic.	Compare the clearly stated information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare, contrast, and synthe-size the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a complex text on the same topic.
Writing					
6.W.3.1	Write arguments in a variety of forms that – • Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.	Write arguments in a variety of forms that – • Introduce claim(s) using basic strategies.	Write arguments in a variety of forms that – • Introduce claim(s) using simple strategies. • Use a simple organizational structure to group related	Write arguments in a variety of forms that – • Introduce claim(s), using strategies such as textual analysis,	Write arguments in a variety of forms that – • Introduce claim(s), using complex strategies. • Use a complex organizational structure to group related

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	• Use an organizational structure to group related ideas that support the argument. • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. • Provide a concluding statement or section that follows from the argument presented.	• Use a basic organizational structure to group ideas that support the argument. • Support claim(s) with basic reasoning using sources. • Establish a style and tone that may be minimally connected to the appropriate purpose and audience. • Use basic transitions to progress between claim(s) and reasons. • Provide a concluding statement or section that minimally follows from the argument presented.	ideas that support the argument. • Support claim(s) with basic reasoning using accurate, credible sources. • Establish a style and tone that begins to be appropriate to purpose and audience. • Use appropriate transitions that clarify the relationships among claim(s) and reasons. • Provide a concluding statement that minimally relates to the argument presented.	comparison/contrast, and cause/effect. • Use an organizational structure to group related ideas that support the argument. • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Consistently use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. • Provide a concluding statement or section that follows from the argument presented.	ideas that support the argument. • Support claims with complex, logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain an effective, consistent style and tone appropriate to purpose and audience. • Apply effective transitions to create cohesion and synthesize the relationships among claim(s), reasons, and evidence. • Develop a concluding statement or section that is derived from and clearly supports the argument presented.
6-8.LH.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.
6-8.LST.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.
6.W.3.2	Write informative compositions in a variety of forms that –	Write informative compositions in a variety of forms that –	Write informative compositions in a variety of forms that –	Write informative compositions in a variety of forms that –	Write informative compositions in a variety of forms that –

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	• Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from the information or explanation presented.	• Restate a topic; list simple ideas, concepts, and information. • Develop the topic with related information and examples from a source or text. • Use simple transitions between ideas and concepts. • Include simple formatting, graphics, and multimedia. • Choose simplistic language and vocabulary that express ideas. • Attempt to establish a style related to purpose or audience. • Provide a concluding statement that minimally supports the information or explanation presented.	• Introduce a topic; organize ideas, concepts, and information, using basic strategies. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use transitions to create and clarify the relationships among ideas and concepts. • Include simple formatting, graphics, and multimedia to demonstrate related comprehension skills. • Choose language and content-specific vocabulary that generally express ideas, recognizing and eliminating wordiness and redundancy. • Establish and partially maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from and attempts to support the information or explanation presented.	• Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Consistently use appropriate transitions to clarify the relationships among ideas and concepts. • Include formatting, graphics, and multimedia when useful to aiding comprehension. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from the information or explanation presented.	• Introduce a topic clearly and concisely, thoroughly pre-viewing what is to follow, using effective organizational strategies and concepts; include purposeful formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic thoroughly with relevant facts, definitions, concrete details, quotations, or other information and specific examples from various sources and texts. • Consistently use a variety of appropriate transitions to create cohesion and logically clarify the relationships among ideas and concepts. • Choose clearly appropriate language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Maintain a well-established style clearly appropriate to purpose and audience. • Provide a clear and concise concluding statement or section that directly follows from and thoroughly supports

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					the information or explanation presented.
6-8.LH.5.2	Write informative texts, including analyses of historical events.	Write informative texts, recounting historical events.	Write informative texts, with limited analysis of historical events.	Write informative texts, including analyses of historical events.	Write informative texts, including in-depth analyses of historical events.
6-8.LST.5.2	Write informative texts, including scientific procedures/ experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including minimal scientific procedures/ experiments or some technical processes that include details from data and/or research.	Write informative texts, including scientific procedures/ experiments or some technical processes that include details and conclusions drawn from data and/or research.	Write informative texts, including scientific procedures/ experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including evaluations of scientific procedures/ experiments or technical processes that include precise and concise descriptions and conclusions drawn from data and research.
6.W.3.3	Write narrative compositions in a variety of forms that – • Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, and introduce the narrator and/or characters). • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, and description, to develop	Write narrative compositions in a variety of forms that – • Introduce the reader by developing a basic exposition. • Organize an event sequence using a limited number of transition words to convey sequence from one time frame or setting to another. • Make some attempt at narrative techniques, developing a limited number of experiences, events, and/or characters. • Use words, phrases, and details to attempt to capture the action, experiences, and events.	Write narrative compositions in a variety of forms that – • Use a basic exposition to capture the reader's interest. • Organize an event sequence that unfolds logically, using a variety of transition words or clauses to convey sequence from one time frame or setting to another. • Use narrative techniques to develop a limited number of experiences, events, and/or characters. • Use related words and phrases, descriptive details, and sensory language to attempt to capture the action, experiences, and events.	Write narrative compositions in a variety of forms that – • Engage and orient the reader by developing an exposition. • Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language	Write narrative compositions in a variety of forms that – • Engage and orient the reader by thoroughly establishing a detailed exposition. • Organize an event sequence that clearly unfolds naturally and logically, using a variety of skillful transition words, phrases, and clauses to convey sequence and precisely signal shifts from one time frame or setting to another. • Use purposeful narrative techniques and vivid description to fully develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Provide an ending that follows from the narrated experiences or events.	• Provide a simple ending that contains narrated experiences or events.	• Provide an ending that partially relates to narrated experiences or events.	to convey experiences and events. • Provide an ending that follows from the narrated experiences or events.	details, and effective sensory language to capture the action and convey cohesive experiences and events. • Provide a coherent ending that directly follows narrated experiences or events.
6.W.4	Apply the writing process to – • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing.	Apply the writing process to – • Partially plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit common errors to produce new writing. • Use technology to interact and collaborate with others to generate, produce, and publish writing.	Apply the writing process to – • Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is partially clear. • Use technology to interact and collaborate with others to generate, produce, and publish writing.	Apply the writing process to – • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent. • Use technology to interact and collaborate with others to generate, produce, and publish writing.	Apply the writing process to – • Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent. • Use technology to interact and collaborate with others to generate, produce, and publish writing.
6-8.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.	Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.	Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LST.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.	Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.	Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). • Gather relevant information from multiple sources, and annotate sources. • Assess the credibility of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and provide basic bibliographic information for sources. • Present information, choosing from a variety of formats.	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Begin to formulate a basic research question. • Gather information from sources, using general search terms, and minimally annotate sources. • Assess the credibility and accuracy of some sources. • Incorrectly quote or paraphrase information and conclusions of others. • Inconsistently avoid plagiarism and follow a standard format for citation. • Ineffectively present information, choosing from limited simple formats.	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a basic research question. • Gather information from multiple sources, using search terms, and annotate sources. • Assess the credibility and accuracy of most sources. • Occasionally quote or paraphrase the information and conclusions of others. • Occasionally avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of simple formats.	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a research question. • Gather relevant information from multiple sources, and annotate sources. • Assess the credibility of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and provide basic bibliographic information for sources. • Present information, choosing from a variety of formats.	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a complex research question. • Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully, and annotate sources appropriately. • Assess the credibility of each source. • Effectively quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Effectively present detailed information, choosing from a variety of formats.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating additional basic questions that allow for limited exploration.	Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating related questions that allow for additional exploration.	Conduct short research assignments and tasks to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a complex question, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.
6-8.LH.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or Chicago).	Gather information from multiple sources, using general search terms effectively; attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of others while inconsistently avoiding plagiarism and following a standard format for citation.	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while occasionally avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw facts from informational texts that generally connect to analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.
6-8.LST.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating additional basic questions that allow for limited exploration.	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating related questions that allow for additional exploration.	Conduct short research assignments and tasks to answer a question or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a complex question or test a complex hypothesis, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LST.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or CSE).	Gather information from multiple sources, using general search terms effectively; attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of others while inconsistently avoiding plagiarism and following a standard format for citation.	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while occasionally avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.LST.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw facts from informational texts that generally connect to analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.
6.W.6.1a	Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns.	Pronouns – Use a variety of simple pronouns; recognize incorrect pronoun usage.	Pronouns – Use a variety of pronouns; recognize incorrect pronoun usage and attempt to correct.	Pronouns – Use a variety of pronouns, including subject, object, possessive, and reflexive; ensure pronoun-antecedent agreement; recognize and correct vague pronouns.	Pronouns – Purposefully select pronouns, including subject, object, possessive, and reflexive; ensure pronoun-antecedent agreement; recognize and correct vague pronouns.
6.W.6.1e	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	Usage – Write simple sentences; recognize compound, complex, and compound-complex sentences; rarely recognize sentence fragments and run-ons.	Usage – Inconsistently write simple, compound, and complex sentences; inconsistently recognize sentence fragments and run-ons.	Usage – Write simple, compound, complex, and compound-complex sentences; recognize sentence fragments and run-ons.	Usage – Effectively write simple, compound, complex, and compound-complex sentences; consistently recognize sentence fragments and run-ons.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6.W.6.2b	Punctuation – • Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • Using semicolons to connect main clauses and colons to introduce a list or quotation.	Punctuation – • Rarely use punctuation to set off nonrestrictive/parenthetical elements. • Recognize use of semicolons to connect main clauses and colons to introduce a list or quotation.	Punctuation – • Inconsistently use punctuation to set off nonrestrictive/parenthetical elements. • Rarely use semicolons to connect main clauses and colons to introduce a list or quotation.	Punctuation – • Use punctuation to set off nonrestrictive/parenthetical elements. • Use semicolons to connect main clauses and colons to introduce a list or quotation.	Punctuation – • Effectively use punctuation to set off nonrestrictive/ parenthetical elements. • Effectively use semicolons to connect main clauses and colons to introduce a list or quotation.
Speaking and Listening					
6.SL.3.1	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Locate similar information presented in simple diverse media and formats and recognize how it relates to a topic, text, or issue under study.	Describe information presented in diverse media and formats and connect how it contributes to a topic, text, or issue under study.	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	Interpret complex information presented in diverse media and formats and analyze how it contributes to a topic, text, or issue under study.
6.SL.3.2	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Identify a speaker's argument and specific claim, recognizing simple claims that are supported by reasons and evidence and claims that are not.	Identify a speaker's argument and specific claims, describing claims that are supported by clear reasons and evidence and claims that are not.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims in a more complex work, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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Key Ideas and Textual Support/Vocabulary					
7.RL.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite several pieces of related textual evidence that provide limited support including literal information that represents a simple understanding of what a text says explicitly.	Cite several pieces of textual evidence to generally support a simple understanding of what a text says explicitly, including simple inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as logical inferences drawn from the text.	Cite several pieces of extended textual evidence to precisely support an in- depth analysis of explicit ideas from a text as well as supporting complex inferences drawn from the text.
7.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	Identify an explicit theme or central idea of a work of literature; provide a simple summary of the text.	Describe the development of a theme or central idea in a portion of a text of literature; provide an emerging summary of the text.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary of the text that supports the analysis.	Analyze the development of a complex theme or central idea over the course of a work of literature; provide a succinct, detailed summary that supports the analysis.
7.RL.2.3	Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	Identify basic relationships that exist among elements of literature.	Determine how the elements of literature interact and influence the story.	Analyze the interaction of elements in a work of literature and how it shapes the story.	Analyze and evaluate the interaction among complex elements of literature and how those relationships influence each other.
7.RN.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite several pieces of related textual evidence that provide limited support, including literal information that represents a simple understanding of what a text says explicitly.	Cite several pieces of textual evidence to generally support a simple understanding of what a text says explicitly, including simple inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite several pieces of extended textual evidence to precisely support an in-depth analysis of explicit ideas from a text as well as support complex inferences drawn from the text.
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite related textual evidence that provides limited support that represents a simple under-standing of primary and secondary sources.	Cite textual evidence to generally support a simple understanding of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite extended textual evidence to precisely support an in-depth analysis of primary and secondary sources.

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6-8.LST.2.1	Cite specific textual evidence to support analysis of science and technical texts.	Cite related textual evidence that provides limited support that represents a simple understanding of science and technical texts.	Cite textual evidence to generally support a simple understanding of science and technical texts.	Cite specific textual evidence to support analysis of science and technical texts.	Cite extended textual evidence to precisely support an in-depth analysis of science and technical texts.
7.RN.2.2	Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	Identify the central ideas in a portion of a simple text; provide a simple summary of the text.	Describe the development of central ideas in a portion of a simple text; provide an emerging objective summary of the text.	Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	Analyze the development of central ideas over the course of a complex text; provide a clear and concise summary that is detailed and objective and supports the analysis.
6-8.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Locate clearly stated central ideas or basic information of a simple primary or simple secondary source; provide a simple summary based on evidence from the text.	Identify apparent central ideas or information of a simple primary or simple secondary source; provide an emerging summary based on evidence from the text.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Distinguish the development of implied central ideas or complex information of a complex primary or complex secondary source; provide a clear and concise summary that is detailed and objective and supports the analysis.
6-8.LST.2.2	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Identify clearly stated central ideas or basic conclusions in a simple text; provide a simple summary of the text.	Identify apparent central ideas or conclusions in a simple text; provide an emerging summary of the text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Distinguish the development of implied central ideas or complex information in a complex text; provide a clear and concise summary that is detailed and objective and supports the analysis.
7.RN.2.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Identify how simple interactions between individuals, events, and ideas in a simple text are related.	Determine how the interactions between individuals, events, and ideas in a text are related.	Analyze the interactions between individuals, events, and ideas in a text.	Evaluate the complex interactions between individuals, events, and ideas in a text, determining how higher-level ideas influence each other.

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6-8.LH.2.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Locate steps in a lower-complexity text's description of a simple process related to history/social studies.	Identify steps in a text's description of a simple process related to history/social studies.	Identify key steps in a text's description of a process related to history/social studies.	Identify critical steps in a text's description of a complex process related to history/social studies.
6-8.LST.2.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow simple step-by-step procedures when carrying out experiments, taking measurements, or performing technical tasks.	Follow consistent multistep procedures when carrying out experiments, taking measurements, or performing technical tasks.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow and apply precisely a multistep procedure when carrying out experiments, taking measurements, or performing challenging technical tasks.
7.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	Use simple, literal context clues within the same sentence to recognize the meaning of simple words and phrases.	Use general context clues within the same sentence to recognize the meaning of words and phrases.	Use context clues to determine or clarify the meaning of words and phrases.	Use context clues located throughout the text to determine and clarify the meanings of complex words and phrases.
7.RV.2.2	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Use clear relationships between basic vocabulary words to comprehend simple meaning.	Use the simple relationship between grade-appropriate vocabulary to comprehend meaning.	Use the relationship between particular words to better understand each of the words.	Distinguish the relationship among higher-level words in order to get a more precise understanding of each word's meaning.
7.RV.2.3	Distinguish among the connotations of words with similar denotations.	Identify the obvious connotations of basic words with similar denotations.	Distinguish among the obvious connotations of basic words with similar denotations.	Distinguish among the connotations of words with similar denotations	Interpret meanings of complex words using connotation and denotation skills.
7.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	Identify the meaning of grade-appropriate Greek or Latin affixes and roots.	Connect common, grade-appropriate Greek or Latin affixes and roots as clues to the word meaning.	Apply the use of common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words.	Apply and explain the use of grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words in a text.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.RV.2.5	Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	Consult reference materials, both print and digital, to locate, but not apply information about the pronunciation, meaning, part of speech, or origin of, a word.	Consult reference materials, both print and digital, to locate, but not apply information about the pronunciation, meaning, part of speech, or origin of, a word.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.
7.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.	Identify the meaning of simple words and phrases as they are used in works of literature and the differences between figurative and connotative meanings; recognize rhymes and other repetitions of sounds within a story, poem, or play.	Determine the meaning of simple words and phrases as they are used in works of literature, including figurative and connotative meanings; explain the use of repetitions of sounds within a story, poem, or play.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds within a story, poem, or play.	Determine the meanings of complex words and phrases as they are used in literature, including figurative and connotative meanings; evaluate the effectiveness of repetitions of sounds within a story, poem, or play.
7.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Identify simple figurative, connotative, and technical meanings of words and phrases as they are used in a simple nonfiction text; recognize the basic impact of a specific word choice on meaning and tone.	Determine the simple meanings of figurative, connotative, and technical words and phrases as they are used in a nonfiction text, including simple impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Infer the precise meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the subtle impact of a specific word choice on meaning and tone.
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Identify the meaning of simple words and phrases as they are used in a simple history/social studies text.	Determine the simple meaning of the words or phrases as they are used in a simple text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Explain how words and phrases are used in context related to a history/social studies text related to other content domains.

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6-8.LST.3.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Locate the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple scientific or technical context relevant to grades 6–8 texts and topics.	Determine the basic meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple specific scientific or technical context relevant to grades 6–8 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Explain the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a complex, specific scientific or technical context relevant to grades 6–8 texts and topics.
7.RV.3.3	Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.	Identify figures of speech in a basic context.	Determine meanings of simple figures of speech.	Interpret figures of speech in context.	Explain complex figures of speech in context.
Structural Elements and Organization/Synthesis and Connection of Ideas/Media Literacy					
7.ML.2.1	Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	Identify the various ways in which events are obviously presented and information is clearly communicated by visual image-makers to influence the public.	Identify the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	Interpret and evaluate complex ways in which events are presented and information is communicated by visual image-makers to influence the public.
7.ML.2.2	Analyze the ways that the media use words and images to attract the public's attention.	Identify the ways in which the media specifically uses words and images to attract the public's attention.	Explain the simple ways in which the media uses words and images to attract the public's attention.	Analyze the ways in which the media use words and images to attract the public's attention.	Clearly analyze and interpret in-depth the specific ways in which the media uses words and images to attract and influence the public's attention.
7.RL.3.1	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	Identify a simple work of literature's structural elements, such as subplots, parallel episodes, climax, and conflicts, and how they contribute to its meaning and plot.	Explain a simple work of literature's structural elements, such as subplots, parallel episodes, climax, and conflicts, and how they contribute to its meaning and plot.	Analyze how a work of literature's structural elements, such as subplots, parallel episodes, climax, and conflicts, contribute to its meaning and plot.	Analyze and evaluate how a complex work of literature's structural elements, such as subplots, parallel episodes, climax, and conflicts, effectively contribute to its meaning and plot.
7.RL.3.2	Analyze how an author develops and contrasts the points of view of different	Identify the points of view of different characters or narrators in a simple work of literature.	Determine and explain how an author develops and contrasts the points of view of different	Analyze how an author develops and contrasts the points of view of different	Analyze and evaluate how an author develops and contrasts the points of view of different

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	characters or narrators in a work of literature.		characters or narrators in a simple work of literature.	characters or narrators in a work of literature.	characters or narrators in a complex work of literature.
7.RL.4.1	Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Compare a simple written story, play, or poem with its audio, filmed, staged, or multimedia versions, stating the techniques unique to each medium.	Compare and contrast a simple written story, play, or poem with its audio, filmed, staged, or multimedia versions, distinguishing the techniques unique to each medium.	Compare and contrast a written story, play, or poem with its audio, filmed, staged, or multimedia versions, analyzing the effects of techniques unique to each medium.	Compare and contrast a complex written story, play, or poem with its audio, filmed, staged, or multimedia versions, evaluating how the specific effects of multiple techniques enhance each medium.
7.RL.4.2	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Compare a fictional portrayal of a time, place, or character and a historical account of the same period in order to gain a basic understanding that authors of fiction use or alter history.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period in order to gain a basic understanding of how authors of fiction use or alter history.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding and evaluating how authors of fiction effectively use or alter history.
7.RN.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Identify the basic structure an author uses to organize a simple text, and identify the major sections.	Describe the structure an author uses to organize a simple text, and identify the major sections and their purpose.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze and evaluate the structure an author uses to organize a complex text, including how the major sections and their organization contribute to the whole and to the development of the ideas.
6-8.LH.3.2	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Identify how a simple text presents information.	Identify how a text presents information.	Describe how a text presents information.	Provide a detailed description of how a complex text presents information.
6-8.LST.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	Identify the basic structure an author uses to organize a simple text, identifying the major sections.	Describe the structure an author uses to organize a text, identifying the major sections and a basic understanding of the topic.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	Analyze and evaluate the structure an author uses to organize a complex text, including how the major sections and their organization

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	and to an understanding of the topic			and to an understanding of the topic.	contribute to the whole and to an in-depth understanding of the topic.
7.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	Identify an author's clearly stated perspective or purpose in a simple text, and recognize that the author's position is different from the position of others.	Determine an author's perspective or purpose in a simple text, and explain how the author position's is different from the positions of others.	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	Infer an author's perspective or purpose in a complex text, and analyze and evaluate how well the author distinguishes his or her position from the position of others.
6-8.LH.3.3	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Identify aspects of a simple text that reveal an author's clearly stated perspective or purpose.	Identify aspects of a simple text that reveal an author's perspective or purpose.	Identify aspects of a text that reveal an author's perspective or purpose.	Identify key aspects of a complex text that reveal an author's inferred perspective or purpose.
6-8.LST.3.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify the clearly stated author's purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a basic text.	Describe the author's purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a text.	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Analyze and evaluate the author's purpose in providing a detailed explanation, describing a complex procedure, or discussing an elaborate experiment in a challenging text.
7.RN.4.1	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.	Determine the stated argument in a simple text and identify basic claims, recognizing whether there is reasoning to support the claims, and noting obvious instances of bias and stereotyping.	Determine the argument and specific claims in a simple text, recognizing whether the reasoning and evidence support the claims, noting obvious instances of bias and stereotyping.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.	Analyze and evaluate the argument and note specific and inferred claims in a complex text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting subtle instances of bias and stereotyping.

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6-8.LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish the clear difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish the difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish and explain the difference among fact, opinion, and reasoned judgment in a complex text.
6-8.LST.4.2	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish the clear difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish the difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish and explain the difference among facts, reasoned judgment based on research findings, and speculation in a complex text.
7.RN.4.2	Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Compare a simple print or digital text with an audio, video, or multimedia version of the text, stating each medium's portrayal of the subject.	Compare and contrast a simple print or digital text with an audio, video, or multimedia version of the text, explaining each medium's portrayal of the subject.	Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	Compare and contrast a complex print or digital text with an audio, video, or multimedia version of the text, evaluating how the specific effect of each medium's portrayal of the subject is enhanced.
6-8.LH.4.1	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate basic visual information with other information in print and digital texts that are directly related.	Integrate visual information with other information in print and digital texts that are closely related.	Integrate visual information with other information in print and digital texts.	Integrate complex visual information with other information in print and digital texts from related topics.
6-8.LST.4.1	Integrate quantitative or technical information expressed in words in a text with a version of that information that is expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate basic quantitative or technical information expressed in words in a simple text with a clearly parallel version of that same information that is expressed visually.	Integrate quantitative or technical information expressed in words in a simple text with a version of that information expressed visually that is closely related.	Integrate quantitative or technical information expressed in words in a text with a version of that information that is expressed visually.	Integrate key pieces of quantitative or technical information expressed in words in a complex text with a version of that information that is expressed visually.
7.RN.4.3	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence	Recognize that two or more authors writing about the same topic shape their presentations of information by using different	Explain how two or more authors writing about the same topic shape their presentations of information by emphasizing	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence	Analyze and evaluate how two or more authors writing about the same complex topic effectively shape their presentations of key information

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	or advancing different interpretations of facts.	evidence or different interpretations of facts.	different evidence or advancing different interpretations of facts.	or advancing different interpretations of facts.	by emphasizing different evidence or advancing different interpretations of subtle facts.
6-8.LH.4.3	Compare and contrast treatments of the same topic in primary and secondary sources.	Identify treatments of the same topic in primary and secondary sources.	Compare the treatments of the same topic in primary and secondary sources.	Compare and contrast treatments of the same topic in primary and secondary sources.	Compare, contrast, and synthesize treatments of the same topic in primary and secondary sources.
6-8.LST.4.3	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Identify the clearly stated information gained from simple experiments, simulations, video, or multimedia sources with that gained from reading a basic text on the same topic.	Compare the clearly stated information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare, contrast, and synthesize the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a complex text on the same topic.
Writing					
7.W.3.1	Write arguments in a variety of forms that – • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience.	Write arguments in a variety of forms that – • Introduce claim(s), acknowledge opposing claims, and attempt basic organizational structures. • Support claim(s) with basic reasoning using accurate, credible sources demonstrating minimal understanding of the topic or text. • Establish a style and tone that may be minimally connected to the appropriate purpose and audience.	Write arguments in a variety of forms that – • Introduce claim(s), acknowledge opposing claims, and use some organizational structures. • Support claim(s) with basic reasoning or relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish a consistent style and tone that are appropriate to purpose and audience.	Write arguments in a variety of forms that – • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone that are appropriate to purpose and audience.	Write arguments in a variety of forms that – • Introduce claims, evaluate strong alternate or opposing claims, and use appropriate organizational structures. • Evaluate claims with complex, logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain an effective, consistent style and tone that are appropriate to purpose and audience.

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	• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Provide a concluding statement or section that follows from and supports the argument presented.	• Use transitions between claim(s), reasons, or evidence. • Provide a concluding statement or section that minimally follows from the argument presented.	• Use effective transitions to create clarity among claim(s), reasons, and evidence. • Provide a concluding statement that supports the argument presented.	• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Provide a concluding statement or section that follows from and supports the argument presented.	• Apply effective transitions to create cohesion and synthesize the relationships among claim(s), reasons, and evidence. • Develop a concluding statement or section that is derived from and clearly supports the argument presented.
6-8.LH.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.
6-8.LST.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.
7.W.3.2	Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	Write informative compositions in a variety of forms that – • Introduce a topic, inconsistently organize ideas, concepts, and information, using a strategy such as definition; include simple formatting. • Develop the topic with related information and examples from a source or text. • Use transitions between ideas and concepts. • Choose language and content-related vocabulary that express ideas.	Write informative compositions in a variety of forms that – • Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting, graphics, and multimedia. • Develop the topic with related facts, definitions, simple details, quotations, or other information and examples from various sources and texts.	Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	Write informative compositions in a variety of forms that – • Introduce a topic clearly and concisely, thoroughly previewing what is to follow; using effective organizational strategies and concepts; include purposeful formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic thoroughly with relevant facts, definitions, concrete details, quotations, or other information and specific examples from various sources and texts.

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	• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented.	• Establish a style that is related to purpose or audience. • Provide a concluding statement that minimally supports the information or explanation presented.	• Use transitions to create and clarify the relationships among ideas and concepts. • Choose language and content-related vocabulary that express ideas, recognizing and eliminating wordiness and redundancy. • Establish a style that is appropriate to purpose and audience. • Provide a concluding statement that follows from and supports the information or explanation presented.	• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style that is appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented.	• Consistently use a variety of appropriate transitions to create cohesion and logically clarify the relationships among ideas and concepts. • Choose clearly appropriate language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Maintain a well-established style that is clearly appropriate to purpose and audience. • Provide a concluding statement or section that directly follows from and thoroughly supports the information or explanation presented.
6-8.LH.5.2	Write informative texts, including analyses of historical events.	Write informative texts, recounting historical events.	Write informative texts, with limited analysis of historical events.	Write informative texts, including analyses of historical events.	Write informative texts, including in-depth analyses of historical events.
6-8.LST.5.2	Write informative texts, including scientific procedures/ experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including minimal scientific procedures/ experiments or some technical processes that include details from data and/or research.	Write informative texts, including scientific procedures/ experiments or some technical processes that include details and conclusions drawn from data and/or research.	Write informative texts, including scientific procedures/ experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including evaluations of scientific procedures/ experiments or technical processes that include precise and concise descriptions and conclusions drawn from data and research.

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7.W.3.3	Write narrative compositions in a variety of forms that – • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Introduce the reader by presenting a context and introducing a narrator and/or characters. • Organize an event sequence using a limited amount of transition words to convey sequence from one time frame or setting to another. • Make some attempt at narrative techniques, develop a limited number of experiences, events, and/or characters. • Use words, phrases, and details to attempt to capture the action, experiences and events. • Provide an ending that inconsistently follows from narrated experiences or events.	Write narrative compositions in a variety of forms that – • Engage and minimally orient the reader by presenting a context and point of view and introducing a narrator and/or characters. • Organize an event sequence that unfolds logically, using a variety of transition words or clauses to convey sequence from one time frame or setting to another. • Use narrative techniques, to develop a limited number of experiences, events, and/or characters. • Use related words and phrases, descriptive details, and sensory language to attempt to capture the action, experiences, and events. • Provide an ending that follows from narrated experiences or events.	Write narrative compositions in a variety of forms that – • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, and description, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Engage and orient the reader by thoroughly establishing a context and point of view and clearly introducing a narrator and/or characters. • Organize an event sequence that clearly unfolds naturally and logically, using a variety of skillful transition words, phrases, and clauses to convey sequence and precisely signal shifts from one time frame or setting to another. • Use purposeful narrative techniques, and vivid description, to fully develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and effective sensory language to capture the action and convey cohesive experiences and events. • Provide a coherent ending that directly follows from and reflects clearly on the narrated experiences or events.
7.W.4	Apply the writing process to – • Plan and develop; draft; revise using appropriate	Apply the writing process to – • Plan and develop; draft; revise using reference	Apply the writing process to – • Plan and develop; draft; revise using related reference	Apply the writing process to – • Plan and develop; draft; revise using appropriate	Apply the writing process to – • Plan and develop; draft; effectively revise using

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	reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	materials; rewrite; attempt a different approach; and edit to produce new writing. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.
6-8.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.	Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.	Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.
6-8.LST.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.	Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.	Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.
7.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	• Formulate a research question. • Gather relevant information from multiple sources, using search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats.	• Begin to formulate a basic research question. • Gather information from multiple sources, using general search terms and attempt to annotate sources. • Assess the credibility and accuracy of some sources. • Incorrectly quote or paraphrase information and conclusions of others. • Inconsistently avoid plagiarism and follow a standard format for citation. • Ineffectively present information, choosing from a variety of simple formats.	• Formulate a basic research question. • Gather information from multiple sources, using search terms, and annotate sources. • Assess the credibility and accuracy of most sources. • Occasionally quote or paraphrase the information and conclusions of others. • Occasionally avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of simple formats.	• Formulate a research question. • Gather relevant information from multiple sources, using search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats.	• Formulate a complex research question. • Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully, and annotate sources appropriately. • Assess the credibility and accuracy of each source. • Effectively quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Effectively present information, choosing from a variety of formats.
6-8.LH.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating additional basic questions that allow for limited exploration.	Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating related questions that allow for additional exploration.	Conduct short research assignments and tasks to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a complex question, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.
6-8.LH.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while	Gather information from multiple sources, using general search terms effectively; and attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	avoiding plagiarism and following a standard format for citation (e.g., APA or Chicago).	others while inconsistently avoiding plagiarism and following a standard format for citation.	occasionally avoiding plagiarism and following a standard format for citation.	avoiding plagiarism and following a standard format for citation.	the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw facts from informational texts that generally connect to the analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.
6-8.LST.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating additional basic questions that allow for limited exploration.	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating related questions that allow for additional exploration.	Conduct short research assignments and tasks to answer a question, or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a complex question, or test a complex hypothesis, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.
6-8.LST.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or CSE).	Gather information from multiple sources, using general search terms effectively; and attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of others while inconsistently avoiding plagiarism and following a standard format for citation.	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while occasionally avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.LST.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw facts from informational texts that generally connect to the analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.W.6.1b	Verbs – Recognizing and correcting problems with subject/verb agreement.	Verbs – Recognizing common problems with subject/verb agreement.	Verbs – Recognizing and correcting common problems with subject/verb agreement.	Verbs – Recognizing and correcting problems with subject/verb agreement.	Verbs – Recognizing and correcting problems with complex subject/verb agreement.
7.W.6.1d	Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.	Phrases and Clauses – Recognizing common misplaced and dangling modifiers.	Phrases and Clauses – Recognizing and correcting common misplaced and dangling modifiers.	Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.	Phrases and Clauses – Recognizing and correcting complex misplaced and dangling modifiers.
7.W.6.1e	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	Usage – Writing simple, compound, and complex sentences; recognizing common sentence fragments and run-ons; rarely varying sentence patterns for meaning, reader interest, and style.	Usage – Writing simple, compound, and complex sentences; recognizing and correcting common sentence fragments and run-ons; occasionally varying sentence patterns for meaning, reader interest, and style.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	Usage – Effectively writing a variety of simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; logically varying sentence patterns for meaning, reader interest, and style.
7.W.6.2b	Punctuation – Using commas with subordinate clauses.	Punctuation – Rarely using commas with subordinate clauses.	Punctuation – Occasionally using commas with subordinate clauses.	Punctuation – Using commas with subordinate clauses.	Punctuation – Using commas with challenging subordinate clauses
Speaking and Listening					
7.SL.3.1	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Identify a clearly stated main idea and related supporting details presented in diverse media and formats.	Describe a main idea and identify supporting details presented in diverse media and formats and explain how the ideas relate to a topic, text, or issue under study.	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	Analyze complex main ideas and relevant supporting details presented in diverse media and formats and evaluate how well the ideas clarify a topic, text, or issue under study.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Identify a speaker's argument and specific claim.	Identify a speaker's argument and specific claims, evaluating the accuracy related to the claim.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims in a more complex work, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Key Ideas and Textual Support/Vocabulary					
8.RL.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	Cite the explicit textual evidence that supports a basic understanding of a simple text.	Cite the textual evidence that supports a basic understanding of what a text says explicitly as well as simple inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	Cite the precise textual evidence that most strongly supports an in-depth analysis of what a complex text says explicitly as well as inferences drawn from the text.
8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	Describe an explicit theme or central idea of a simple work of literature; provide a basic summary that includes the characters, setting, and plot.	Describe the development of a theme or central idea over the course of a simple work of literature, including its relationship to the characters, setting, and plot; provide a basic summary.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	Analyze and apply the development of a theme or central idea over the course of a complex work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that strongly supports the analysis.
8.RL.2.3	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	Identify particular lines of basic dialogue or incidents in a simple work of literature that are related to the action, character, or a decision.	Describe how particular lines of dialogue or incidents in a simple work of literature propel the action, reveal aspects of the character, or provoke a decision.	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	Analyze and apply how particular lines of dialogue or incidents in a complex work of literature propel the action, reveal aspects of a character, or provoke a decision.
8.RN.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	Cite the explicit textual evidence that supports a basic understanding of a simple text.	Cite the textual evidence that supports a basic understanding of what a text says explicitly as well as simple inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	Cite the precise textual evidence that most strongly supports an in-depth analysis of what a complex text says explicitly as well as inferences drawn from the text.
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite related textual evidence that provides limited support that represents a simple understanding of primary and secondary sources.	Cite textual evidence to generally support a simple understanding of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite extended textual evidence to precisely support an in-depth analysis of primary and secondary sources.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LST.2.1	Cite specific textual evidence to support analysis of science and technical texts.	Cite related textual evidence that provides limited support that represents a simple understanding of science and technical texts.	Cite textual evidence to generally support a simple understanding of science and technical texts.	Cite specific textual evidence to support analysis of science and technical texts.	Cite extended textual evidence to precisely support an in-depth analysis of science and technical texts.
8.RN.2.2	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	Describe an explicit central idea of a simple text; provide a basic summary that includes supporting ideas.	Describe the development of a central idea over the course of a simple text, including its relationship to supporting ideas; provide an emerging summary.	Analyze the development of a central idea over the course of a text, including its relationship to the supporting ideas; provide a detailed, objective summary of the text.	Analyze and apply the development of a central idea over the course of a complex text, including its relationship to the supporting ideas; provide a detailed, objective summary of the text.
6-8.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Locate clearly stated central ideas or basic information of a simple primary or simple secondary source; provide a simple summary based on evidence from the text.	Identify apparent central ideas or information of a simple primary or simple secondary source; provide an emerging summary based on evidence from the text.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Distinguish the development of implied central ideas or complex information of a complex primary or complex secondary source; provide a clear and concise summary that is detailed and objective and supports the analysis.
6-8.LST.2.2	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Locate clearly stated central ideas or basic conclusions in a simple text; provide a simple summary of the text.	Identify apparent central ideas or conclusions in a simple text; provide an emerging summary of the text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Distinguish the development of implied central ideas or complex information in a complex text; provide a clear and concise summary that is detailed and objective and supports the analysis.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.RN.2.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	Describe individuals, events, and ideas within a simple text.	Describe how a simple text makes basic connections between individuals, events, or ideas.	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	Analyze and apply how a complex text makes connections and distinctions among individuals, events, and ideas.
6-8.LH.2.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Locate steps in lower-complexity text's description of a simple process related to history/social studies.	Identify steps in a text's description of a simple process related to history/social studies.	Identify key steps in a text's description of a process related to history/social studies.	Identify critical steps in a text's description of a complex process related to history/social studies.
6-8.LST.2.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow simple step-by-step procedures when carrying out experiments, taking measurements, or performing technical tasks.	Follow consistent multistep procedures when carrying out experiments, taking measurements, or performing technical tasks.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow and apply precisely a multistep procedure when carrying out experiments, taking measurements, or performing challenging technical tasks.
8.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	Use simple, literal context within the same sentence to recognize words and phrases with similar meanings.	Use general context within the same sentence to recognize words and phrases with similar meanings.	Use context to determine or clarify the meaning of words and phrases.	Use implicit context to determine and clearly clarify the meanings of complex words and phrases.
8.RV.2.3	Distinguish among the connotations of words with similar denotations.	Identify the obvious connotations of basic words with similar denotations.	Understand the connection between grade level word meanings and their associated feelings.	Distinguish among the connotations of words with similar denotations	Interpret meanings of complex words using connotation and denotation skills.
8.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Identify the meaning of explicit, grade-appropriate Greek or Latin affixes and roots.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meanings of simple words.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	Apply and explain the use of grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words in a text.
8.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or	Select reference materials, both print and digital, to locate, but not apply information about the	Select reference materials, both print and digital, to locate, but not apply information about the	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	determine or clarify its precise meaning, part of speech, or origin.	pronunciation, meaning, part of speech, or origin of a word.	pronunciation, meaning, part of speech, or origin of a word.	determine or clarify its precise meaning, part of speech, or origin.	determine or clarify its precise meaning, part of speech, or origin.
8.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Identify the meaning of simple words and phrases as they are used in works of literature, including figurative and connotative meanings; recognize that word choice has an impact on meaning and tone, including analogies or allusions.	Determine the meaning of simple words and phrases as they are used in works of literature, including figurative and connotative meanings; explain the impact of word choices on meaning and tone, including analogies or allusions to other texts.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Analyze and apply the meaning of complex words and phrases as they are used in works of literature, including figurative and connotative meanings; thoroughly analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Identify the meaning of simple words and phrases as they are used in a nonfiction text, including simple figurative, and connotative, and technical meanings; recognize that word choice has an impact on meaning and tone, including analogies or allusions.	Identify the meaning of simple words and phrases as they are used in a nonfiction text, including simple figurative, connotative, and technical meanings; explain the impact of word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Analyze and apply the meaning of complex words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; thoroughly analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Identify the meaning of simple words and phrases as they are used in a simple history/social studies text.	Determine the simple meaning of the words or phrases as they are used in a simple text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Explain how words and phrases used in context related to a history/social studies text relate to other content domains.
6-8.LST.3.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical	Locate the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple scientific or technical context	Determine the basic meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple specific scientific or	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical	Explain the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a complex specific scientific or

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	context relevant to grades 6–8 texts and topics.	relevant to grades 6–8 texts and topics.	technical context relevant to grades 6–8 texts and topics.	context relevant to grades 6–8 texts and topics.	technical context relevant to grades 6–8 texts and topics.
8.RV.3.3	Interpret figures of speech (e.g., verbal irony, puns) in context.	Identify figures of speech in explicit context.	Determine the meaning of simple figures of speech.	Interpret figures of speech in context.	Explain complex figures of speech in context.
Structural Elements and Organization/Synthesis and Connection of Ideas/Media Literacy					
8.ML.2.1	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	Identify persuasive and propaganda techniques and determine whether visual and verbal messages by electronic, print and mass media is false or misleading.	Identify and describe persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify obvious false or misleading information.	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	Evaluate persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify subtle false or misleading information.
8.ML.2.2	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	Identify how people of various cultures or points of view experience media messages differently.	Describe how people of various cultures or points of view experience media messages differently.	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	Clearly analyze and interpret in-depth how people experience media messages differently, depending on point of view, culture, etc.
8.RL.3.1	Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	Identify basic similarities and/or differences in the structure of two or more related simple works of literature and how structure and meaning are related.	Compare and/or contrast the structure of two or more related simple works of literature, and distinguish how the meaning and style are affected by the structure of each text.	Compare and contrast the structure of two or more related works of literature and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	Compare and contrast the complex structure of two or more related complex works of literature and analyze and evaluate in-depth how the differing structure of each text contributes to its meaning and style.
8.RL.3.2	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	Identify a particular point of view or cultural experience in a simple work of world literature recognizing how it is connected to heritage, traditions, attitudes, and beliefs.	Describe a particular point of view or cultural experience in a simple work of world literature recognizing how closely it is connected to heritage, traditions, attitudes, and beliefs.	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	Evaluate a particular point of view or cultural experience in a complex work of world literature considering how strongly it reflects heritage, traditions, attitudes, and beliefs.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.RL.4.1	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Identify how a filmed or live production of a simple story or play is similar or different from the text or script, recognizing the choices made by the director or actors.	Identify the extent to which a filmed or live production of a simple story or play is similar or different from the text or script, and describe the choices made by the director or actors.	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Evaluate the extent to which a filmed or live production of a complex story or play stays faithful to or departs from the text or script, and critique the specific choices made by the director or actors.
8.RL.4.2	Analyze how works of literature draw on and transform earlier texts.	Identify how works of literature with a low complexity follow and/or change earlier texts.	Distinguish how simple works of literature use and/or transform earlier texts.	Analyze how works of literature draw on and transform earlier texts.	Evaluate how complex works of literature draw on and transform earlier texts.
8.RN.3.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Identify the structure of a simple paragraph in a simple text, including how particular sentences develop an understanding of the key concept.	Explain the structure of a specific paragraph in a simple text, including the role of particular sentences in developing and improving a key concept.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Evaluate in detail the structure of a specific paragraph in a complex text, including the role of particular sentences in developing and refining a key concept.
6-8.LH.3.2	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Identify how a simple text presents information.	Identify how a text presents information.	Describe how a text presents information.	Provide a detailed description of how a complex text presents information.
6-8.LST.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic	Identify the basic structure an author uses to organize a simple text, identifying the major sections.	Describe the structure an author uses to organize a text, identifying the major sections and a basic understanding of the topic.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic	Analyze and evaluate the structure an author uses to organize a complex text, including how the major sections and their organization contribute to the whole and to an in-depth understanding of the topic.
8.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Recognize an author's explicit position or purpose in a simple text, and recognize that the author's position is different from the position of others.	Identify an author's clearly stated perspective or purpose in a simple text, and state how the author distinguishes his or her position from the positions of others.	Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Infer an author's perspective or purpose in a complex text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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6-8.LH.3.3	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Identify aspects of a simple text that reveal an author's clearly stated perspective or purpose.	Identify aspects of a simple text that reveal an author's perspective or purpose.	Identify aspects of a text that reveal an author's perspective or purpose.	Identify key aspects of a complex text that reveal an author's inferred perspective or purpose.
6-8.LST.3.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify the clearly stated author's purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a basic text.	Describe the author's purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a text.	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Analyze and evaluate the author's purpose in providing a detailed explanation, describing a complex procedure, or discussing an elaborate experiment in a challenging text.
8.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Determine the stated argument in a simple text and identify basic claims, and recognize whether there is reasoning to support the claims.	Describe the argument and specific claims in a simple text, recognizing whether the reasoning and evidence support the claims; determine whether evidence is irrelevant or sufficient.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Delineate and evaluate complex arguments and specific claims in a text, assessing whether the reasoning is sound and evaluating the quality of the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
6-8.LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish the clear difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish the difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish and explain the difference among fact, opinion, and reasoned judgment in a complex text.
6-8.LST.4.2	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish the clear difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish the difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish and explain the difference among facts, reasoned judgment based on research findings, and speculation in a complex text.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.RN.4.2	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Categorize the advantages and disadvantages of using different mediums to present a particular topic or idea.	Describe the advantages and disadvantages of using different mediums to present a particular topic or idea.	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	Justify the advantages and disadvantages of using different mediums to present a particular complex topic or idea.
6-8.LH.4.1	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate basic visual information with other information in print and digital texts that are directly related.	Integrate visual information with other information in print and digital texts that are closely related.	Integrate visual information with other information in print and digital texts.	Integrate complex visual information with other information in print and digital texts from related topics.
6-8.LST.4.1	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate basic quantitative or technical information expressed in words in a simple text with a clearly parallel version of that same information expressed visually.	Integrate quantitative or technical information expressed in words in a simple text with a version of that information expressed visually that is closely related.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.	Integrate key pieces of quantitative or technical information expressed in words in a complex text with a version of that information expressed visually.
8.RN.4.3	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Recognize that two or more explicit texts provide conflicting information on the same topic.	Explain how two or more simple texts provide conflicting information on the same topic and locate where the texts disagree on matters of fact or interpretation.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyze and evaluate how two or more complex texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
6-8.LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source.	Identify treatments of the same topic in a primary and secondary source.	Compare the treatments of the same topic in a primary and secondary source.	Compare and contrast treatments of the same topic in a primary and secondary source.	Compare, contrast, and synthesize treatments of the same topic in a primary and secondary source
6-8.LST.4.3	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that	Identify the clearly stated information gained from simple experiments, simulations, video, or multimedia sources with that	Compare the clearly stated information gained from experiments, simulations, video, or multimedia sources with that	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that	Compare, contrast, and synthesize the information gained from experiments, simulations, video, or multimedia sources with that

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	gained from reading a text on the same topic.	gained from reading a basic text on the same topic.	gained from reading a text on the same topic.	gained from reading a text on the same topic.	gained from reading a complex text on the same topic.
	Writing				
8.W.3.1	Write arguments in a variety of forms that – • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments in a variety of forms that – • Introduce claim(s), acknowledge opposing claims without elaborating on them, and attempt to use some organizational structures. • Support claim(s) with basic reasoning or evidence, using sources and demonstrating a minimal understanding of the topic or text. • Use some basic transitions to create cohesion among claim(s), counterclaims, reasons, and evidence. • Begin to establish a style and tone minimally appropriate to purpose and audience. • Inconsistently provide a concluding statement or section that follows from and that minimally supports the basic argument presented.	Write arguments in a variety of forms that – • Introduce claim(s), acknowledge the alternate or opposing claims, and begin to organize the reasons and evidence. • Support claim(s) with basic reasoning or evidence, using some accurate, credible sources and demonstrating a minimal understanding of the topic or text. • Use transitions to create cohesion and begin to clarify the relationship among claim(s), counterclaims, reasons, and evidence. • Establish and inconsistently maintain a style and tone generally appropriate to purpose and audience. • Provide a basic concluding statement or section that follows from and that minimally supports the argument presented.	Write arguments in a variety of forms that – • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments in a variety of forms that – • Introduce claims, acknowledge and distinguish the claim(s) from strong alternate or opposing claims, and organize the reason and evidence logically. • Evaluate claims with complex, logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an in-depth understanding of the topic or text. • Apply a variety of effective transitions to create sophisticated cohesion and synthesize the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain an effective, consistent style and tone appropriate to purpose and audience. • Provide an elaborate concluding statement or section that follows from and clearly and effectively

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					supports the argument presented.
6-8.LH.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.
6-8.LST.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.
8.W.3.2	Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that expresses ideas precisely	Write informative compositions in a variety of forms that – • Introduce a topic; inconsistently organize ideas, concepts, and information into simply organized categories; include simple formatting. • Develop the topic with inconsistently related facts, definitions, simple details, quotations, or other basic information and examples from a source or text. • Use some basic transitions between ideas and concepts. • Choose language and content-related vocabulary that expresses ideas. • Begin to establish a style and tone minimally appropriate to purpose and audience. • Inconsistently provide a concluding statement or section that follows from and that minimally supports the	Write informative compositions in a variety of forms that – • Introduce a topic, previewing what is to follow; begin to organize ideas, concepts, and information into broader categories; include simple formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with related facts, definitions, simple details, quotations, or other basic information and examples from various sources and texts. • Use transitions to create cohesion and begin to clarify the relationship among ideas and concepts. • Begin to choose language and content-related vocabulary that expresses ideas precisely and concisely, beginning to recognize and	Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that expresses ideas precisely and concisely, recognizing	Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; effectively organize ideas, concepts, and information into broader categories; include sophisticated formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other credible information and examples from various sources and texts. • Apply a variety of effective transitions to create sophisticated cohesion and synthesize the relationships among ideas and concepts. • Choose clearly appropriate language and higher-level,

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	and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented.	information or explanation presented.	eliminate wordiness and redundancy. • Establish and inconsistently maintain a style and tone generally appropriate to purpose and audience. • Provide a concluding statement that follows from and supports the information or explanation presented.	and eliminating wordiness and redundancy. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented.	content-specific vocabulary that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain an effective, consistent style and tone appropriate to purpose and audience. • Provide an elaborate concluding statement or section that follows from and clearly and effectively supports the information or explanation presented.
6-8.LH.5.2	Write informative texts, including analyses of historical events.	Write informative texts, recounting historical events.	Write informative texts, with limited analysis of historical events.	Write informative texts, including analyses of historical events.	Write informative texts, including in-depth analyses of historical events.
6-8.LST.5.2	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including minimal scientific procedures/experiments or some technical processes that include details from data and/or research.	Write informative texts, including scientific procedures/experiments or some technical processes that include details and conclusions drawn from data and/or research.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including evaluations of scientific procedures/experiments or technical processes that include precise and concise descriptions and conclusions drawn from data and research.
8.W.3.3	Write narrative compositions in a variety of forms that – • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., conflict, climax,	Write narrative compositions in a variety of forms that – • Introduce the reader by presenting a context and introducing a narrator and/or characters. • Organize a simple event sequence using a limited	Write narrative compositions in a variety of forms that – • Engage and minimally orient the reader by presenting a context and point of view and introducing a narrator and/or characters.	Write narrative compositions in a variety of forms that – • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence that unfolds naturally and	Write narrative compositions in a variety of forms that – • Effectively engage and orient the reader by thoroughly establishing a context and point of view and clearly introducing and developing a narrator and/or characters.

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	resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.	amount of transition words to convey sequence from one time frame or setting to another. • Make some attempt at narrative techniques to develop a limited number of experiences, events, and/or characters. • Use words, phrases, details, and limited sensory language to attempt to capture the action, experiences, and events. • Provide an ending that inconsistently follows from narrated experiences or events.	• Organize an event sequence that unfolds logically, using a variety of transition words or clauses to convey sequence from one time frame or setting to another. • Use narrative techniques to develop a limited number of experiences, events, and/or characters. • Use related words and phrases, descriptive details, and limited sensory language to attempt to capture the action, experiences, and events. • Provide an ending that follows from narrated experiences or events.	logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.	• Organize an event sequence that clearly unfolds naturally and logically, using a variety of skillful transition words, phrases, and clauses to convey sequence and precisely signal shifts from one time frame or setting to another. • Use purposeful narrative techniques, such as dialogue, pacing, vivid description, and reflection to fully develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and effective sensory language to capture the action and convey cohesive experiences and events. • Provide a coherent ending that directly follows from and reflects clearly on the narrated experiences or events.
8.W.4	Apply the writing process to – • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance	Apply the writing process to – • Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing, with significant guidance and support from peers and adults.	Apply the writing process to – • Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear, with some guidance and support from peers and adults.	Apply the writing process to – • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance	Apply the writing process to – • Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent,

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	and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	• Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	• Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	with minimal guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
6-8.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.	Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.	Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.
6-8.LST.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.	Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.	Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.
8.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a research question. • Gather relevant information from multiple sources, using	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Begin to formulate a basic research question. • Gather information from multiple sources, using	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a basic research question. • Gather information from multiple sources, using	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a research question. • Gather relevant information from multiple sources, using	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a complex research question. • Gather relevant and in-depth information from multiple

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats.	general search terms and attempt to annotate sources. • Assess the credibility and accuracy of some sources. • Incorrectly quote or paraphrase information and conclusions of others. • Inconsistently avoid plagiarism and follow a standard format for citation. • Ineffectively present information, choosing from a variety of simple formats.	search terms, and annotate sources. • Assess the credibility and accuracy of most sources. • Occasionally quote or paraphrase the information and conclusions of others. • Occasionally avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of simple formats.	search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats.	sources, using search terms effectively and purposefully, and annotate sources appropriately. • Assess the credibility and accuracy of each source. • Effectively quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Effectively present information, choosing from a variety of formats.
6-8.LH.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating additional basic questions that allow for limited exploration.	Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating related questions that allow for additional exploration.	Conduct short research assignments and tasks to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a complex question, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.
6-8.LH.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or Chicago).	Gather information from multiple sources, using general search terms effectively; attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of others while inconsistently avoiding plagiarism and following a standard format for citation.	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while occasionally avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw related facts from informational texts that connect to the analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.
6-8.LST.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating additional basic questions that allow for limited exploration.	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating related questions that allow for additional exploration.	Conduct short research assignments and tasks to answer a question, or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a complex question, or test a complex hypothesis, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.
6-8.LST.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or CSE).	Gather information from multiple sources, using general search terms effectively; attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of others while inconsistently avoiding plagiarism and following a standard format for citation.	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while occasionally avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.LST.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw related facts from informational texts that connect to the analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.
8.W.6.1b	Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their	Verbs – Ineffectively explaining the function of verbals in general and their function in particular	Verbs – Attempting to explain the function of verbals in general and their function in particular	Verbs – Explaining the function of verbals in general and their function in particular sentences;	Verbs – Effectively explaining the function of verbals in general and their function in particular

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	function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	sentences; inconsistently forming and using active and passive voice; infrequently recognizing and correcting inappropriate shifts in verb voice.	sentences; sometimes forming and using active and passive voice; infrequently recognizing and correcting inappropriate shifts in verb voice.	forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	sentences; purposefully forming and using active and passive voice; consistently recognizing and correcting inappropriate shifts in verb voice.
8.W.6.2b	Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	Punctuation – Rarely using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	Punctuation – Occasionally using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	Punctuation – Effectively using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
Speaking and Listening					
8.SL.3.1	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Identify the purpose of information presented in diverse media and formats.	Describe the purpose of information presented in diverse media and formats and identify the motives behind its presentation.	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	Analyze the purpose of complex information presented in diverse media and formats and evaluate the hidden motives behind its presentation.
8.SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Identify a speaker's argument and specific claims and inconsistently identify irrelevant evidence.	Identify a speaker's argument and specific claims, evaluate the soundness of the reasoning related to the claim, and begin to identify when irrelevant evidence is introduced.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Delineate a speaker's complex argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebraic Thinking and Data Analysis					
3.AT.1	Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	**Identifies** real-world problems as addition or subtraction.	**Solves** real-world problems involving addition and subtraction of whole numbers within 1000 when given models or equations.	**Solves** real-world problems involving addition and subtraction of whole numbers within 1000.	**Solves** real-world problems involving addition and subtraction of whole numbers within 1000, including complex situations.
3.AT.2	Solve real-world problems involving whole number multiplication and division within 100 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).	**Identifies** real-world problems as multiplication or division.	**Solves** real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities when given models.	**Solves** real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities.	**Solves** complex real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities.
3.AT.3	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	**Identifies** the correct two-step math sentence that can be used to solve problems.	**Solves** two-step real-world problems using the four operations of addition, subtraction, multiplication, and division when given a model or equation.	**Solves** two-step real-world problems using the four operations of addition, subtraction, multiplication, and division.	**Solves** complex two-step real-world problems using the four operations of addition, subtraction, multiplication, and division.
3.AT.4	Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.	**Identifies** multiplication equations as equal groups when given a model.	**Creates** equations when given a verbal statement of equal groups.	**Interprets** multiplication equations as equal groups. **Represents** verbal statements of equal groups as multiplication equations.	When given products for a situation involving equal groups, **creates** multiple equations to represent the situation.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.AT.5	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	**Determines** the unknown whole number in a multiplication or division equation relating three whole numbers where the unknown is the product in a multiplication problem or the quotient in a division problem when given models.	**Determines** the unknown whole number in a multiplication or division equation relating three whole numbers where the unknown is the product in a multiplication problem or the quotient in a division problem.	**Determines** the unknown whole number in a multiplication or division equation relating three whole numbers.	**Creates** equivalent equations for either a multiplication or a division equation.
3.AT.6	Create, extend, and give an appropriate rule for number patterns using multiplication within 100.	**Extends** number patterns using multiplication within 100 using multiples of 2, 5, or 10.	**Extends** and **identifies** an appropriate rule for number patterns using multiplication within 100 using multiples of 2, 5, or 10.	**Creates**, **extends**, and **identifies** an appropriate rule for number patterns using multiplication within 100.	**Creates**, **extends**, and **identifies** an appropriate rule for number patterns using multiplication within 100.
3.DA.1	Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.	**Creates** scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories.	**Creates** scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. **Solves** one-step "how many more" and "how many less" problems regarding the data.	**Creates** scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. **Solves** one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.	**Creates** scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. **Solves** one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data. **Revises** graph and predictions based on new incoming data.
3.DA.2	Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in	**Generates** measurement data by measuring lengths with rulers to the nearest inch. **Identifies** the data presented on a line plot, where the horizontal scale is marked off in	**Generates** measurement data by measuring lengths with rulers to the nearest whole or half of an inch. **Identifies** the data presented on a line plot, where the horizontal scale is	**Generates** measurement data by measuring lengths with rulers to the nearest quarter of an inch. **Displays** the data by making a line plot, where the horizontal scale is marked off in	**Analyzes** and **compares** the data from more than one source, by making a line plot, where the horizontal scale is marked off in appropriate units,

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	appropriate units, such as whole numbers, halves, or quarters.	appropriate units, such as whole numbers.	marked off in appropriate units, such as whole and half numbers.	appropriate units, such as whole numbers, halves, or quarters.	such as whole numbers, halves, or quarters.
Computation					
3.C.1	Add and subtract whole numbers fluently within 1000.	**Identifies** and attempts the process of adding and subtracting within 1000.	**Adds** and **subtracts** whole numbers fluently within 1000 using models or pictures.	**Adds** and **subtracts** whole numbers fluently within 1000.	**Adds** and **subtracts** whole numbers fluently within 1000 and **verifies** the results using multiple approaches.
3.C.2	Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	**Identifies** the models for multiplication (equal-sized groups, arrays, area models, and equal "jumps" on a number line).	**Identifies** the concept of multiplication of whole numbers when given the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line.	**Represents** the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. **Applies** the properties of 0 and 1 in multiplication.	**Explains** the properties of 0 and 1 in multiplication using equal-sized groups, arrays, area models, and equal "jumps" on a number line.
3.C.3	Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.	**Identifies** the models for division (partitioning, sharing, and an inverse of multiplication).	**Identifies** the concept of division of whole numbers when given the following models: partitioning, sharing, and an inverse of multiplication.	**Represents** the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. **Applies** the properties of 0 and 1 in division.	**Explains** the properties of 0 and 1 in division using partitioning, sharing, and an inverse of multiplication.
3.C.4	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, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).	**Identifies** a model for a division problem showing the quotient divided into equal shares.	**Identifies** that the quotient of a division problem represents an unknown number of groups or an unknown number of objects in a group.	**Interprets** 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, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).	**Creates** a model to show both types of division based on the same division equation.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.C.5	Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.	**Identifies** models that represent multiplication and division within 100.	**Multiplies** and **divides** within 100 when given models or strategies.	**Multiplies** and **divides** within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.	**Uses** multiple strategies and models to multiply and divide within 100.
3.C.6	Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.	**Demonstrates** fluency with some multiplication facts and corresponding division facts of 0 to 10 when given models.	**Demonstrates** fluency with some multiplication facts and corresponding division facts of 0 to 10.	**Demonstrates** fluency with multiplication facts and corresponding division facts of 0 to 10.	**Demonstrates** fluency with multiplication facts and corresponding division facts of 0 to 10.
Geometry and Measurement					
3.G.1	Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.	**Matches** an image of shape to a name: cube, sphere, prism, pyramid, cone, and cylinder.	**Matches** a shape to a description: cube, sphere, prism, pyramid, cone, and cylinder.	**Identifies** and **describes** the following: cube, sphere, prism, pyramid, cone, and cylinder.	**Provides** a real-world example of the shapes: cube, sphere, prism, pyramid, cone, and cylinder.
3.G.2	Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.	**Identifies** that shapes may share attributes, and that the shared attributes can define a larger category. **Identifies** rectangles and squares as examples of quadrilaterals.	**Identifies** that shapes may share attributes, and that the shared attributes can define a larger category. **Identifies** and **draws** rectangles and squares as examples of quadrilaterals.	**Explains** that shapes may share attributes, and that the shared attributes can define a larger category. **Identifies** and **draws** rhombuses, rectangles, and squares as examples of quadrilaterals. **Identifies** and **draws** examples of quadrilaterals that do not belong to any of these subcategories.	**Analyzes** similarities and differences between given quadrilaterals.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.G.3	Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.	**Identifies** points, lines and line segments and **uses** these terms when describing two-dimensional shapes.	**Identifies** and **draws** points, lines and line segments using appropriate tools, and **uses** these terms when describing two-dimensional shapes.	**Identifies**, **describes**, and **draws** points, lines and line segments using appropriate tools, and **uses** these terms when describing two-dimensional shapes.	**Uses** appropriate tools to construct two-dimensional shapes with a prescribed number of vertices, lines, and line segments.
3.G.4	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).	**Partitions** shapes into halves with equal areas.	**Partitions** shapes into halves and fourths with equal areas. **Describes** the area of each part as a unit fraction of the whole.	**Partitions** shapes into parts with equal areas. **Describes** the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).	**Identifies** multiple ways to partition a shape to show parts with equal area where the area is a unit fraction.
3.M.1	Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).	**Measures** the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt) and gallons (gal).	**Measures** the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). **Adds** or **subtracts** to solve one-step real-world problems involving masses or volumes that are given in the same units.	**Estimates** and **measures** the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). **Adds**, **subtracts**, **multiplies**, or **divides** to solve one-step real-world problems involving masses or volumes that are given in the same units.	**Adds**, **subtracts**, **multiplies**, or **divides** to solve complex real-world problems involving masses or volumes that are given in the same units.
3.M.2	Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	**Identifies** length, weight, and temperature from a given model.	**Chooses** and **uses** appropriate units and tools to measure length, weight, and temperature. **Measures** length to a half-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	**Chooses** and **uses** appropriate units and tools to estimate and measure length, weight, and temperature. **Estimates** and **measures** length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	**Chooses** and **uses** appropriate units and tools to estimate and measure length, weight, and temperature. **Estimates** and **measures** length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit. **Describes** a real-world

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
					example that could be measured in those units.
3.M.3	Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.	**Tells** and **writes** time to the nearest minute from analog clocks, using a.m. and p.m., and **measures** time intervals in minutes within the same hour.	**Tells** and **writes** time to the nearest minute from analog clocks, using a.m. and p.m., and **measures** time intervals in minutes within the same hour. **Solves** real-world problems involving addition time intervals in minutes without regrouping.	**Tells** and **writes** time to the nearest minute from analog clocks, using a.m. and p.m., and measures time intervals in minutes. **Solves** real-world problems involving addition and subtraction of time intervals in minutes.	**Tells** and **writes** time to the nearest minute from analog clocks, using a.m. and p.m., and measures time intervals in minutes. **Solves** complex real-world problems involving addition and subtraction of time intervals in minutes.
3.M.4	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). Solve real-world problems to determine whether there is enough money to make a purchase.	**Finds** the value of a collection of coins and bills, limited to a single denomination of coins. **Writes** amounts less than a dollar using the ¢ symbol and writes larger amounts using the $ symbol in the form of dollars and cents.	**Finds** the value of any collection of coins and bills. **Writes** amounts less than a dollar using the ¢ symbol and writes larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59).	**Finds** the value of any collection of coins and bills. **Writes** amounts less than a dollar using the ¢ symbol and writes larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). **Solves** real-world problems to determine whether there is enough money to make a purchase.	**Finds** the value of any collection of coins and bills. **Writes** amounts less than a dollar using the ¢ symbol and writes larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). **Solves** complex real-world problems to determine whether there is enough money to make a purchase.
3.M.5	Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	**Finds** the area of a rectangle with whole-number side lengths when given a model with unit squares.	**Finds** the area of a rectangle with whole-number side lengths when given a model with unit squares, and **shows** that the area is the same as would be found by multiplying the side lengths.	**Finds** the area of a rectangle with whole-number side lengths by modeling with unit squares, and **shows** that the area is the same as would be found by multiplying the side lengths. **Identifies** and **draws** rectangles with the same perimeter and different areas or with the same area and different perimeters.	**Finds** the area of a rectangle with whole-number side lengths. **Identifies** and **draws** rectangles with the same perimeter and different areas or with the same area and different perimeters.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.M.6	Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Given a diagram, **identifies** the correct mathematical sentence that represents the problem.	Given a diagram, **multiplies** side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems.	**Multiplies** side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and **represents** whole-number products as rectangular areas in mathematical reasoning.	**Multiplies** side lengths to find areas of rectangles with whole-number side lengths to solve complex real-world problems and other mathematical problems, and **represents** whole-number products as rectangular areas in mathematical reasoning.
3.M.7	Find perimeters of polygons given the side lengths or by finding an unknown side length.	Given a polygon model, **identifies** the correct mathematical sentence that represents the problem.	**Finds** perimeters of polygons given the side lengths.	**Finds** perimeters of polygons given the side lengths or by finding an unknown side length.	Using regular polygons and a given perimeter, **finds** the length of one side of the polygon.
Number Sense					
3.NS.1	Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	**Matches** standard-form and expanded-form whole numbers up to 10,000.	When given the standard form, **writes** the expanded form of numbers up to 10,000.	**Reads** and **writes** whole numbers up to 10,000. **Uses** words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	**Applies** equivalent forms of whole numbers up to 10,000 to other mathematical context (e.g., 45 is also 4 tens and 5 ones or 45 ones).
3.NS.2	Compare two whole numbers up to 10,000 using >, =, and < symbols.	**Compares** two whole numbers up to 10,000 using models.	**Compares** two whole numbers up to 10,000 using >, =, and < symbols using models.	**Compares** two whole numbers up to 10,000 using >, =, and < symbols.	**Orders** a set of whole numbers up to 10,000 from least to greatest.
3.NS.3	Understand a fraction, 1/*b*, as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction, *a*/*b*, as the quantity formed by a parts of size 1/*b*. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]	**Matches** a given model to unit fractions, using halves, thirds, and fourths.	**Matches** a given model to fractions, using halves, thirds, and fourths.	**Matches** a given model to fractions.	**Identifies** the fractional part required to complete a shape. **Matches** a given model to fractions greater than 1. **Identifies** correctly partitioned shapes where each section shows equal area.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.NS.4	Represent a fraction, 1/*b*, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.	**Identifies** unit fractions on a given number line with scale increments of halves and fourths.	**Identifies** unit fractions on a partitioned number line.	**Represents** a fraction, 1/*b*, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into *b* equal parts. **Recognizes** that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.	**Represents** unit fractions on number lines. More than two fractions may be identified on the number line.
3.NS.5	Represent a fraction, *a*/*b*, on a number line by marking off lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b*, and that its endpoint locates the number *a*/*b* on the number line.	**Identifies** fractions on a given number line with scale increments of halves and fourths.	**Identifies** fractions on partitioned number lines.	**Represents** a fraction, *a*/*b*, on a number line by marking off lengths 1/*b* from 0. **Recognizes** that the resulting interval has size *a*/*b*, and that its endpoint locates the number *a*/*b* on the number line.	**Represents** fractions on number lines. More than two fractions may be identified on the number line.
3.NS.6	Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.	**Identifies** equivalent fractions from area models based on the same whole using halves and fourths.	**Identifies** equivalent fractions from area models based on the same whole or same point on a number line using halves and fourths.	**Identifies** two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.	**Identifies** more than two equivalent fractions from models based on the same whole or same point on a number line.
3.NS.7	Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model).	**Identifies** equivalent fractions of halves and fourths using models based on the same whole.	**Generates** equivalent fractions of halves and fourths using models based on the same whole.	**Recognizes** and **generates** simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). **Explains** why the fractions are equivalent (e.g., by using a visual fraction model).	**Generates** more than two equivalent fractions.
3.NS.8	Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify	Given two fractions with same numerators or same denominators on a number line, **compares** the fractions. **Identifies** that comparisons are valid only when the two	**Compares** two fractions with same numerators or same denominators, when given a visual. **Identifies** that comparisons are valid only when the two fractions refer to the same whole. **Records** the	**Compares** two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. **Records** the results of comparisons with the symbols	**Compares** more than two fractions with same numerators or same denominators. **Identifies** that comparisons are valid only when the two fractions refer to the same whole. **Records** the results of

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	the conclusions (e.g., by using a visual fraction model).	fractions refer to the same whole.	results of comparisons with symbols >, =, or <.	>, =, or <, and **justifies** the conclusions (e.g., by using a visual fraction model).	comparisons with symbols >, =, or <, and **justifies** the conclusions.
3.NS.9	Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	**Identifies** a place value within a 2-digit whole number and a 3-digit whole number.	**Uses** place value understanding to round 2- and 3-digit whole numbers to nearest 10 or 100 when given a model such as a number line.	**Uses** place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	**Generates** numbers that would round to a given value.
Process Standards					
1	**Make sense of problems and persevere in solving them.** // Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different	**Identifies** important unknown quantities and key terms in order to solve real-world problems.	**Identifies** the overall objective to develop ideas and plan strategies to solve real-world problems.	**Perseveres** in developing and implementing strategies to solve real-world problems. **Solves** or **checks** the reasonableness of solutions and methods.	**Perseveres** in developing and implementing multiple strategies to solve unconventional real-world problems. **Solves** or **checks** the reasonableness of solutions and methods using different methods.

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	method, and they continually ask themselves, “Does this make sense?” and “Is my answer reasonable?” They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				
2	**Reason abstractly and quantitatively.** // Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order	**Identifies** quantities and operations necessary for solving problems.	**Represents** quantitative problems without considering all possible constraints or units.	**Applies** reasoning to create coherent representations of quantitative and abstract problems, considering relevant referents.	**Applies** reasoning to create coherent representations of problems, considering relevant referents. Flexibly **uses** a variety of properties and operations.

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	to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.				
3	**Construct viable arguments and critique the reasoning of others.** // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take	**Generates** responses based on limited prior knowledge or understanding of evidence.	**Develops** arguments based on limited prior knowledge or understanding of evidence.	**Develops** and **defends** arguments, taking into consideration prior knowledge or evidence, to test conjectures or critique others' conjectures for clarity or improvement.	**Develops** and **defends** arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test conjectures or critique others' conjectures for clarity or improvement. **Asks** useful and probing question to strengthen conjectures or the conjectures of others.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.				
4	**Model with mathematics.** // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient	**Identifies** models to represent situations.	**Develops** appropriate models to solve real-world problems using mathematical knowledge.	**Models** real-world problems using appropriate tools to analyze and draw mathematical conclusions. **Interprets** results for reasonableness and possible revision.	**Develops** and **compares** multiple models to solve real-world problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.				
5	**Use appropriate tools strategically.** // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are	**Identifies** tools to solve problems.	**Uses** given tools correctly for the tasks at hand.	**Identifies** and **uses** tools to solve problems with an understanding of mathematical concepts.	**Uses** a variety of tools to develop mathematical understanding, reasoning, and problem solving.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understand-ing of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.				
6	**Attend to precision.** // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express	**Computes** solutions to problems without attending to precision.	**Computes** solutions to problems and **explains** with limited mathematical vocabulary.	Precisely **communicates** mathematical reasoning using appropriate vocabulary. **Performs** calculations with precision and efficiency, checking validity of results.	**Uses** appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.				
7	**Look for and make use of structure.** // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.	**Applies** basic ideas of mathematical principles to solve simple problems.	**Applies** ideas of mathematical principles to solve any problem. **Identifies** simple patterns to solve related problems.	**Identifies** patterns in mathematics to solve related problems. **Applies** ideas of mathematical principles to solve any problem. **Provides** different representations of the same math concept to solve problems.	**Analyzes** patterns and structures to make predictions about related problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8	**Look for and express regularity in repeated reasoning.** // Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.	**Recognizes** that a general method or rule is possible for repeated calculations.	**Applies** general methods and rules for repeated calculations.	**Develops** general methods and rules for solving mathematical problems.	**Evaluates** the reasonableness of general methods and rules.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebraic Thinking and Data Analysis					
4.AT.1	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	**Identifies** real-world problems as addition or subtraction.	**Solves** real-world problems involving addition and subtraction of multi-digit whole numbers when given models or equations.	**Solves** real-world problems involving addition and subtraction of multi-digit whole numbers.	**Solves** real-world problems involving addition and subtraction of multi-digit whole numbers, including complex situations.
4.AT.2	Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems.	**Identifies** the equivalent expressions relating addition and multiplication or subtraction and division without a context.	**Identifies** and **applies** the relationships between the four operations without a context.	**Identifies** and **applies** the relationships between the four operations to solve real-world and mathematical problems.	**Identifies** and **applies** the relationship between the four operations to solve real-world and other mathematical problems and explain the relationship as it relates to the situation.
4.AT.3	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.	**Identifies** that any two factors and their product can be read as a comparison using given models.	**Identifies** that any two factors and their product can be read as a comparison; **represents** those comparisons as equations using given models.	**Interprets** multiplication equations as comparisons; **represents** verbal comparisons as equations.	**Constructs** models to represent multiplicative comparisons.
4.AT.4	Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison. [In grade 4,	**Identifies** real-world problems as situations involving multiplicative comparison.	**Identifies** and **solves** real-world problems involving multiplicative comparison.	**Solves** real-world problems with whole numbers involving multiplicative comparison, **distinguishes** multiplicative comparison from additive comparison.	**Solves** real-world problems with whole numbers involving multiplicative comparison, **distinguishes** multiplicative comparison from additive comparison including complex situations.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	division problems should not include a remainder.]				
4.AT.5	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).	**Identifies** real-world problems as addition or subtraction of fractions.	**Solves** real-world problems involving addition and subtraction of fractions referring to the same whole when given models or equations.	**Solves** real-world problems involving addition and subtraction of fractions referring to the same whole.	**Solves** real-world problems involving addition and subtraction of fractions referring to the same whole including complex situations.
4.AT.6	Understand that an equation, such as y = 3x + 5, is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given. Generate a number pattern that follows a given rule.	**Continues** a number pattern that follows a given rule.	**Generates** a number pattern that follows a given rule.	**Applies** a rule that describes a relationship between two variables and can be used to find a second number when a first number is given. **Generates** a number pattern that follows a given rule.	**Constructs** an equation or rule to describe a number pattern.
4.DA.1	Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.	**Identifies** questions that can be addressed with data.	**Formulates** questions that can be addressed with data. **Uses** observations, surveys, and experiments to collect and represent the data using tables, line plots, and bar graphs.	**Formulates** questions that can be addressed with data. **Uses** observations, surveys, and experiments to collect, represent, and interpret the data using tables, line plots, and bar graphs.	**Interprets** and **represents** data from more than one source using data tables, line plots, and bar graphs.
4.DA.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using data displayed in line plots.	**Identifies** a line plot that represents a set of measurement data involving fractions.	**Creates** a line plot to display a data set of measurements in fractions of a unit.	**Makes** a line plot to display a data set of measurements in fractions of a unit. **Solves** problems involving addition and subtraction of fractions by using data displayed in line plots.	**Solves** complex problems involving addition and subtraction of fractions by using data displayed in line plots.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.DA.3	Interpret data displayed in a circle graph.	**Identifies** a circle graph.	**Identifies** a circle graph that matches a set of data.	**Interprets** data displayed in a circle graph.	**Creates** a circle graph to represent a set of data.
Computation					
4.C.1	Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.	**Identifies** and **attempts** the process of adding and subtracting multi-digit whole numbers.	**Adds** and **subtracts** multi-digit whole numbers using models or pictures.	**Adds** and **subtracts** multi-digit whole numbers fluently using a standard algorithmic approach.	**Adds** and **subtracts** multi-digit whole numbers fluently using a standard algorithmic approach and **verifies** the results using multiple approaches.
4.C.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. Describe the strategy and explain the reasoning.	**Identifies** and **attempts** the process of multiplying a whole number of up to four digits by a one-digit whole number and multiplying two two-digit numbers.	**Multiplies** a whole number of up to four digits by a one-digit whole number and multiplies two two-digit numbers, using strategies based on place value and the properties of operations.	**Multiplies** a whole number of up to four digits by a one-digit whole number and multiplies two two-digit numbers, using strategies based on place value and the properties of operations. **Describes** the strategy and **explains** the reasoning.	**Multiplies** a whole number of up to four digits by a one-digit whole number and multiplies two two-digit numbers, using strategies based on place value and the properties of operations. **Describes** the strategy, **explains** the reasoning, and **represents** the problem using a mathematical model.
4.C.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. Describe the strategy and explain the reasoning.	**Identifies** and **attempts** the process for finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.	**Finds** 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.	**Finds** 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. **Describes** the strategy and **explains** the reasoning.	**Finds** 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**. Describes** the strategy, **explains** the reasoning, and **represents** the problem using a mathematical model.
4.C.4	Multiply fluently within 100.	**Multiplies** within 100 using models or pictures.	**Multiplies** within 100 using models or pictures.	**Multiplies** fluently within 100.	**Multiplies** fluently within 100.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.C.5	Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.	**Identifies** a model for adding and subtracting fractions with common denominators.	**Adds** and **subtracts** fractions with common denominators.	**Adds** and **subtracts** fractions with common denominators. **Decomposes** a fraction into a sum of fractions with common denominators. **Understands** addition and subtraction of fractions as combining and separating parts referring to the same whole.	**Adds** and **subtracts** fractions with common denominators. **Decomposes** a fraction into a sum of fractions with common denominators. **Understands** addition and subtraction of fractions as combining and separating parts referring to the same whole. **Describes** the strategy and **explains** the reasoning used.
4.C.6	Add and subtract mixed numbers with common denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction).	**Identifies** a model for adding and subtracting fractions with common denominators.	Given the model, **adds** and **subtracts** mixed numbers with common denominators.	**Adds** and **subtracts** mixed numbers with common denominators.	**Adds** and **subtracts** mixed numbers with common denominators by creating visual fraction models and equations to represent the problem.
4.C.7	Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can be multiplied in any order. Understand and use the distributive property.	**Identifies** equivalent expressions based on the properties of multiplication.	**Identifies** equivalent expressions based on the properties of multiplication.	**Uses** the commutative and associative properties to evaluate expressions. **Uses** the distributive property to evaluate expressions.	**Applies** the commutative, associative, and distributive properties to identify a missing number in an equation.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Geometry and Measurement					
4.G.1	Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology).	**Identifies** parallelograms, rhombuses, and trapezoids.	**Identifies** and **draws** parallelograms, rhombuses, and trapezoids.	**Identifies**, **describes**, and **draws** parallelograms, rhombuses, and trapezoids using appropriate tools.	**Identifies** parallelograms, rhombuses, and trapezoids based upon each figure's written characteristics.
4.G.2	Recognize and draw lines of symmetry in two-dimensional figures. Identify figures that have lines of symmetry.	**Identifies** whether a drawn example is a line of symmetry in two-dimensional figures. **Identifies** figures that have lines of symmetry.	**Identifies** multiple lines of symmetry in two-dimensional figures. **Identifies** figures that have lines of symmetry.	**Identifies** and **draws** lines of symmetry in two-dimensional figures. **Identifies** figures that have lines of symmetry.	**Constructs** a figure with a given number of lines of symmetry.
4.G.3	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.	**Identifies** an angle.	**Identifies** an angle.	**Identifies** angles as geometric shapes that are formed wherever two rays share a common endpoint.	**Constructs** a geometric figure with a given number of angles.
4.G.4	Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge and technology). Identify these in two-dimensional figures.	**Identifies** rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	**Identifies** and **draws** rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools.	**Identifies**, **describes**, and **draws** rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools. **Identifies** these in two-dimensional figures.	**Constructs** a figure with given properties.
4.G.5	Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse).	**Identifies** triangles and quadrilaterals.	**Identifies** triangles and quadrilaterals based upon a given attribute.	**Classifies** triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse).	**Explains** how triangles and quadrilaterals were classified into groups and what attributes were used in the classification.
4.M.1	Measure length to the nearest quarter-inch, eighth-inch, and millimeter.	**Measures** length to the nearest inch.	**Measures** length to the nearest half-inch and centimeter.	**Measures** length to the nearest quarter-inch, eighth-inch, and millimeter.	**Draws** a line to a given length.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.M.2	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Express measurements in a larger unit in terms of a smaller unit within a single system of measurement. Record measurement equivalents in a two-column table.	**Compares** relative sizes of measurement units within the customary system of units, including lb, oz; hr, min, sec.	**Compares** relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. **Identifies** measurements in a larger unit in terms of a smaller unit within a single system of measurement.	**Compares** relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. **Expresses** measurements in a larger unit in terms of a smaller unit within a single system of measurement. **Records** measurement equivalents in a two-column table.	**Expresses** measurements in a larger unit in terms of a smaller unit within a single system of measurement where the units are nonadjacent.
4.M.3	Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	**Identifies** the operation needed to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money.	**Uses** the four operations (addition, subtraction, multiplication, and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money given models or equations.	**Uses** the four operations (addition, subtraction, multiplication, and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money, including addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	**Solves** multiple-step real-world problems involving distances, intervals of time, volumes, masses of objects, and money, including addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
4.M.4	Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this	Given a model with grid squares, **finds** the area and perimeter.	**Applies** the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems.	**Applies** the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. **Finds** the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; **applies** this technique to solve real-world	**Constructs** a figure with a given area or perimeter.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	technique to solve real-world problems and other mathematical problems.			problems and other mathematical problems.	
4.M.5	Understand that an angle is measured with reference to a circle, with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. Understand an angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure other angles. Understand an angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	From a given group of figures, **places** the figures in order from smallest to largest based upon their angle measures.	Given a model with different angles from a center, **identifies** common benchmark angles.	**Understands** that an angle is measured with reference to a circle, with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. **Understands** an angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure other angles. **Understands** an angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	**Compares** the relative size of angles regardless of lengths of the rays in reference to the fractional part of circle.
4.M.6	Measure angles in whole-number degrees using appropriate tools. Sketch angles of specified measure.	Given an angle superimposed on a protractor, **identifies** the measure of the angle, with increments of 5 or 10 and one horizontal ray.	**Measures** angles in whole-number degrees using appropriate tools; angles should have a increments of 5 or 10 and one horizontal ray.	**Measures** angles in whole-number degrees using appropriate tools. **Sketches** angles of specified measure.	**Measures** angles in whole-number degrees in a polygon using appropriate tools. **Sketches** angles of specified measure.
Number Sense					
4.NS.1	Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.	**Matches** standard-form and expanded-form whole numbers up to 1,000,000.	When given the standard form, **writes** the expanded form of numbers up to 1,000,000.	**Reads** and **writes** whole numbers up to 1,000,000. **Uses** words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.	**Applies** equivalent forms of whole numbers up to 1,000,000 to other mathematical contexts (e.g., 45 is also 4 tens and 5 ones or 45 ones).

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.NS.2	Compare two whole numbers up to 1,000,000 using >, =, and < symbols.	**Compares** two whole numbers up to 100,000.	**Compares** two whole numbers up to 100,000 using >, =, and < symbols.	**Compares** two whole numbers up to 1,000,000 using >, =, and < symbols.	**Orders** a set of whole numbers up to 1,000,000 from least to greatest.
4.NS.3	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.	**Identifies** whole numbers as fractions and fractions that are equivalent to whole numbers.	**Identifies** whole numbers as fractions and fractions that are equivalent to whole numbers. **Identifies** mixed numbers using objects or pictures. **Identifies** mixed numbers as improper fractions using objects or pictures.	**Expresses** whole numbers as fractions and recognizes fractions that are equivalent to whole numbers. **Names** and **writes** mixed numbers using objects or pictures. **Names** and **writes** mixed numbers as improper fractions using objects or pictures.	**Names** and **writes** mixed numbers. **Names** and **writes** mixed numbers as improper fractions.
4.NS.4	Explain why a fraction, a/b, is equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.]	**Identifies** a fraction, a/b, as equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models.	**Identifies** a fraction, a/b, as equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models. **Uses** this principle to identify and choose the equivalent fractions from a given set.	**Explains** why a fraction, a/b, is equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. **Uses** this principle to identify and generate equivalent fractions.	**Explains** why a fraction, a/b, is equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. **Uses** this principle to identify and generate equivalent fractions.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.NS.5	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, 1/2, and 1). Recognize 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 fraction model).	**Compares** two fractions with different numerators and different denominators on a number line. **Identifies** that comparisons are valid only when the two fractions refer to the same whole.	**Compares** two fractions with different numerators and different denominators, when given a visual. **Identifies** that comparisons are valid only when the two fractions refer to the same whole. **Records** the results of comparisons with symbols >, =, or <.	**Compares** two fractions with different numerators and different denominators. **Identifies** that comparisons are valid only when the two fractions refer to the same whole. **Records** the results of comparisons with symbols >, =, or <, and **justifies** the conclusions.	**Compares** more than two fractions with different numerators and different denominators. **Identifies** that comparisons are valid only when the two fractions refer to the same whole. **Records** the results of comparisons with symbols >, =, or <, and **justifies** the conclusions.
4.NS.6	Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 = 0.50, 7/4 = 1 3/4 = 1.75).	When given models for tenths and hundredths, **identifies** the corresponding fraction or decimal.	When given models for tenths and hundredths, **uses** words, standard form, and expanded form to represent the models; **identifies** the fraction and decimal equivalents for halves and fourths.	**Writes** tenths and hundredths in decimal and fraction notations. **Uses** words, models, standard form, and expanded form to represent decimal numbers to hundredths. **Identifies** the fraction and decimal equivalents for halves and fourths.	**Explains** the relationship between fractions and decimals.
4.NS.7	Compare two decimals to hundredths by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual model).	**Compares** two decimals to the same place value when given a model (e.g., tenths to tenths and hundredths to hundredths).	**Compares** two decimals to hundredths by reasoning about their size based on the same whole when given a model. **Records** the results of comparisons with the symbols >, =, or <.	**Compares** two decimals to hundredths by reasoning about their size based on the same whole. **Records** the results of comparisons with the symbols >, =, or <, and **justifies** the conclusions.	**Compares** and **orders** two or more decimals to hundredths by reasoning about their size based on the same whole. **Records** the results of comparisons with the symbols >, =, or <, and **justifies** the conclusions.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.NS.8	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.	**Identifies** a number that is a factor or multiple of another number.	**Identifies** some factor pairs for a whole number in the range 1–100. **Identifies** that a whole number is a multiple of each of its factors. **Determines** whether a given whole number in the range 1–100 is a multiple of a given one-digit number.	**Generates** all factor pairs for a whole number in the range 1-100. **Identifies** that a whole number is a multiple of its factors. **Determines** whether a given whole number in the range 1-100 is a multiple of a given one-digit number.	**Explains** why a number is or is not a factor or multiple of another number.
4.NS.9	Use place value understanding to round multi-digit whole numbers to any given place value.	**Identifies** a place value within a multi-digit whole number.	**Uses** place value understanding to round multi-digit whole numbers to any given place value when given a model such as a number line.	**Uses** place value understanding to round multi-digit whole numbers to any given place value.	**Generates** numbers that would round to a given value.
Process Standards					
1	**Make sense of problems and persevere in solving them.** // Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and	**Identifies** important unknown quantities and key terms in order to solve real-world problems.	**Identifies** the overall objective to develop ideas and plan strategies to solve real-world problems.	**Perseveres** in developing and implementing strategies to solve real-world problems. **Solves** or **checks** the reasonableness of solutions and methods.	**Perseveres** in developing and implementing multiple strategies to solve unconventional real-world problems. **Solves** or **checks** the reasonableness of solutions and methods using different methods.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” and “Is my answer reasonable?” They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				
2	**Reason abstractly and quantitatively.** // Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily	**Identifies** quantities and operations necessary for solving problems.	**Represents** quantitative problems without considering all possible constraints or units.	**Applies** reasoning to create coherent representations of quantitative and abstract problems, considering relevant referents.	**Applies** reasoning to create coherent representations of problems, considering relevant referents. Flexibly **uses** a variety of properties and operations.

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	attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.				
3	**Construct viable arguments and critique the reasoning of others.** // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others,	**Generates** responses based on limited prior knowledge or understanding of evidence.	**Develops** arguments based on limited prior knowledge or understanding of evidence.	**Develops** and **defends** arguments, taking into consideration prior knowledge or evidence, to test conjectures or critique others' conjectures for clarity or improvement.	**Develops** and **defends** arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test conjectures or critique others' conjectures for clarity or improvement. **Asks** useful and probing questions to strengthen conjectures or the conjectures of others.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.				
4	**Model with mathematics.** // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve	**Identifies** models to represent situations.	**Develops** appropriate models to solve real-world problems using mathematical knowledge.	**Models** real-world problems using appropriate tools to analyze and draw mathematical conclusions. **Interprets** results for reasonableness and possible revision.	**Develops** and **compares** multiple models to solve real-world problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.				
5	**Use appropriate tools strategically.** // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical	**Identifies** tools to solve problems.	**Uses** given tools correctly for the tasks at hand.	**Identifies** and **uses** tools to solve problems with an understanding of mathematical concepts.	**Uses** a variety of tools to develop mathematical understanding, reasoning, and problem solving.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.				
6	**Attend to precision.** // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols	**Computes** solutions to problems without attending to precision.	**Computes** solutions to problems and **explains** with limited mathematical vocabulary.	Precisely **communicates** mathematical reasoning using appropriate vocabulary. **Performs** calculations with precision and efficiency, checking validity of results.	**Uses** appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.				
7	**Look for and make use of structure.** // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.	**Applies** basic ideas of mathematical principles to solve simple problems.	**Applies** ideas of mathematical principles to solve any problem. **Identifies** simple patterns to solve related problems.	**Identifies** patterns in mathematics to solve related problems. **Applies** ideas of mathematical principles to solve any problem. **Provides** different representations of the same math concept to solve problems.	**Analyzes** patterns and structures to make predictions about related problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8	**Look for and express regularity in repeated reasoning.** // Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.	**Recognizes** that a general method or rule is possible for repeated calculations.	**Applies** general methods and rules for repeated calculations.	**Develops** general methods and rules for solving mathematical problems.	**Evaluates** the reasonableness of general methods and rules.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebraic Thinking					
5.AT.1	Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.	**Solves** real-world problems involving multiplication and division of whole numbers using given models.	**Solves** real-world problems involving multiplication and division of whole numbers.	**Solves** real-world problems involving multiplication and division of whole numbers. In division problems that involve a remainder, **explains** how the remainder affects the solution to the problem.	**Solves** complex real-world problems involving multiplication and division of whole numbers. In division problems that involve a remainder, **explains** how the remainder affects the solution to the problem.
5.AT.2	Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.	**Identifies** real-world problems as addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, when given visual fraction models and equations.	**Solves** real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, when given visual fraction models and equations.	**Solves** real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. **Uses** benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.	**Solves** real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, by creating visual fraction models and equations.
5.AT.3	Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).	**Identifies** real-world problems as multiplication of simple fractions when visual fraction models and equations to represent the problem are given.	**Solves** real-world problems involving multiplication of fractions, including mixed numbers, when visual fraction models and equations to represent the problem are given.	**Solves** real-world problems involving multiplication of fractions, including mixed numbers.	**Solves** real-world problems involving multiplication of fractions, including mixed numbers by creating visual fraction models and equations to represent the problem.
5.AT.4	Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole	**Identifies** real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole	**Solves** real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole	**Solves** real-world problems involving division of unit fractions by non-zero whole	**Solves** real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).	numbers by unit fractions, when visual fractions models and equations to represent the problem are given.	numbers by unit fractions, when visual fractions models and equations to represent the problem are given.	numbers, and division of whole numbers by unit fractions.	numbers by unit fractions by creating visual fraction models and equations to represent the problem.
5.AT.5	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).	**Identifies** real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation, when given visuals and equations.	**Solves** real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation, when given visuals and equations.	**Solves** real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation.	**Solves** complex real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation.
5.AT.6	Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).	**Identifies** the *x*-axis and *y*-axis. Identifies the *x*-coordinate and *y*-coordinate.	**Selects** corresponding coordinates and given data points on a graph.	**Graphs** points with whole number coordinates on a coordinate plane. **Explains** how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond.	**Graphs** points with whole number coordinates using information relative to other points on the coordinate plane.
5.AT.7	Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	**Represents** real-world problems and equations by identifying ordered pairs in the first quadrant of the coordinate plane.	**Represents** real-world problems and equations by graphing given ordered pairs in the first quadrant of the coordinate plane.	**Represents** real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and **interprets** coordinate values of points in the context of the situation.	**Represents** complex real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and **interprets** coordinate values of points in the context of the situation.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.AT.8	Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.	**Identifies** linear expressions that arise from real-world problems.	**Identifies** linear expressions that arise from real-world problems and **evaluates** them for given values.	**Defines** and **uses** up to two variables to write linear expressions that arise from real-world problems and **evaluates** them for given values.	**Defines** and **uses** up to two variables to write linear expressions that arise from complex real-world problems and **evaluates** them for given values.
Computation					
5.C.1	Multiply multi-digit whole numbers fluently using a standard algorithmic approach.	**Multiplies** a multi-digit whole number by a single-digit whole number.	**Multiplies** multi-digit whole numbers without regrouping.	**Multiplies** multi-digit whole numbers fluently using a standard algorithmic approach.	**Multiplies** multi-digit whole numbers fluently and **verifies** the results using multiple approaches.
5.C.2	Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.	**Identifies** and **attempts** the process for finding whole-number quotients and remainders with up to four-digit dividends and two-digit divisors.	**Finds** whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	**Finds** whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. **Describes** the strategy and **explains** the reasoning used.	**Represents** whole-number quotients and remainders with up to four-digit dividends and two-digit divisors using a mathematical model.
5.C.4	Add and subtract fractions with unlike denominators, including mixed numbers.	**Identifies** a model for adding and subtracting fractions with unlike denominators without regrouping.	**Adds** and **subtracts** fractions with unlike denominators where one denominator is a multiple of each other and does not require regrouping.	**Adds** and **subtracts** fractions with unlike denominators, including mixed numbers.	**Determines** a missing numerator or denominator in the addend, subtrahend, or minuend of an addition or subtraction problem with fractions.
5.C.5	Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.	**Identifies** a model for multiplying a fraction by a fraction or a whole number.	When given visual fraction models and numbers, **multiplies** a fraction by a fraction or a whole number.	**Uses** visual fraction models and numbers to multiply a fraction by a fraction or a whole number.	**Determines** a missing numerator or denominator in the factor of a multiplication problem with fractions.
5.C.6	Explain why multiplying a positive number by a fraction	**Identifies** an expression that represents a given statement	**Explains** why multiplying a positive number by a fraction	**Explains** why multiplying a positive number by a fraction	**Creates** fraction expressions that have a value less than or

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.	comparing a product to one of its factors.	greater than 1 results in a product greater than the given number. **Explains** why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Models will be utilized.	greater than 1 results in a product greater than the given number. **Explains** why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relates the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.	greater than a given number, where the expressions are that number multiplied by a fraction.
5.C.7	Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.	**Identifies** a model for dividing a fraction by a whole number or to divide a whole number by a unit fraction.	**Uses** visual fraction models and numbers to divide a fraction by a whole number or to divide a whole number by a unit fraction.	**Uses** visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.	**Uses** numbers to divide a fraction by a whole number and to divide a whole number by a unit fraction.
5.C.8	Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.	**Adds** and **subtracts** decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations.	**Adds**, **subtracts**, **multiplies**, and **divides** decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations.	**Adds**, **subtracts**, **multiplies**, and **divides** decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. **Describes** the strategy and explain the reasoning.	**Adds**, **subtracts**, **multiplies**, and **divides** decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. **Describes** the strategy and explain the reasoning.
5.C.9	Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.	**Evaluates** a simple numerical expression with parentheses.	**Evaluates** expressions with only one set of parentheses involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.	**Evaluates** expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.	**Rewrites** a given numerical expression with parentheses, brackets, and/or braces (by inserting these grouping symbols) such that the expression evaluates to a given answer.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Geometry and Measurement, Data Analysis, and Statistics					
5.DS.1	Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.	**Identifies** questions that can be addressed with data. **Uses** observations, surveys, and experiments to collect data.	**Identifies** questions that can be addressed with data. **Uses** observations, surveys, and experiments to collect and represent the data using tables (including frequency tables), line plots, bar graphs, and line graphs.	**Formulates** questions that can be addressed with data and makes predictions about the data. **Uses** observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. **Identifies** the differences in representing categorical and numerical data.	**Interprets** and **represents** data from more than one source using data tables, line plots, bar graphs, and line graphs.
5.DS.2	Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.	**Distinguishes** between measures of center (mean and median) and frequency (mode).	**Calculates** and **finds** measures of center and frequency of a data set.	**Applies** measures of center and frequency to describe a data set.	Given a measure of center or frequency, **identifies** a missing value in a data set.
5.G.1	Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.	**Identifies** angles within a triangle. **Identifies** that radius and diameter are parts of a circle.	**Identifies** triangles (right, acute, obtuse) and circles using appropriate tools. **Identifies** radius or a diameter in a circle.	**Identifies**, **describes**, and **draws** triangles and circles using appropriate tools. Given a numerical value for either a radius or a diameter, **identifies** the other.	**Draws** a triangle given angle measurements. **Draws** a circle given a diameter or radius length.
5.G.2	Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.	**Identifies** polygons including quadrilaterals, pentagons, hexagons, and triangles.	**Identifies** polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute, and obtuse) based on angle measures and sides.	**Identifies** and **classifies** polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute, and obtuse) based on angle measures and sides. **Classifies** polygons in a hierarchy based on properties.	**Classifies** a set of polygons in multiple ways based on attributes.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.M.1	Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.	**Converts** among different-sized standard measurement units within a given measurement system.	**Converts** among different-sized standard measurement units within a given measurement system and use these conversions in solving one-step real-world problems.	**Converts** among different-sized standard measurement units within a given measurement system, and **uses** these conversions in solving multi-step real-world problems.	**Converts** among different-sized standard measurement units within a given measurement system, and **uses** these conversions in solving complex multi-step real-world problems.
5.M.2	Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	**Identifies** expressions that could be used to find the area of a rectangle with fractional side lengths.	**Multiplies** fractional side lengths to find areas of rectangles.	**Finds** the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and shows that the area is the same as would be found by multiplying the side lengths. **Multiplies** fractional side lengths to find areas of rectangles, and represents fraction products as rectangular areas.	**Determines** an unknown side length when given the area and one side length of a rectangle containing fractional side lengths.
5.M.3	Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.	**Substitutes** values into a formula for area of triangles, parallelograms, and trapezoids.	**Uses** formulas for the area of triangles, parallelograms, and trapezoids.	**Solves** real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms, and trapezoids, using appropriate units for measures.	**Solves** more complex real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms, and trapezoids, using appropriate units for measures. **Develops** equivalent formulas to given formulas to find the areas of triangles, parallelograms, and trapezoids.
5.M.4	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as	**Identifies** the appropriate unit to find the volume of a right rectangular prism.	**Finds** the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes.	**Finds** the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, shows that the volume is the same as	Given a number of unit cubes, **finds** possible dimensions that would create a right rectangular prism.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	would be found by multiplying the edge lengths or multiplying the height by the area of the base.			would be found by multiplying the edge lengths or multiplying the height by the area of the base.	
5.M.5	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.	**Substitutes** values into a formula for the volume of a right rectangular prism.	**Applies** the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths.	**Applies** the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.	**Applies** the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve complex real-world problems and other mathematical problems.
5.M.6	Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.	**Finds** volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, when prisms are decomposed and all dimensions are given.	**Finds** volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts.	**Finds** volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.	**Finds** volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve complex real-world problems and other mathematical problems.
Number Sense					
5.C.3	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Using only whole numbers, **compares** the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Using only whole numbers and unit fractions, **compares** the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	**Compares** the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	**Compares** the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication, in real-world problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.NS.1	Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using >, =, and < symbols.	Given fractions and mixed numbers or decimals to thousandths on a number line, **compares** the numbers.	Given fractions and mixed numbers or decimals to thousandths on a number line, **compares** the numbers. **Writes** the results using >,=, and < symbols.	**Uses** a number line to compare and order fractions, mixed numbers, and decimals to thousandths. **Writes** the results using >, =, and < symbols.	**Uses** a number line to compare and order fractions, mixed numbers, and decimals to thousandths. **Writes** the results using >, =, and < symbols.
5.NS.2	Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	**Matches** visual models with given interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	**Identifies** different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers, when given models.	**Identifies** different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	**Identifies** different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers by creating corresponding visual models.
5.NS.3	Recognize the relationship 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 inversely, a digit in one place represents 1/10 of what it represents in the place to its left.	Given a model, **identifies** the relationship 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.	**Identifies** the relationship 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.	**Identifies** the relationship 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 inversely, a digit in one place represents 1/10 of what it represents in the place to its left.	**Identifies** the relationship 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 inversely, a digit in one place represents 1/10 of what it represents in the place to its left.
5.NS.4	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	**Identifies** patterns in the number of zeros of the product when multiplying a number by powers of 10. **Uses** whole-number exponents to denote powers of 10.	**Continues** patterns in the number of zeros of the product when multiplying a number by powers of 10. **Uses** whole-number exponents to denote powers of 10.	**Evaluates** patterns in the number of zeros of the product when multiplying a number by powers of 10, and **evaluates** patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. **Uses** whole-number exponents to denote powers of 10.	Given a standard number, including decimals, **writes** the expression using a power of 10.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.NS.5	Use place value understanding to round decimal numbers up to thousandths to any given place value.	**Uses** place value understanding to round decimal numbers up to tenths to any given place value.	**Uses** place value understanding to round decimal numbers up to hundredths to any given place value.	**Uses** place value understanding to round decimal numbers up to thousandths to any given place value.	**Generates** numbers that would round to a given value.
5.NS.6	Understand, interpret, and model percents as part of a hundred (e.g., by using pictures, diagrams, and other visual models).	**Identifies** percents as part of a hundred, when given a model.	**Interprets** percents as part of a hundred, when given a model.	**Interprets** and **models** percents as part of a hundred.	**Interprets** and **models** percents as part of a hundred in real-world problems.
Process Standards					
1	**Make sense of problems and persevere in solving them.** // Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different	**Identifies** important unknown quantities and key terms in order to solve real-world problems.	**Identifies** the overall objective to develop ideas and plan strategies to solve real-world problems.	**Perseveres** in developing and implementing strategies to solve real-world problems. **Solves** or **checks** the reasonableness of solutions and methods.	**Perseveres** in developing and implementing multiple strategies to solve unconventional real-world problems. **Solves** or **checks** the reasonableness of solutions and methods using different methods.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	method, and they continually ask themselves, “Does this make sense?” and “Is my answer reasonable?” They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				
2	**Reason abstractly and quantitatively.** // Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols	**Identifies** quantities and operations necessary for solving problems.	**Represents** quantitative problems without considering all possible constraints or units.	**Applies** reasoning to create coherent representations of quantitative and abstract problems, considering relevant referents.	**Applies** reasoning to create coherent representations of problems, considering relevant referents. Flexibly **uses** a variety of properties and operations.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.				
3	**Construct viable arguments and critique the reasoning of others.** // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in construc-ting arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient	**Generates** responses based on limited prior knowledge or understanding of evidence.	**Develops** arguments based on limited prior knowledge or understanding of evidence.	**Develops** and **defends** arguments, taking into consideration prior knowledge or evidence, to test conjectures or critique others' conjectures for clarity or improvement.	**Develops** and **defends** arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test conjectures or critique others' conjectures for clarity or improvement. **Asks** useful and probing questions to strengthen conjectures or the conjectures of others.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.				
4	**Model with mathematics.** // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these	**Identifies** models to represent situations.	**Develops** appropriate models to solve real-world problems using mathematical knowledge.	**Models** real-world problems using appropriate tools to analyze and draw mathematical conclusions. **Interprets** results for reasonableness and possible revision.	**Develops** and **compares** multiple models to solve real-world problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flow-charts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.				
5	**Use appropriate tools strategically.** // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to	**Identifies** tools to solve problems.	**Uses** given tools correctly for the tasks at hand.	**Identifies** and **uses** tools to solve problems with an understanding of mathematical concepts.	**Uses** a variety of tools to develop mathematical understanding, reasoning, and problem solving.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.				
6	**Attend to precision.** // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with	**Computes** solutions to problems without attending to precision.	**Computes** solutions to problems and **explains** with limited mathematical vocabulary.	Precisely **communicates** mathematical reasoning using appropriate vocabulary. **Performs** calculations with precision and efficiency, checking validity of results.	**Uses** appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.				
7	**Look for and make use of structure.** // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.	**Applies** basic ideas of mathematical principles to solve simple problems.	**Applies** ideas of mathematical principles to solve any problem. **Identifies** simple patterns to solve related problems.	**Identifies** patterns in mathematics to solve related problems. **Applies** ideas of mathematical principles to solve any problem. **Provides** different representations of the same math concept to solve problems.	**Analyzes** patterns and structures to make predictions about related problems.
8	**Look for and express regularity in repeated reasoning.** // Mathematically proficient students notice whether calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain	**Recognizes** that a general method or rule is possible for repeated calculations.	**Applies** general methods and rules for repeated calculations.	**Develops** general methods and rules for solving mathematical problems.	**Evaluates** the reasonableness of general methods and rules.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.				

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebra and Functions					
6.AF.1	Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.	**Evaluates** expressions with one variable without exponents.	**Evaluates** expressions with one variable with whole-number exponents.	**Evaluates** expressions with one variable with whole-number exponents, including real-world problems.	**Evaluates** expressions with multiple variables with whole-number exponents, including real-world problems.
6.AF.2	Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.	**Identifies** equivalent expressions using one property.	**Identifies** equivalent expressions using multiple properties.	**Applies** the properties of operations to create equivalent linear expressions.	**Applies** the properties of operations to create equivalent linear expressions and justifies why they are equivalent.
6.AF.3	Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.	**Evaluates** an expression given integer values.	**Defines and uses** one variable to write an expression that represents a real-world problem. **Evaluates** the expression given an integer value.	**Defines and uses** multiple variables to write an expression that represents a real-world problem. **Evaluates** the expression given integer values.	**Defines and uses** multiple variables to write an expression that represents a real-world problem. **Evaluates** the expression given rational values.
6.AF.4	Understand that solving an equation or inequality is the process of answering the following question: Which values from a specified set, if any, make the equation or	**Substitutes** a given value into an equation to determine whether it is a solution.	**Substitutes** a given value into an inequality to determine whether it is a solution.	**Substitutes** specified values into a given equation or inequality to determine whether they are solutions.	**Substitutes** specified values into a given equation or inequality to determine whether they are solutions. **Explains** what the solution means.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.				
6.AF.5	Solve equations of the form $x + p = q$, $x – p = q$, $px = q$, and $x/p = q$ fluently for cases in which p, q, and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.	**Solves** a one-step equation with whole numbers.	**Solves** a one-step equation with rational numbers.	**Represents** real-world problems using a one-step equation with one type of rational number (e.g., only fractions) and **solves** it.	**Represents** real-world problems using a one-step equation with different types of rational numbers (e.g., fractions and decimals) and **solves** it.
6.AF.6	Write an inequality of the form $x > c$, $x \geq c$, $x < c$, or $x \leq c$, where c is a rational number, to represent a constraint or condition in a real-world or other mathematical problem. Recognize inequalities have infinitely many solutions and represent solutions on a number line diagram.	**Translates** between an inequality and words.	**Writes** an inequality for a real-world problem.	**Writes** an inequality for a real-world problem, and **represents** it on a number line.	**Writes** an inequality for a real-world problem, and **represents** it on a number line; **interprets** the solution.
6.AF.7	Understand that signs of numbers in ordered pairs indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the locations of the points are related by	**Graphs** a point with integer coordinates.	**Determines** the signs of an ordered pair based on its quadrant; **graphs** a point with integer coordinates.	**Determines** the signs of an ordered pair based on its quadrant; **graphs** a point with integer coordinates; **recognizes** that ordered pairs differ by one sign when the locations of the points are a reflection over an axis.	**Determines** the signs of an ordered pair based on its quadrant; **graphs** a point with rational number coordinates; **recognizes** that ordered pairs differ by one or two signs when locations of

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.				the points are a reflection over one or both axes.
6.AF.8	Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	**Determines** the distance between two points having the same first or second coordinate (integers).	**Determines** the distance between two points having the same first or second coordinate (rational).	**Determines** the distance between two points having the same first or second coordinate; **solves** real-world problems by graphing points.	**Determines** the distance between two points having the same first or second coordinate using the absolute value; **solves** real-world problems by graphing points.
6.AF.9	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.	**Graphs** points from a table.	**Makes** a table of equivalent ratios and **graphs** points from a table.	**Makes** a table of equivalent ratios, **finds** missing values in a table, and **graphs** points from a table.	**Makes** a table of equivalent ratios, **finds** missing values in a table, and **graphs** points from a table.
6.AF.10	Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and	**Identifies** graphs and tables of the same proportional relationship.	**Compares** graphs and tables of proportional relationship.	**Writes** an equation to represent a proportional relationship; **analyzes** the relationship between the variables on a graph and table of the relationship.	**Writes** an equation to represent a proportional relationship; **analyzes** the relationship between the variables on a graph and table of the relationship, and **relates** these to the equation.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	tables, and relate these to the equation.				
Geometry and Measurement, Data Analysis, and Statistics					
6.DS.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	**Identifies** questions that have a single data point.	**Identifies** statistical questions; **recognizes** what characteristics data sets have.	**Writes** a statistical question; **recognizes** what character-istics data sets have.	**Explains** why or why not a question is statistical; **recognizes** what character-istics data sets have.
6.DS.2	Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.	**Selects** a graphical representation of a data set.	**Creates** a graphical representation of a data set.	**Creates** and **interprets** a graphical representation of a data set.	**Creates** and **interprets** multiple representations of a data set.
6.DS.3	Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).	**Organizes** given data and display with graphical representations.	**Formulates** a statistical question; **organizes** given data and display with one graphical representation.	**Formulates** statistical questions; **collects** and **organizes** the data; **displays** and **interprets** the data with one graphical representation.	**Formulates** statistical questions; **collects** and **organizes** the data; **displays** and **interprets** the data with multiple graphical representations.
6.DS.4	Summarize numerical data sets in relation to their context in multiple ways, such as: report the number of observations; describe the nature of the attribute under investigation, including how it	**Identifies** measures of center and spread, when limited to 10 data points.	**Solves** problems related to measures of center and spread; **describes** overall patterns in data sets within the context.	**Summarizes** numerical data sets in relation to their context in multiple ways; **draws** conclusions about the data sets.	**Determines** the best graphical representation of a data set based on measures of center, spread, and context or **determines** the best measure of center

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	was measured and its units of measurement; determine quantitative measures of center (mean and/or median) and spread (range and interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.				based on the data set; **justifies** the choice.
6.GM.1	Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.	**Converts** between measurement systems requiring the use of one conversion factor, given the conversion factor.	**Converts** between measurement systems given conversion factors.	**Converts** between measurement systems given conversion factors, and **uses** these conversions in solving real-world problems.	**Converts** between measurement systems given conversion factors, and **uses** these conversions in solving a multi-step real-world problems.
6.GM.2	Know that the sum of the interior angles of any triangle is 180º and that the sum of the interior angles of any quadrilateral is 360º. Use this information to solve real-world and mathematical problems.	**Identifies** if a figure is a triangle or quadrilateral based on the sum of the interior angles.	**Solves** mathematical problems using the sum of the interior angles of triangles and quadrilaterals.	**Solves** real-world and mathematical problems using the sum of the interior angles of triangles and quadrilaterals.	**Solves** complex real-world and mathematical problems using the sum of the interior angles of triangles and quadrilaterals.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6.GM.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems.	**Draws** polygons in the coordinate plane given coordinates for the vertices.	**Draws** polygons in the coordinate plane given coordinates for the vertices; **uses** coordinates to find the length of the sides.	**Draws** polygons in the coordinate plane given coordinates for the vertices; **uses** coordinates to find the length of the sides; **applies** these techniques to solve real-world and other mathematical problems.	**Draws** nontraditional polygons in the coordinate plane given coordinates for the vertices spread across 3-4 quadrants; **uses** coordinates to find the length of the sides; **applies** these techniques to solve real-world and other mathematical problems.
6.GM.4	Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.	**Finds** the area of simple shapes.	**Finds** the area of complex shapes by composing simple shapes.	**Finds** the area of complex figures by composing and decomposing them into simple shapes.	**Finds** the area of complex figures by composing and decomposing them into simple shapes. **Solves** real-world problems.
6.GM.5	Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths to	**Finds** the volume of rectangular prisms with whole-number edge lengths using the formulas.	**Finds** the volume of a rectangular prism with fractional edge lengths using the formulas.	**Finds** the volume of rectangular prisms with fractional edge lengths and by using the formulas; **solves** real-world problems.	**Finds** the volume of rectangular prisms with fractional edge lengths and by using the formulas; **shows** how they are the same; **solves** real-world problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	solve real-world and other mathematical problems.				
6.GM.6	Construct right rectangular prisms from nets and use the nets to compute the surface area of prisms; apply this technique to solve real-world and other mathematical problems.	**Constructs** a rectangular prism from a net.	**Constructs** a rectangular prism from a net; **uses** a net to compute the surface area of rectangular prisms.	**Constructs** a rectangular prism from a net; **uses** a net to compute the surface area of prisms.	**Constructs** a rectangular prism from a net; **uses** a net to compute the surface area of prisms; **solves** real-world problems.
	Number Sense				
6.NS.1	Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.	**Assigns** a positive value to a real-world problem.	**Defines** the meaning of zero in a real-world problem.	**Assigns** a positive or negative value to a real-world problem and defines the meaning of zero in the problem.	**Assigns** a positive or negative rational value to real-world problems.
6.NS.2	Understand the integer number system. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number	**Identifies** an integer.	**Identifies** an integer and its opposite on a number line.	**Evaluates** the opposite of a number and state that 0 is its own opposite.	**Identifies** opposites as the same distance from zero.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	is the number itself (e.g., –(–3) = 3), and that 0 is its own opposite.				
6.NS.3	Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	**Locates** rational numbers on a number line.	**Compares** and **orders** rational numbers on a number line.	**Compares** and **orders** rational numbers on a number line; **interprets** order in a real-world situation.	**Gathers** real-world data while comparing, ordering, and analyzing the data.
6.NS.4	Understand that the absolute value of a number is the distance from zero on a number line. Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	**Evaluates** the absolute value of a number on a given number line.	**Evaluates** the absolute value of a number.	**Evaluates** the absolute value of a number as the distance that number is from zero; **applies** absolute value to a real-life situation.	**Evaluates** the opposite of an absolute value.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6.NS.5	Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.	**Identifies** commonly used fractions.	**Represents** commonly used fractions as decimals.	**Converts** between commonly used fractions, decimals, and percents.	**Converts** between uncommon fractions, decimals, and percents.
6.NS.6	Identify and explain prime and composite numbers.	**Identifies** prime and composite numbers as positive whole numbers.	**Identifies** prime and composite numbers.	**Identifies** numbers as prime or composite and **justifies** the differences.	**Identifies** numbers as prime, composite, or neither and **justifies** the differences.
6.NS.7	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.	**Identifies** the factors and multiples of numbers.	**Determines** the greatest common factor and least common multiple of two numbers.	**Applies** strategies to find the greatest common factor and least common multiple of two numbers; **applies** the distributive property to evaluate the sum of two whole numbers.	**Utilizes** the greatest common factor, least common multiple, and distributive property to solve real-world problems.
6.NS.8	Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: *a/b*, *a* to *b*, *a:b*.	**Locates** the data of two quantities.	**Compares** two quantities as a ratio.	**Interprets** data to compare and model two quantities as a ratio using *a/b*, *a* to *b*, and *a:b*; **analyzes** how a ratio describes a relationship between two quantities.	**Evaluates** data with more information than is needed to describe a part-to-whole ratio.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6.NS.9	Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.	**Identifies** a unit rate as a ratio with a denominator of 1.	**Simplifies** a given ratio to a unit rate.	**Calculates** the unit rate of two quantities in a ratio relationship.	**Calculates** the unit rate of two quantities with different units using multiple steps.
6.NS.10	Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).	**Locates** the data of two quantities of a real-world problem.	**Compares** the data as a rate or ratio of two quantities in a real-world problem.	**Creates** and **models** ratios and rates to solve real-world problems.	**Analyzes** ratios and rate with different units to solve real-world problems.
Computation					
6.C.1	Divide multi-digit whole numbers fluently using a standard algorithmic approach.	**Finds** whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using a standard algorithmic approach.	**Divides** multi-digit whole numbers fluently using a standard algorithmic approach, where solutions are whole numbers.	**Divides** multi-digit whole numbers fluently using a standard algorithmic approach.	**Divides** multi-digit whole numbers fluently using a standard algorithmic approach.
6.C.2	Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.	**Computes** simple, one-step problems with positive proper fractions and positive decimals, where limited to the tenths value, fluently using a standard algorithmic approach.	**Computes** positive fractions and positive decimals, where limited to the tenths value, fluently using a standard algorithmic approach.	**Computes** with positive fractions and positive decimals fluently using a standard algorithmic approach.	**Computes** multiple operations with positive fractions and positive decimals fluently using a standard algorithmic approach.
6.C.3	Solve real-world problems with positive fractions and decimals by using one or two operations.	**Solves** real-world, one-step problems with positive, proper fractions and positive decimals, where limited to the tenths value, fluently using one operation.	**Solves** real-world problems with positive fractions and decimals by using one operations.	**Solves** real-world problems with positive fractions and decimals by using two operations.	**Solves** complex real-world problems with positive fractions and decimals by using two operations.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6.C.4	Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.	**Computes** quotients of positive fractions and **solves** real-world problems involving division of a proper fraction by a whole number.	**Computes** quotients of positive fractions and **solves** real-world problems involving division of a proper fraction by a proper fraction.	**Computes** quotients of positive fractions and **solves** real-world problems involving division of fractions by fractions.	**Computes** quotients of positive fractions and **solves** complex real-world problems involving division of fractions by fractions.
6.C.5	Evaluate positive rational numbers with whole-number exponents.	**Evaluates** positive whole numbers with whole-number exponents.	**Evaluates** positive fractions with whole-number exponents.	**Evaluates** positive rational numbers with whole-number exponents.	**Evaluates** positive rational numbers with whole-number exponents.
6.C.6	Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole-number exponents. Justify each step in the process.	**Applies** the order of operations and properties of operations to evaluate numerical expressions with nonnegative rational numbers, involving whole-number exponents no greater than 2.	**Applies** the order of operations and properties of operations to evaluate numerical expressions with nonnegative rational numbers, involving whole-number exponents.	**Applies** the order of operations and properties of operations to evaluate numerical expressions with nonnegative rational numbers, involving whole-number exponents. **Justifies** each step in the process.	**Applies** the order of operations and properties of operations to evaluate numerical expressions including, but not limited to nonnegative rational numbers, complex fractions, and whole-number exponents. **Justifies** each step in the process.
Process Standards					
1	**Make sense of problems and persevere in solving them.** // Mathematically proficient students start by explaining to themselves the	**Identifies** important unknown quantities and key terms in order to solve real-world problems.	**Identifies** the overall objective to develop ideas and plan strategies to solve real-world problems.	**Perseveres** in developing and implementing strategy to solve real-world problems. **Solves** or **checks** the	**Perseveres** in developing and implementing multiple strategies to solve unconventional real-world problems. **Solves** or **checks**

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on			reasonableness of the solution and method.	the reasonableness of solutions and methods using different methods.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	one another to produce a coherent whole.				
2	**Reason abstractly and quantitatively.** // Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different	**Identifies** quantities and operations necessary for solving problems.	**Represents** quantitative problems without considering all possible constraints or units.	**Applies** reasoning to create a coherent representation of quantitative and abstract problems, considering relevant referents.	**Applies** reasoning to create coherent representations of problems, considering relevant referents. Flexibly **uses** a variety of properties and operations.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	properties of operations and objects.				
3	**Construct viable arguments and critique the reasoning of others.** // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or	**Generates** a response based on limited prior knowledge or understanding of evidence.	**Develops** an argument, taking into limited consideration prior knowledge or understanding of evidence.	**Develops** and **defends** an argument, taking into consideration prior knowledge or evidence, to test a conjecture or critique others' conjectures for clarity or improvement.	**Develops** and **defends** arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test a conjecture or critique others' conjectures for clarity or improvement. **Asks** useful and probing questions to strengthen conjectures or the conjectures of others.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.				
4	**Model with mathematics.** // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation,	**Identifies** models to represent situations.	**Develops** appropriate models to solve real-world problems using mathematical knowledge.	**Models** real-world problems using an appropriate tool to analyze and draw mathematical conclusions. **Interprets** results for reasonableness and possible revision.	**Develops** and **compares** multiple models to solve real-world problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.				
5	**Use appropriate tools strategically.** // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate	**Identifies** tools to solve problems.	**Uses** given tools correctly for the tasks at hand.	**Identifies** and **uses** tools to solve problems with an understanding of mathematical concepts.	**Uses** a variety of tools to develop mathematical understanding, reasoning, and problem solving.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.				
6	**Attend to precision.** // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and	**Computes** solutions to problems without attending to precision.	**Computes** solution to problems and **explains** with limited mathematical vocabulary.	Precisely **communicates** mathematical reasoning using appropriate vocabulary. **Performs** calculations with precision and efficiency, checking validity of results	**Uses** appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of the problem.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.				
7	**Look for and make use of structure.** // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.	**Applies** basic ideas of mathematical principles to solve simple problems.	**Applies** ideas of mathematical principles to solve any problem; **identifies** simple patterns to solve related problems.	**Identifies** patterns in mathematics to solve related problems. **Applies** ideas of mathematical principles to solve any problem. **Provides** different representations of the same math concept to solve problems.	**Analyzes** patterns and structures to make predictions about related problems.
8	**Look for and express regularity in repeated reasoning.** // Mathematically	**Recognizes** that a general method or rule is possible for repeated calculations.	**Applies** general methods and rules for repeated calculations.	**Develops** general methods and rules for solving mathematical problems.	**Evaluates** the reasonableness of general methods and rules.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.				

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebra and Functions					
7.AF.1	Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions, including situations that involve factoring (e.g., given 2x – 10, create an equivalent expression 2(x – 5)). Justify each step in the process.	**Identifies** equivalent linear expressions.	**Applies** properties of operations to create equivalent linear expressions.	**Creates** equivalent linear expressions by applying the properties of operations and justifying the steps followed.	**Analyzes** equivalent linear expressions with multiple properties of operations and **justifies** the steps followed.
7.AF.2	Solve equations of the form px + q= r and p(x + q) = r fluently, where p, q, and r are specific rational numbers. Represent real-world problems using equations of these forms and solve such problems.	**Solves** equations with whole numbers.	**Solves** equations with integers that apply to real-world problems.	**Creates** equations with rational numbers to represent real-world problems and **solves** the equations.	**Investigates** a real-world problem to construct and **solves** an equation with rational numbers and **interprets** the results.
7.AF.3	Solve inequalities of the form px +q (> or ≥) r or px + q (< or ≤) r, where p, q, and r are specific rational numbers. Represent real-world problems using inequalities of these forms and solve such problems. Graph the solution set of the inequality and interpret it in the context of the problem.	**Solves** inequalities with whole numbers.	**Solves** and **graphs** inequalities with integers that apply to real-world problems.	**Creates** inequalities with rational numbers to represent real-world problems and **solves** and **graphs** the inequalities.	**Investigates** a real-world problem to construct and solve an inequality with rational numbers and **interprets** the graph.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.AF.4	Define slope as vertical change for each unit of horizontal change and recognize that a constant rate of change or constant slope describes a linear function. Identify and describe situations with constant or varying rates of change.	**Calculates** slope as the vertical change to the horizontal change.	**Identifies** situations with slope and **calculates** the constant rate of change.	**Defines** the slope of a linear function and **describes** the situation as constant or varying rate of change.	**Compares** situations in terms of slope by defining the rate of change as constant or varying.
7.AF.5	Graph a line given its slope and a point on the line, and find the slope of a line given its graph.	**Graphs** a given point on the coordinate plane and **constructs** a line through it.	**Constructs** a line with a given slope through a graphed point.	**Constructs** a line through a given point with its given slope or **calculates** the slope of a graphed line.	**Graphs** a line using a given a slope through a given point to identify additional points on the line.
7.AF.6	Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).	**Identifies** the data needed to find a relationship between two quantities.	**Identifies** if two quantities have a proportional relationship.	**Calculates** the proportional relationship of two quantities.	**Applies** two methods to calculate the proportional relationship of two quantities.
7.AF.7	Identify the unit rate or constant of proportionality in tables, graphs, equations, and verbal descriptions of proportional relationships.	**Calculates** the unit rate or constant rate of proportionality of a verbal description.	**Determines** whether a table, graph, or verbal equation has a unit rate or constant of proportionality.	**Extracts** data from a table, graph, equation, or verbal expression to calculate unit rate or constant of proportionality.	**Creates** a table, graph, equation, or verbal expression given a unit rate or constant of proportionality.
7.AF.8	Explain what the coordinates of a point on the graph of a proportional relationship mean in terms of the situation, with special attention to the points (0, 0)	**Identifies** coordinates on a graph with a proportional relationship.	**Calculates** the unit rate based on the coordinates of the graph.	**Describes** the unit rate of a graph in terms of the coordinates.	**Evaluates** the value of *y* given a value for *x* based on the given unit rate.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	and (1,r), where r is the unit rate.				
7.AF.9	Identify real-world and other mathematical situations that involve proportional relationships. Write equations and draw graphs to represent proportional relationships and recognize that these situations are described by a linear function in the form y = mx, where the unit rate, m, is the slope of the line.	**Determines** if a real-world situation has a proportional relationship.	**Writes** an equation for real-world situation with a proportional relationship.	**Uses** real-world situations with proportional relationships to write equations in *y=mx* form and graph the equation.	**Interprets** and **explains** the proportional relationship of real-world situations to draw a conclusion.
Data Analysis, Statistics, and Probability					
7.DSP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population and generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	**Identifies** a sample in a given scenario describing a population.	**Recognizes** that a random sample produces the most valid representation of the population.	**Analyzes** samples to select the best representation of a population.	**Explains** the usefulness of random sampling in real-life situations.
7.DSP.2	Use data from a random sample to draw inferences about a population. Generate multiple samples (or simulated samples) of the	**Identifies** general population trends in data tables or graphs.	**Calculates** statistics for a given population.	**Evaluates** statistics of a sample to draw conclusions about a population.	**Creates** sample populations of equal size to more accurately analyze variations in population data.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	same size to gauge the variation in estimates or predictions.				
7.DSP.3	Find, use, and interpret measures of center (mean and median) and measures of spread (range, interquartile range, and mean absolute deviation) for numerical data from random samples to draw comparative inferences about two populations.	**Compares** measures of center and spread of two data sets.	**Calculates** and **compares** measures of center and spread of two data sets.	**Calculates** and **uses** measures of center and spread to **draw conclusions** about two populations.	**Infers and justifies** conclusions about two populations based on measures of center and spread from random samples.
7.DSP.4	Make observations about the degree of visual overlap of two numerical data distributions represented in line plots or box plots. Describe how data, particularly outliers, added to a data set may affect the mean and/or median.	**Selects** a graphically represented data set based on degree of similarity to another graph.	**Describes** the similarity between two sets of graphically represented data.	**Compares** the similarity between two sets of graphically represented data and the effects of an **outlier** on the data centers.	**Justifies** conclusions about data sets using the difference in centers with and without outliers present.
7.DSP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Understand that a probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	**Selects** valid values representing the probability of an event occurring.	**Classifies** the likelihood of an event based on its numerical probability.	**Predicts** a numerical probability based on the likelihood of an event occurring.	**Justifies** a prediction.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	Understand that a probability of 1 indicates an event certain to occur and a probability of 0 indicates an event impossible to occur.				
7.DSP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its relative frequency from a large sample.	**Collects** and **analyzes** data of a simple event.	**Predicts** the approximate relative frequency given the theoretical probability.	**Collects and analyzes** data to approximate probabilities and apply it to relative frequency.	**Explains** the difference between the theoretical and experimental probability in a given situation.
7.DSP.7	Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.	**Represents** possible outcomes to create a probability model.	**Calculates** the probability of an event using the probability model.	**Compares** probabilities determined by the model and **identifies** possible sources of discrepancy.	**Creates** and **justifies** probability models in real-life situations to predict possible outcomes.
Geometry and Measurement					
7.GM.1	Draw triangles (freehand, with ruler and protractor, and using technology) with given conditions from three measures of angles or sides, and notice when the	**Draws** a triangle using technology, given three measures of angles and sides.	**Analyzes** whether a triangle can be made, given the three measures of angles or sides.	**Analyzes** how many triangles can be made, given three measures of angles or sides; **uses** the measurements to draw the triangles.	**Determines** why a certain number of triangles can be made, given three measures of angles or sides.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	conditions determine a unique triangle, more than one triangle, or no triangle.				
7.GM.2	Identify and describe similarity relationships of polygons including the angle-angle criterion for similar triangles, and solve problems involving similarity.	**Solves** a problem given similar polygons with side lengths given.	**Identifies** similar polygons.	**Identifies** similar polygons and then **solves** similarity problems that include angles and sides.	**Justifies** how to determine whether polygons are similar and **solves** similarity problems that include angles and sides.
7.GM.3	Solve real-world and other mathematical problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. Create a scale drawing by using proportional reasoning.	**Finds** the actual lengths given the scale and a scale drawing.	**Uses** proportional reasoning to find an actual length, given a scale drawing.	**Computes** actual or scale lengths and areas given a scale problem.	**Computes** actual lengths and areas given a scale drawing; **creates** a scale drawing.
7.GM.4	Solve real-world and other mathematical problems that involve vertical, adjacent, complementary, and supplementary angles.	**Finds** the unknown measure of an angle given the measure of one angle that is adjacent and the total angle measure, or both adjacent angle measures.	**Finds** an unknown measure of an angle given the measure of an angle that is vertical, adjacent, complementary, or supplementary.	**Finds** an unknown measure of an angle given the measure of an angle that is vertical, adjacent, complementary, or supplementary; **identifies** the angle relationships.	**Solves** for an unknown measure of an angle algebraically given the measure of an angle that is vertical, adjacent, complementary, or supplementary.
7.GM.5	Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area of a circle.	**Finds** the length of the radius and diameter.	**Calculates** the area and circumference.	**Calculates** and **applies** area and circumference in real-world problems.	**Solves** for the other, in real-world problems, given the area or circumference.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.GM.6	Solve real-world and other mathematical problems involving volume of cylinders and three-dimensional objects composed of right rectangular prisms.	**Calculates** the volume of cylinders and rectangular prisms given a figure with its dimensions.	**Calculates** the volume of cylinders and rectangular prisms in real-world problems.	**Calculates** and **applies** volume of cylinders and objects composed of right rectangular prisms in real-world problems (whole-number dimensions).	**Calculates** and **applies** volume of cylinders and objects composed of right rectangular prisms in real-world problems (rational dimensions).
7.GM.7	Construct nets for right rectangular prisms and cylinders and use the nets to compute the surface area; apply this technique to solve real-world and other mathematical problems.	**Calculates** the surface area of cylinders and rectangular prisms given a figure with its dimensions.	**Calculates** the surface area of cylinders and rectangular prisms in real-world problems.	**Constructs** a net; **calculates** the surface area of cylinders and rectangular prisms in real-world problems.	**Constructs** a net; **calculates** and **applies** surface area of cylinders and rectangular prisms in real-world problems.
Number Sense and Computation					
7.C.1	Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction, depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	**Adds** a number and its opposite to get 0.	**Identifies** which number line represents a sum.	**Uses** a number line to determine a sum.	**Shows** and **determines** the meaning of a sum in a real-world context.
7.C.2	Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and	**Identifies** equivalent problems to a given subtraction problem.	**Identifies** which number line represents a difference.	**Identifies** equivalent problems to a given subtraction problem; **models** subtraction on a number line to find the distance between two numbers.	**Identifies** equivalent problems to a given subtraction problem; **represents** the distance between two numbers as a subtraction problem in context, and **finds** the distance.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	apply this principle in real-world contexts.				
7.C.3	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers.	**Calculates** the product of whole numbers.	**Evaluates** the product of integers.	**Simplifies** the product of rational numbers using properties of operations including the distributive property.	**Demonstrates** the process of calculating the product of signed rational numbers
7.C.4	Understand that integers can be divided, provided that the divisor is not zero, and that every quotient of integers (with non-zero divisor) is a rational number. Understand that if p and q are integers, then $–(p/q) = (–p)/q = p/(–q)$.	**Calculates** the quotient of whole numbers.	**Evaluates** the quotient of integers.	**Simplifies** the quotient of rational numbers demonstrating that the quotient is a rational number.	**Demonstrates** the process of calculating the quotient of signed rational numbers.
7.C.5	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	**Calculates** like unit rate of whole numbers.	**Evaluates** like unit rates with fractions.	**Evaluates** unit rate with rational numbers with quantities using like and unlike units.	**Measures** and **calculates** the unit rate of fractional lengths and areas.
7.C.6	Use proportional relationships to solve ratio and percent problems with multiple operations, such as the following: simple interest, tax, markups, markdowns, gratuities, commissions,	**Solves** one-step problems using commonly used percents.	**Solves** one-step problems using uncommon percents or ratios.	**Calculates** ratio and percent problems with multiple operations.	**Reorganizes** a problem to determine the original amount from a ratio or percent.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	fees, conversions within and across measurement systems, percent increase and decrease, and percent error.				
7.C.7	Compute with rational numbers fluently using a standard algorithmic approach.	**Computes** with positive whole numbers and decimals.	**Computes** with positive rational numbers.	**Computes** with rational numbers of the same type (e.g., two fractions or two decimals) fluently.	**Computes** with rational numbers of mixed types (e.g., fractions and decimals) fluently.
7.C.8	Solve real-world problems with rational numbers by using one or two operations.	**Chooses** an expression to represent a real-world problem with one operation.	**Writes** an expression to represent a real-world problem with one operation.	**Writes** and **simplifies** an expression with rational numbers to represent a real-world problem with one operation.	**Writes** and **simplifies** an expression with rational numbers to represent a real-world problem with two operations.
7.NS.1	Find the prime factorization of whole numbers and write the results using exponents.	**Identifies** the prime factorization for a whole number.	**Writes** the prime factorization of a whole number.	**Writes** the prime factorization of a whole number using exponents, where prime numbers are no greater than 11.	**Writes** the prime factorization of a whole number using exponents.
7.NS.2	Understand the inverse relationship between squaring and finding the square root of a perfect square integer. Find square roots of perfect square integers.	**Identifies** the square roots of a perfect square.	**Calculates** square roots and perfect squares.	**Describes** the relationship between a perfect square and its square root.	**Creates** a model that demonstrates the properties of square roots and perfect squares.
7.NS.3	Know there are rational and irrational numbers. Identify, compare, and order rational and common irrational numbers ($\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, $\prod$) and plot them on a number line.	**Defines** rational and irrational numbers.	**Classifies** numbers as either rational or irrational.	**Order** and **plots** rational and irrational numbers on a number line.	**Simplifies, orders,** and **plots** rational and irrational numbers on a number line.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Process Standards					
1	**Make sense of problems and persevere in solving them.** // Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify	**Identifies** important unknown quantities and key terms in order to solve real-world problems.	**Identifies** the overall objective to develop ideas and plan strategies to solve real-world problems.	**Perseveres** in developing and implementing strategies to solve real-world problems. **Solves** or **checks** the reasonableness of solutions and methods.	**Perseveres** in developing and implementing multiple strategies to solve unconventional real-world problems. **Solves** or **checks** the reasonableness of solutions and methods using different methods.

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	correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				
2	**Reason abstractly and quantitatively.** // Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the	**Identifies** quantities and operations necessary for solving problems.	**Represents** quantitative problems without considering all possible constraints or units.	**Applies** reasoning to create a coherent representation of quantitative and abstract problems, considering relevant referents.	**Applies** reasoning to create coherent representations of problems, considering relevant referents. Flexibly **uses** a variety of properties and operations.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.				
3	**Construct viable arguments and critique the reasoning of others.** // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communi-cate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data	**Generates** responses based on limited prior knowledge or understanding of evidence.	**Develops** arguments based on limited or understanding of evidence.	**Develops** and **defends** arguments, taking into consideration prior knowledge or evidence, to test conjectures or critique others' conjectures for clarity or improvement.	**Develops** and **defends** arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test conjectures or critique others' conjectures for clarity or improvement. **Asks** useful and probing question to strengthen conjectures or the conjectures of others.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.				
4	**Model with mathematics.** // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient	**Identifies** models to represent situations.	**Develops** appropriate models to solve real-world problems using mathematical knowledge.	**Models** real-world problems using appropriate tools to analyze and draw mathematical conclusions. **Interprets** results for reasonableness and possible revision.	**Develops** and **compares** multiple models to solve real-world problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.				
5	**Use appropriate tools strategically.** // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a	**Identifies** tools to solve problems.	**Uses** given tools correctly for the tasks at hand.	**Identifies** and **uses** tool to solve problems with an understanding of mathematical concepts.	**Uses** a variety of tools to develop mathematical understanding, reasoning, and problem solving.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.				
6	**Attend to precision.** // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with	**Computes** solutions to problems without attending to precision.	**Computes** solutions to problems and **explains** with limited mathematical vocabulary.	Precisely **communicates** mathematical reasoning using appropriate vocabulary. **Performs** calculations with precision and efficiency, checking validity of results.	**Uses** appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.				
7	**Look for and make use of structure.** // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single	**Applies** basic ideas of mathematical principles to solve simple problems.	**Applies** ideas of mathematical principles to solve any problem; **identifies** simple patterns to solve related problems.	**Identifies** patterns in mathematics to solve related problems. **Applies** ideas of mathematical principles to solve any problem. **Provides** different representations of the same math concept to solve a problem.	**Analyzes** patterns and structures to make predictions about related problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	objects or as being composed of several objects.				
8	**Look for and express regularity in repeated reasoning.** // Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.	**Recognizes** that a general method or rule is possible for repeated calculations.	**Applies** general methods and rules for repeated calculations.	**Develops** general methods and rules for solving mathematical problems.	**Evaluates** the reasonableness of general methods and rules.

ILEARN Performance Level Descriptors (PLDs)
Grade 8 Mathematics

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebra and Functions					
8.AF.1	Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable, and solve such problems.	**Solves** linear equations with integer coefficients and problems using linear equations and inequalities in one variable.	**Solves** linear equations with rational number coefficients fluently and problems using linear equations and inequalities in one variable.	**Solves** linear equations with rational number coefficients fluently; **represents** and **solves** real-world problems using linear equations and inequalities in one variable.	**Solves** linear equations with rational number coefficients fluently; **represents** and **solves** complex real-world problems using linear equations and inequalities in one variable.
8.AF.2	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	**Identifies** linear equations in one variable with one solution, infinitely many solutions, or no solutions.	**Solves** linear equations in one variable with one solution, infinitely many solutions, or no solutions.	**Gives** examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions.	**Completes** a given equation so that it has one solution, no solution, or infinitely many solutions (e.g., $-6x - 4 = a(3x - b)$).
8.AF.3	Understand that a function assigns to each x-value (independent variable) exactly one y-value (dependent variable), and that the graph of a function is the set of ordered pairs (x, y).	**Identifies** a function by looking at a graph.	**Identifies** a function by looking at a graph or data table.	**Identifies** a function by looking at a graph, data table, or set of ordered pairs.	**Applies** knowledge of functions to assess if real-life situations can be represented by a function.

ILEARN Performance Level Descriptors (PLDs)
Grade 8 Mathematics

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.AF.4	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.	**Identifies** qualitative features on a given graph.	**Sketches** a graph based on a given situation.	**Sketches** a graph, given a situation, and analyze its qualitative features.	**Writes** a situation that describes the qualitative features of a given graph.
8.AF.5	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.	**Determines** whether a function is linear using graphs.	**Determines** whether a function is linear using tables, where inputs are consecutive, graphs, and equations are limited to polynomials.	**Determines** whether a function is linear using tables, graphs, descriptions, or equations.	**Determines** whether a function is linear using tables, graphs, descriptions, or equations.
8.AF.6	Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y-intercept of the graph, and describe the meaning of each in the context of a problem.	**Identifies** slope and y-intercept given an equation.	**Constructs** a linear function that models a given a table, description, or graph.	**Constructs** a linear function that models a given a table, description, or graph; describing the meaning of the slope and y-intercept in context.	**Constructs** a linear function that models a real-world situation, given a table, description, or graph; describing the meaning of the slope and y-intercept in context.

ILEARN Performance Level Descriptors (PLDs)
Grade 8 Mathematics

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.AF.7	Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).	**Compares** slope and y-intercept of two linear functions given as a graph and equation.	**Compares** slope and y-intercept of two linear functions given in different forms, such as a table of values, equation, and graph.	**Compares** properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph.	**Compares** properties of two linear functions modeling real-world situations given in different forms, such as a table of values, equation, verbal description, and graph.
8.AF.8	Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.	**Identifies** the solution on a graph with two linear equations.	**Solves** a system of two linear equations by graphing to locate points of intersection, where the point of intersection is a lattice point.	**Solves** a system of two linear equations by graphing to locate points of intersection; **approximates** the solution and **interprets** the reasonableness of the approximation.	**Solves** a system of two linear equations representing a real-world situation by graphing to locate points of intersection; **approximates** the solution and **interprets** the reasonableness of the approximation.
Data Analysis, Statistics, and Probability					
8.DSP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	**Constructs** a scatter plot.	**Constructs** a scatter plot, and **describes** patterns and associations of a scatter plot.	**Constructs** and **interprets** a scatter plot; **describes** patterns and associations of a scatter plot.	**Constructs** and **interprets** scatter plots for multiple data sets related to the same quantities; **describes** patterns and associations of a scatter plot.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.DSP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.	**Identifies** a line of fit on a scatter plot.	**Determines** a line of fit for a scatter plot.	**Determines** a line of fit for a scatter plot and describe its fit.	**Determines** whether a line of fit is appropriate for a scatter plot, **determines** the line, and **describes** its fit.
8.DSP.3	Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and *y*-intercept.	**Describes** what each part of a given equation represents.	**Identifies** the *y*-intercept of a real-world situation.	**Creates** an equation and **uses** the equation to make predictions for a real-world situation.	**Creates** and **describes** a real-world situation involving $y=mx+b$; **determines** the reasonableness and constraints of predictions.
8.DSP.4	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.	**Differentiates** between a simple and compound event.	**Describes** the probability of a compound event given the sample space.	**Describes** the probability of a compound event relating the event in terms of independent, dependent, complementary, and mutually exclusive events.	**Defines** or **gives** examples in their own words the terms of independent, dependent, complementary, and mutually exclusive events.
8.DSP.5	Represent sample spaces and find probabilities of compound events (independent and	**Represents** the sample space of an event.	**Represents** sample spaces of compound events.	**Represents** sample spaces, and **finds** probabilities of two compound events.	**Represents** sample spaces, and **finds** probabilities of more than two compound events.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	dependent) using methods, such as organized lists, tables, and tree diagrams.				
8.DSP.6	For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.	**Identifies** the number of outcomes possible for an event.	**Identifies** the number of outcomes possible for individual events.	**Applies** the multiplication counting principle to find the number of outcomes.	**Explains** the multiplication counting principle.
Geometry and Measurement					
8.GM.1	Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.	**Identifies** attributes of three-dimensional figures.	**Identifies** and **defines** attributes of three-dimensional figures.	**Identifies**, **defines**, and **describes** attributes of three-dimensional figures and identify their vertical and horizontal cross sections.	**Identifies**, **defines**, and **describes** attributes of three-dimensional figures and identify their cross sections (including diagonal slices).
8.GM.2	Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.	**Calculates** the volume and surface area of a sphere.	**Calculates** the volume of cones, spheres, and pyramids and surface area of spheres.	**Solves** two-step real-world problems involving volume of cones, spheres, and pyramids and surface area of spheres.	**Solves** multi-step real-world problems involving volume of cones, spheres, and pyramids and surface area of spheres.
8.GM.3	Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to	**Identifies** congruent line segments and angles.	**Identifies** commonalities of given transformed lines, segments, angles, or parallel lines.	**Rotates**, **reflects**, or **translates** a given figure and identify commonalities.	**Rotates**, **reflects**, and/or **translates** a given figure and identify commonalities.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.				
8.GM.4	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.	**Identifies** congruent figures.	**Identifies** the transformation between two congruent figures.	**Describes** a sequence of transformations between two congruent figures.	**Justifies** that two figures are congruent through a series of transformations.
8.GM.5	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.	**Identifies** similar figures.	**Identifies** the transformation between two similar figures.	**Describes** a sequence of transformations between two similar figures.	**Justifies** that two figures are similar or congruent through a series of transformations.
8.GM.6	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	**Describes** the effect of dilations with whole number scale factors on two-dimensional figures using coordinates, where the figure and its image are in the same quadrant.	**Describes** the effect of dilations, translations, or reflections on two-dimensional figures using coordinates, where the original figure lies entirely in one quadrant.	**Describes** the effect of dilations, translations, rotations, or reflections on two-dimensional figures using coordinates.	**Describes** the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates, where the original figure lies in two or more quadrants.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.GM.7	Use inductive reasoning to explain the Pythagorean relationship.	**Identifies** triangles to which the Pythagorean Theorem applies.	**Sets** up a Pythagorean equation given two side lengths.	**Determines** if a triangle is right or not given its side lengths.	**Explains** how to determine if a triangle is right, given its side lengths.
8.GM.8	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.	**Identifies** the sides of a right triangle as they relate to the Pythagorean Theorem.	**Finds** the length of the hypotenuse of a right triangle in a mathematical problem.	**Finds** an unknown side length of a right triangle.	**Finds** unknown side lengths of right triangles.
8.GM.9	Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.	**Finds** the lengths of the legs of a related right triangle, given two points of the hypotenuse.	**Finds** the distance between two points in the same quadrant on the coordinate plane using the Pythagorean Theorem.	**Finds** the distance between two points on a coordinate plane using the Pythagorean Theorem.	**Finds** the distance between two points using the Pythagorean Theorem.
Number Sense and Computation					
8.C.1	Solve real-world problems with rational numbers by using multiple operations.	**Solves** real-world problems using two steps with one type of rational number.	**Solves** real-world problems by using two steps and multiple types of rational number.	**Solves** real-world problems with rational numbers by using more than two steps.	**Justifies** steps for solving problems with rational numbers by using multiple steps.
8.C.2	Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.	**Identifies** a number written in scientific notation.	**Converts** standard notation to scientific notation or convert a scientific notation to standard notation.	**Solves** real-world problems using scientific notation; **interprets** scientific notation that has been generated by technology.	**Analyzes** numbers in standard and scientific notation in order to draw conclusions in a real-world context.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.NS.1	Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.	**Calculates** the decimal expansion of a number.	**Identifies** examples of rational and irrational numbers.	**Gives** examples of rational and irrational numbers; **converts** a repeating decimal to a fraction.	**Analyzes** how the decimal expansion of a number applies to a number being classified as rational or irrational.
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.	**Finds** the approximate value of a irrational number to the nearest integer.	**Plots** the approximate value of an irrational number on the number line labeled with whole numbers.	**Compares** irrational numbers utilizing a number line; **estimates** the value of expressions involving irrational numbers.	**Compares** irrational numbers in a real-world context and plot on a number line; **solves** for the value of expressions involving irrational numbers.
8.NS.3	Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.	**Applies** one property of exponents to identify equivalent expressions using only positive exponents.	**Applies** one property of exponents to generate equivalent expressions.	**Applies** two properties of exponents to generate equivalent expressions.	**Applies** three properties of exponents to generate equivalent expressions.
8.NS.4	Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.	**Uses** square root symbols to represent a solution to equations of the form $x^2 = p$, where p is a perfect square less than 100.	**Uses** square root symbols to represent a solution to equations of the form $x^2 = p$, where p is a perfect square.	**Uses** square root symbols to represent a solution to equations of the form $x^2 = p$, where p is a positive rational number.	**Uses** square root symbols to represent positive and negative solutions to equations of the form $x^2 = p$, where p is a positive rational number.

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Grade 8 Mathematics

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Process Standards					
1	**Make sense of problems and persevere in solving them.** // Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify	**Identifies** important unknown quantities and key terms in order to solve real-world problems.	**Identifies** the overall objective to develop ideas and plan strategies to solve real-world problems.	**Perseveres** in developing and implementing strategy to solve real-world problems. **Solves** or **checks** the reasonableness of solutions and methods.	**Perseveres** in developing and implementing multiple strategies to solve unconventional real-world problems. **Solves** or **checks** the reasonableness of solutions and methods using different methods.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				
2	**Reason abstractly and quantitatively.** // Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the	**Identifies** quantities and operations necessary for solving problems.	**Represents** quantitative problems without considering all possible constraints or units.	**Applies** reasoning to create coherent representations of quantitative and abstract problems, considering relevant referents.	**Applies** reasoning to create coherent representations of problems, considering relevant referents. Flexibly **uses** a variety of properties and operations.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.				
3	**Construct viable arguments and critique the reasoning of others.** // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from	**Generates** responses based on limited prior knowledge or understanding of evidence.	**Develops** arguments, taking into limited consideration prior knowledge or understanding of evidence.	**Develops** and **defends** arguments, taking into consideration prior knowledge or evidence, to test conjectures or critique others' conjectures for clarity or improvement.	**Develops** and **defends** arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test conjectures or critique others' conjectures for clarity or improvement. **Asks** useful and probing question to strengthen conjectures or the conjectures of others.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.				
4	**Model with mathematics.** // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient	**Identifies** a model to represent a situation.	**Develops** an appropriate model to solve a real-world problem using mathematical knowledge	**Models** real-world problems using appropriate tools to analyze and draw mathematical conclusions. **Interprets** results for reasonableness and possible revision.	**Develops** and **compares** multiple models to solve real-world problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.				
5	**Use appropriate tools strategically.** // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a	**Identifies** tools to solve problems.	**Uses** given tools correctly for the tasks at hand.	**Identifies** and **uses** tools to solve problems with an understanding of mathematical concepts.	**Uses** a variety of tools to develop mathematical understanding, reasoning, and problem solving.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.				
6	**Attend to precision.** // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with	**Computes** solutions to problems without attending to precision.	**Compute**s solutions to problems and **explains** with limited mathematical vocabulary.	Precisely **communicates** mathematical reasoning using appropriate vocabulary. **Performs** calculations with precision and efficiency, checking validity of results.	**Uses** appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.				
7	**Look for and make use of structure.** // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single	**Applies** basic ideas of mathematical principles to solve simple problems.	**Applies** ideas of mathematical principles to solve any problem; **identifies** simple patterns to solve related problems.	**Identifies** patterns in mathematics to solve related problems. **Applies** ideas of mathematical principles to solve any problem. **Provides** different representations of the same math concept to solve problems.	**Analyzes** patterns and structures to make predictions about related problems.

ILEARN Performance Level Descriptors (PLDs)
Grade 8 Mathematics

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	objects or as being composed of several objects.				
8	**Look for and express regularity in repeated reasoning.** // Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.	**Recognizes** that a general method or rule is possible for repeated calculations.	**Applies** general methods and rules for repeated calculations.	**Develops** general methods and rules for solving mathematical problems.	**Evaluates** the reasonableness of general methods and rules.

ILEARN Performance Level Descriptors (PLDs)
Biology

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Developing and Using Models to Explain Processes					
B.1.3	Develop and use models that illustrate how a cell membrane regulates the uptake of materials essential for growth and survival, while removing or preventing harmful waste materials from accumulating, through the processes of active and passive transport.	*Identify* active and passive transport.	*Use* models that illustrate how a cell membrane regulates the uptake of materials essential for growth and survival, while removing or preventing harmful waste materials from accumulating through the processes of active and passive transport.	*Develop and use* models that illustrate how a cell membrane regulates the uptake of materials essential for growth and survival, while removing or preventing harmful waste materials from accumulating through the processes of active and passive transport.	*Develop and use* models that illustrate how a cell membrane regulates the uptake of materials essential for growth and survival while removing or preventing harmful waste materials from accumulating through the processes of active and passive transport. *Apply* knowledge of this process to make generalizations to a real-world situation.
B.1.4	Develop and use models to illustrate how specialized structures within cells (i.e., nuclei, ribosomes, Golgi, endoplasmic reticulum) interact to produce, modify, and transport proteins.	*Identify* the functions of specialized structures within cells (i.e., nuclei, ribosomes, Golgi, endoplasmic reticulum)	*Use* models to illustrate how specialized structures within cells interact to produce, modify, and transport proteins.	*Develop and use* models to illustrate how specialized structures within cells interact to produce, modify, and transport proteins.	*Develop and use* models to illustrate and explain how specialized structures within cells interact to produce, modify, and transport proteins.
B.2.1	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	*Identify* the overall reactants and products of photosynthesis.	*Identify* a model of how photosynthesis transforms light energy into stored chemical energy.	*Use* a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	*Develop and use* a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
B.2.2	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	*Identify* the overall reactants and products of cellular respiration.	*Identify* a model that illustrates cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	*Use* a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	*Develop and use* a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

ILEARN Performance Level Descriptors (PLDs)
Biology

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
B.2.4	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	*Identify* the role of photosynthesis and cellular respiration in the carbon cycle.	*Use* a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	*Develop* a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	*Develop* a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. *Apply* knowledge of this process to make generalizations to a real-world situation.
B.3.2	Design, evaluate, and refine a model that shows how human activities and natural phenomena can change the flow of matter and energy in an ecosystem and how those changes impact the environment and biodiversity of populations in ecosystems of different scales, as well as how these human impacts can be reduced.	*Identify* how human activities and natural phenomena can change the flow of matter and energy in ecosystems.	*Use* a model that shows how human activities and natural phenomena can change the flow of matter and energy in an ecosystem and how those changes impact the environment and biodiversity of populations in ecosystems of different scales, as well as how these human impacts can be reduced.	*Develop and use* a model that shows how human activities and natural phenomena can change the flow of matter and energy in an ecosystem and how those changes impact the environment and biodiversity of populations in ecosystems of different scales, as well as how these human impacts can be reduced.	*Develop, use, and evaluate* a model that shows how human activities and natural phenomena can change the flow of matter and energy in an ecosystem and predict how those changes impact the environment and biodiversity of populations in ecosystems of different scales, as well as how these human impacts can be reduced.
B.4.4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	*Identify* the role of cellular division in complex organisms.	*Identify* a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	*Use* a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	*Develop and use* a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
Analyzing Data and Mathematical Thinking					
B.2.3	Use mathematical and/or computational representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	*Identify* patterns in the cycling of matter and flow of energy among organisms in an ecosystem.	*Describe* the cycling of matter and flow of energy among organisms in an ecosystem.	*Use* mathematical or computational representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	*Develop and use* mathematical or computational representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

ILEARN Performance Level Descriptors (PLDs)
Biology

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
B.3.1	Use mathematical and/or computational representation to explain why the carrying capacity ecosystems can support is limited by the available energy, water, oxygen, and minerals and by the ability of ecosystems to recycle the remains of dead organisms.	*Identify* factors that limit the carrying capacity ecosystems can support.	*Describe* why the carrying capacity ecosystems can support is limited by various factors.	*Use* mathematical or computational representation to explain why the carrying capacity ecosystems can support is limited by various factors.	*Develop and use* mathematical or computational representation to explain why the carrying capacity ecosystems can support is limited by various factors.
B.4.6	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	*Recall* information to answer a question regarding the variation of expressed traits in a population	*Calculate* the distribution of expressed traits in a population.	*Apply* concepts of statistics and probability to explain the variation of expressed traits, and *correctly calculate* the distribution of expressed traits in a population.	*Apply* concepts of statistics and probability to draw conclusions that explain variation in expressed traits, and *correctly calculate* the distribution of expressed traits in a population.
B.5.3	Apply concepts of statistics and probability to support a claim that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	*Recall* that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	*Identify* data that supports a claim that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	*Apply* concepts of statistics and probability to support a claim that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	*Apply* concepts of statistics and probability to draw conclusions that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
B.5.6	Analyze and interpret data for patterns in the fossil record and molecular data that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	*Identify* information to answer a question regarding the existence, diversity, extinction, and change of life forms throughout the history of life on Earth.	*Use* fossil and molecular data to indicate the existence, diversity, extinction, and change of life forms throughout the history of life on Earth.	*Interpret* fossil and molecular data for patterns that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth.	*Analyze and interpret* fossil and molecular data to draw conclusions about the existence, diversity, extinction, and change of life forms throughout the history of life on Earth.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
SEPS.3	Constructing and performing investigations // Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually. Researching analogous problems in order to gain insight into possible solutions allows them to make conjectures about the form and meaning of the solution. A plan to a solution pathway is developed prior to constructing and performing investigations. Constructing investigations systematically encompasses identified variables and parameters generating quality data. While performing, scientists and engineers monitor and record progress. After performing, they evaluate to make changes to modify and repeat the investigation if necessary.	*Construct* an investigation to answer a scientific question.	*Construct* an investigation to answer a scientific question. Suggest changes to the experiment to increase data quality.	*Construct an investigation* using identified variables. *Analyze* experimental design to evaluate the quality of generated data. *Evaluate* data to identify and suggest changes to the experiment.	*Construct* an investigation using identified variables. *Analyze* experimental design to evaluate the quality of generated data. *Analyze and draw conclusions* from experimental data, then *suggest and justify* improvements to the experiment.
SEPS.4	Analyzing and interpreting data // Investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists and engineers use a range of tools to identify the significant features in the data. They identify sources of error in the investigations and calculate the degree	Summarize the results of an investigation.	Summarize the results of an investigation and briefly suggest whether or not the data is valid. Identify potential sources of error in an investigation.	Interpret the results of an investigation and evaluate data for validity. Identify potential sources of error in an investigation.	Analyze the results of an investigation and evaluate data for validity. Analyze an investigation to determine potential sources of error. Suggest modifications to the investigation that would resolve sources of error.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	of certainty in the results. Advances in science and engineering makes analysis of proposed solutions more efficient and effective. They analyze their results by continually asking themselves questions; possible questions may be, but are not limited to: "Does this make sense?" "Could my results be duplicated?" and/or "Does the design solve the problem with the given constraints?"				
SEPS.5	Using mathematics and computational thinking // In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas interconnect and build on one	*Carry* out provided simulations. *Predict* the behavior of systems.	*Carry out* provided simulations. *Solve* equations approximately and *identify* quantitative relationships when analyzing data. Predict the behavior of systems.	Carry out provided simulations. Solve equations exactly or approximately and apply quantitative relationships when analyzing data. *Predict* the behavior of systems and test the validity of such predictions.	*Carry out* provided simulations. *Solve* equations exactly and *explain* quantitative relationships when analyzing data. *Predict* the behavior of systems and justify these predictions. *Test* the validity of such predictions, and *explain* the results.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	another to produce a coherent whole.				
Developing and Using Models to Describe Structure and Function					
B.1.1	Compare and contrast the shape and function of the essential biological macro-molecules (i.e. carbohydrates, lipids, proteins, and nucleic acids), as well as, how chemical elements (i.e. carbon, hydro-gen, oxygen, nitrogen, phosphorus, and sulfur) can combine to form these biomole-cules.	*Identify* the function of the essential biological macromolecules.	*Identify* the shape or function of the essential biological macro-molecules. *Identify* which chemical elements can combine to form these biomolecules.	*Compare and contrast* the shape or function of the essential biological macromolecules. *Describe* how chemical elements can combine to form these biomolecules.	*Analyze* the shape and predict the function of the essential biological macromolecules. *Describe* how chemical elements can combine to form these biomolecules.
B.1.2	Analyze how the shape of a molecule determines its role in the many different types of cellular processes (e.g., metabolism, homeostasis, growth and development, and heredity) and understand that the majority of these processes involve proteins that act as enzymes.	*Recall* that a protein's shape determines its function.	*Identify* how the shape of a molecule determines its role in the many different types of cellular processes and *understand* that the majority of these processes involve proteins that act as enzymes.	*Analyze* how the shape of a molecule determines its role in the many different types of cellular processes and *understand* that the majority of these processes involve proteins that act as enzymes.	*Analyze* how the shape of a molecule determines its role in the many different types of cellular processes and *understand* that the majority of these processes involve proteins that act as enzymes. *Predict* how a change in shape affects the function of a protein.
B.1.5	Develop and use a model to illustrate the hierarchical organization of interacting systems (cell, tissue, organ, organ system) that provide specific functions within multicellular organisms.	*Identify* the hierarchical organization of interacting systems (cell, tissue, organ, organ system)	*Use* a model to describe the hierarchical organization of interacting systems (cell, tissue, organ, organ system) that provide specific functions within multicellular organisms.	*Develop and use* a model to illustrate the hierarchical organization of interacting systems (cell, tissue, organ, organ system) that provide specific functions within multicellular organisms	*Develop, use and evaluate* a model to illustrate the hierarchical organization of interacting systems (cell, tissue, organ, organ system) that provide specific functions within multicellular organisms.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
B.4.1	Develop and revise a model that clarifies the relationship between DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	*Identify* the relationship between DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	*Use* a model to clarify the relationship between DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	*Develop and use* a model that clarifies the relationship between DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	*Develop, use, and evaluate* a model that clarifies the relationship between DNA and chromosomes in coding the instructions for characteristic traits passed from parents to off-spring.
B.4.3	Construct a model to explain that the unique shape and function of each protein is determined by the sequence of its amino acids, and thus is determined by the sequence of the DNA that codes for this protein.	*Recall* that the unique shape and function of each protein is determined by the sequence of its amino acids.	*Use* a model to describe that the unique shape and function of each protein is determined by the sequence of its amino acids, and thus is determined by the sequence of the DNA that codes for this protein.	*Construct* a model to explain that the unique shape and function of each protein is determined by the sequence of its amino acids, and thus is determined by the sequence of the DNA that codes for this protein.	*Construct, use, and evaluate* a model that explains that the unique shape and function of each protein is determined by the sequence of its amino acids, and thus is determined by the sequence of the DNA that codes for this protein.
SEPS.2	Developing and using models and tools // A practice of both science and engineering is to use and construct conceptual models that illustrate ideas and explanations. Models are used to develop questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Measurements and observations are used to revise and improve models and designs. Models include, but are not limited to: diagrams, drawings, physical replicas, mathematical representations,	*Identify* tools used to conduct a scientific investigation.	*Use* conceptual models (e.g. mathematical representations, analogies, or diagrams) to predict and explain scientific concepts. *Identify* appropriate tools used to conduct a scientific investigation.	*Develop and use* conceptual models (e.g. mathematical representations, analogies, or diagrams) to predict and explain scientific concepts. *Identify and use* appropriate tools to conduct a scientific investigation.	*Develop, use, and evaluate* conceptual models (e.g. mathematical representations, analogies, or diagrams) to predict and explain scientific concepts. *Identify and use* appropriate tools to conduct a scientific investigation.

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	analogies, and other technological models. Another practice of both science and engineering is to identify and correctly use tools to construct, obtain, and evaluate questions and problems. Utilize appropriate tools while identifying their limitations. Tools include, but are not limited to: pencil and paper, models, ruler, a protractor, a calculator, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools.				
Constructing and Communicating an Explanation					
B.4.2	Construct an explanation for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells	*Recall* that genes code for proteins and that genes are made of DNA.	*Identify* an explanation for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells	*Construct* an explanation for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells	*Construct* an explanation for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. *Predict* how changes in the DNA will result in changes in the structure of the protein.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
B.5.2	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence including both anatomical and molecular evidence.	*Identify* an example of anatomical or molecular evidence for common ancestry.	*Explain* common ancestary using anatomical or molecular evidence.	*Communicate* scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence including both anatomical and molecular evidence.	*Communicate* scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence including both anatomical and molecular evidence. *Apply* understanding to predict the ancestry of an organism by giving anatomical and molecular evidence.
B.5.5	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	*Identify* factors that affect the process of evolution.	*Construct* an explanation based on evidence that the process of evolution primarily results from some factors.	*Construct* an explanation based on evidence that the process of evolution primarily results from four factors.	*Construct* an explanation based on evidence that the process of evolution primarily results from four factors. *Predict* how altering the any of four factors affects the process of evolution.
SEPS.1	Posing questions (for science) and defining problems (for engineering) // A practice of science is posing and refining questions that lead to descrip-tions and explanations of how the natural and designed world(s) work and these questions can be scientifically	Define a problem and pose a question in the designed or natural world.	Define a problem and pose a question which can be tested through a controlled experiment in the designed or natural world.	Define a problem, identify the constraints, and pose a question that can be tested through a controlled experiment to solve that problem within the designed or natural world.	Define a problem, identify the constraints, and pose a question that can be tested through a controlled experiment to solve that problem within the designed or natural world. Predict possible solutions.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	tested. Engineering questions clarify problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.				
SEPS.6	Constructing explanations (for science) and designing solutions (for engineering) // Scientists and engineers use their results from the investi-gation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it, and are consistent with the available evidence.	*Identify* results from an investigation in the natural or designed world.	*Construct* explanations from an investigation in the natural or designed world.	*Construct* explanations in response to data from an investigation in the natural or designed world.	*Construct* explanations and design solutions in response to data from an investigation in the natural or designed world.
SEPS.8	Obtaining, evaluating, and communicating information // Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and	*State* the merit and validity of claims, methods, and designs. *Communicate* information and ideas.	*Evaluate* the merit and validity of claims, methods, and designs. *Communicate* information and ideas clearly.	*Critique* scientific ideas. *Use* multiple sources of information to evaluate the merit and validity of claims, methods, and designs. *Communicate* information and ideas in multiple formats (e.g. using tables, diagrams, graphs, models, and equations, as well as in writing).	*Critique* scientific ideas using multiple lines of evidence. *Use* multiple sources of information to evaluate the merit and validity of claims, methods, and designs. *Communicate* information and ideas in multiple formats (e.g. using tables, diagrams, graphs,

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.				models, and equations, as well as in writing).
Evaluating Claims with Evidence					
B.3.3	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, and identify the impact of changing conditions or introducing non-native species into that ecosystem.	*Identify* the impact of changing conditions or introducing non-native species into an ecosystem.	*Summarize* the evidence and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, and *identify* the impact of changing conditions or introducing non-native species into that ecosystem.	*Evaluate* the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, and *identify* the impact of changing conditions or introducing non-native species into that ecosystem.	*Evaluate* the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, and *identify* the impact of changing conditions or introducing non-native species into that ecosystem. *Apply* knowledge of these concepts to make generalizations to a real-world situation.
B.4.5	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and (3) mutations caused by environmental factors.	*Identify* that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and (3) mutations caused by environmental factors.	*Make* a claim that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and (3) mutations caused by environmental factors.	*Make and defend* a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and (3) mutations caused by environmental factors.	*Make, defend, and evaluate* claims based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and (3) mutations caused by environmental factors.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
B.5.1	Evaluate anatomical and molecular evidence to provide an explanation of how organisms are classified and named based on their evolutionary relationships into taxonomic categories.	*Recall* that organisms are categorized based on their evolutionary relationships.	*Use* anatomical and molecular evidence to classify organisms based on their evolutionary relationships.	*Explain* how organisms are classified and named based on their evolutionary relationships into taxonomic categories using anatomical and molecular evidence.	*Construct and use* a model to explain how organisms are classified and named based on their evolutionary relationships into taxonomic categories using anatomical and molecular evidence.
B.5.4	Evaluate evidence to explain the role of natural selection as an evolutionary mechanism that leads to the adaptation of species, and to support claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and/or (3) the extinction of other species.	*Recall* that natural selection is an evolutionary mechanism that leads to the adaptation of species.	*Summarize* the role of natural selection as an evolutionary mechanism that leads to the adaptation of species.	*Explain*, using evidence, the role of natural selection as an evolutionary mechanism that leads to the adaptation of species, and *support* claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and/or (3) the extinction of other species.	*Construct* a model to explain, using evidence, the role of natural selection as an evolutionary mechanism that leads to the adaptation of species, and *support* claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and/or (3) the extinction of other species.
SEPS.7	Engaging in argument from evidence // Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation, the process by which evidence-based conclusions and solutions are reached, to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and	*Identify* competing ideas and methods. *Identify* an explanation for a natural phenomenon or a solution to a design problem.	*Compare* competing ideas and methods based on merit. *Identify* a reasonable explanation for a natural phenomenon or a reasonable solution to a design problem.	*Consider and compare* competing ideas and methods based on merits. *Use* evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem.	*Consider, compare, and evaluate* competing ideas and methods based on merit. *Use* evidence to identify and justify the best explanation for a natural phenomenon or the best solution to a design problem.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.				

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Science 4					
4.PS.1	Investigate transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion.	*Identify* transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity).	*Describe* transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion.	*Explain* transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion.	*Synthesize* information about transportation systems and devices that operate on or in land, water, air and space and explain how forces (lift, drag, friction, thrust and gravity) affect their motion.
4.PS.2	Investigate the relationship of the speed of an object to the energy of that object.	*Identify* that a relationship exists between the speed of an object and the energy of that object	*Describe* the relationship of the speed of an object to the energy of that object.	*Explain* the relationship of the speed of an object to the energy of that object.	*Evaluate* the relationship of the speed of an object to the energy of that object.
4.PS.3	Investigate how multiple simple machines work together to perform everyday tasks.	*Identify* multiple simple machines that work together to perform everyday tasks.	*Describe* multiple simple machines that work together to perform everyday tasks.	*Explain* how multiple simple machines work together to perform everyday tasks.	*Synthesize* information about how multiple simple machines work together to perform everyday tasks.
4.PS.4	Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.	*Identify* the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.	*Describe* the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.	*Explain* the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.	*Evaluate* the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.
4.PS.5	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	*Identify* that energy can be transferred from place to place.	*Identify* that energy can be transferred from place to place by sound, light, heat, and electric currents.	*Make observations* and provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	*Explain* how energy can be transferred from place to place by sound, light, heat, and electric currents by providing evidence from observations.
4.ESS.1	Investigate how the moon appears to move through the sky and it changes day to day, emphasizing the	*Identify* that the moon appears to move through the sky and it changes day to day, emphasizing the	*Describe* how the moon appears to move through the sky and it changes day to day, emphasizing the	*Explain* how the moon appears to move through the sky and it changes day to day, emphasizing the	*Analyze* how the moon appears to move through the sky and it changes day to day, emphasizing the

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.	importance of how the moon impacts the Earth, the rising and setting times.	importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.	importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.	importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.
4.ESS.2	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	*Identify* information that describes that energy and fuels are derived from natural resources.	*Identify* information that describes that energy and fuels are derived from natural resources and their uses affect the environment.	*Obtain and combine* information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	*Obtain, combine and evaluate* information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
4.ESS.3	Describe how geological forces change the shape of the land suddenly and over time.	*Identify* that geological forces change the shape of the land.	*Identify* how geological forces change the shape of the land suddenly and over time.	*Describe* how geological forces change the shape of the land suddenly and over time.	*Explain* how geological forces change the shape of the land suddenly and over time.
4.ESS.4	Develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.	*Identify* solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.	*Describe* solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.	*Develop* solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.	*Evaluate* solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.
4.LS.1	Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.	*Observe* how offspring are very much, but not exactly, like their parents or one another.	*Observe* how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.	*Observe*, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.	*Observe*, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Evaluate how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
4.LS.2	Use evidence to support the explanation that a change in the environment may result in a plant or animal will survive and reproduce, move to a new location, or die.	*Identify* evidence to support the explanation that a change in the environment may result in a plant or animal surviving and reproducing, moving to a new location, or dying.	*Describe* evidence that supports the explanation that a change in the environment may result in a plant or animal surviving and reproducing, moving to a new location, or dying.	*Use* evidence to support the explanation that a change in the environment may result in a plant or animal surviving and reproducing, moving to a new location, or dying.	*Use* evidence to evaluate whether a change in the environment will result in a plant or animal will surviving and reproducing, moving to a new location, or dying
4.LS.3	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in a different ecosystems.	*Identify* an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in different ecosystems.	*Use* an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in different ecosystems.	*Construct* an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in different ecosystems.	*Construct* an argument that plants and animals have internal and external structures and explain how those structures function to support survival, growth, behavior, and reproduction in different ecosystems.
3-5.E.1	Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.	*Identify* a simple problem with the design of an object that reflects a need or a want.	*Identify* a simple problem with the design of an object that reflects a need or a want. Include criteria for success.	*Identify* a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.	*Explain* a simple problem with the design of an object that reflects a need or a want. Include and analyze criteria for success and constraints on materials, time, or cost.
3-5.E.2	Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	*Identify* multiple plausible solutions to a problem based on how well each is likely to meet the criteria of the problem.	*Explain* multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	*Construct and compare* multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	*Analyze* multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3-5.E.3	Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a	*Identify and perform* fair investigations in which variables are controlled.	*Identify and perform* fair investigations in which variables are controlled to identify aspects of a model	*Construct and perform* fair investigations in which variables are controlled and failure points are considered to identify aspects of a	*Construct, perform and analyze* fair investigations in which variables are controlled and failure points are considered to evaluate aspects of a model or

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	model or prototype that can be improved.		or prototype that can be improved.	model or prototype that can be improved.	prototype that can be improved.
Computer Science 3–5					
3-5.DI.1	Understand and use the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).	*Identify* the basic steps in algorithmic problem solving (e.g., problem statement, sample instances, implementation, and testing).	*Describe* the basic steps in algorithmic problem solving (e.g., problem statement, examination of sample instances, design, implementation, and testing).	*Demonstrate* the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).	*Analyze and apply* the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).
3-5.DI.2	Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises	*Identify* a simple algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises	*Use* a simple algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises	*Develop* a simple algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises	*Develop and analyze* a simple algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises
3-5.DI.3	Demonstrate how a string of bits can be used to represent alphanumeric information and how 1's and 0's represent information.	*Identify* that a string of bits can be used to represent alphanumeric information.	*Identify* how a string of bits can be used to represent alphanumeric information and how 1's and 0's represent information	*Demonstrate* how a string of bits can be used to represent alphanumeric information and how 1's and 0's represent information.	*Explain* how a string of bits can be used to represent alphanumeric information and how 1's and 0's represent information.
3-5.DI.4	Describe how a simulation can be used to solve a problem.	*Identify* that a simulation can be used to solve a problem.	*Identify* how a simulation can be used to solve a problem.	*Describe* how a simulation can be used to solve a problem.	*Apply and explain* how a simulation can be used to solve a problem.
3-5.DI.5	Understand the connections between computer science and other fields.	*Identify* the connections between computer science and other fields.	*Describe* the connections between computer science and other fields.	*Demonstrate and explain* how computer science connects to and supports other fields.	*Analyze and evaluate* the connections between computer science and other fields.
3-5.CD.1	Demonstrate proficiency with keyboards and other input and output devices.	*Demonstrate* use of a keyboard.	*Demonstrate* use of keyboards and other input and output devices.	*Demonstrate* proficiency with keyboards and other input and output devices.	*Demonstrate* proficiency with keyboards and other input and output devices.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3-5.CD.2	Understand the pervasiveness of computers and computing in daily life (e.g., voicemail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems).	*Recognize* computers and computing in daily life (e.g., voicemail, downloading videos and audio files)	*Recognize* computers and computing in daily life (e.g., voicemail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems).	*Describe* how computers and computing influence daily life (e.g., voicemail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems).	*Analyze and explain* how computers and computing influence daily life (e.g., voicemail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems).
3-5.CD.3	Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.	*Identify* simple hardware and software problems that may occur during use.	*Identify* troubleshooting strategies for identifying simple hardware and software problems that may occur during use.	*Apply* troubleshooting strategies for identifying simple hardware and software problems that may occur during use.	*Apply* and predict outcomes of troubleshooting strategies for identifying simple hardware and software problems that may occur during use.
3-5.CD.4	Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).	*Identify* that computers model intelligent behavior.	*Identify* how computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).	*Demonstrate* the intellectual relationship between humans and computers. (as found in robotics, speech and language recognition, and computer animation).	*Explain* the intellectual relationship between humans and computers. (as found in robotics, speech and language recognition, and computer animation).
3-5.PA.1	Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative	*Identify* technology resources for problem-solving.	*Identify* technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and	*Use* technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative	*Demonstrate and analyze* technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning,

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	writing, communication, and publishing activities.		individual/collaborative writing, communication, and publishing activities.	writing, communication, and publishing activities.	and individual/collaborative writing, communication, and publishing activities.
3-5.PA.2	Use digital tools to gather, manipulate, and modify data for use by a program.	*Identify* digital tools.	*Identify* digital tools to gather, manipulate, and modify data for use by a program.	*Use* digital tools to gather, manipulate, and modify data for use by a program.	*Use, analyze, and explain* digital tools to gather, manipulate, and modify data for use by a program.
3-5.PA.3	Implement problem solutions using a block-based visual programming language.	*Identify* problem solutions using a block-based visual programming language.	*Describe* problem solutions using a block-based visual programming language.	*Implement* problem solutions using a block-based visual programming language.	*Implement, troubleshoot and test* problem solutions using a block-based visual programming language.
3-5.NC.1	Use online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products	*Identify* online resources (e.g., email, online discussions, collaborative web environments)	*Use* online resources (e.g., email, online discussions, collaborative web environments)	*Use* online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products	*Use and evaluate* online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products
3-5.NC.2	Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.	*Identify* technology tools (e.g., word processing, spreadsheet, presentation software) for individual writing, communication, and publishing activities.	*Use* productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual writing, communication, and publishing activities.	*Use* productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.	*Use, analyze, and evaluate* productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.
3-5.IC.1	Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.	*Identify* responsible use of technology and information.	*Demonstrate* responsible use of technology and information.	*Demonstrate* how to responsibly use technology and information, and the consequences of inappropriate use.	*Explain* responsible use of technology and information, and the consequences of inappropriate use.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3-5.IC.2	Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.	*Identify* the impact of technology (social networking, and cyber bullying) on personal life.	*Identify* the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life.	Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.	Describe the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.
3-5.IC.3	Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.	*Identify* the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.	*Describe* the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.	*Evaluate* the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.	*Evaluate and predict* the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.
3-5.IC.4	Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).	*Identify* ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).	*Describe* ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).	*Explain* ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).	*Analyze* ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).
SEPS					
SEPS.1 Posing questions (for science) and defining problems (for engineering)	A practice of science is posing and refining questions that lead to descriptions and explanations of how the natural and designed world(s) work and these questions can be scientifically tested. Engineering questions clarify problems to determine criteria for possible solutions	*Identify* questions that lead to descriptions and explanations of how the natural and designed world(s) work. Identify engineering problems.	*Identify* questions that lead to descriptions and explanations of how the natural and designed world(s) work and scientifically tests these questions. Identify engineering problems to determine criteria for possible solutions and identify constraints to solve	*Pose and evaluate* questions that lead to descriptions and explanations of how the natural and designed world(s) work and scientifically tests these questions. Clarify engineering problems to determine criteria for possible solutions and identify constraints to solve	*Pose, evaluate and refine* questions that lead to descriptions and explanations of how the natural and designed world(s) work and scientifically tests these questions. Solve engineering problems to determine criteria for possible solutions and analyze constraints to solve

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	and identify constraints to solve problems about the designed world.		problems about the designed world.	problems about the designed world.	problems about the designed world.
SEPS.2 Developing and using models and tools	A practice of both science and engineering is to use and construct conceptual models that illustrate ideas and explanations. Models are used to develop questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Measurement and observations are used to revise and improve models and designs. Models include, but are not limited to: diagrams, drawings, physical replicas, mathematical representations, analogies and other technological models. Another practice of both science and engineering is to identify and correctly use tools to construct, obtain and evaluate questions and problems. Utilize appropriate tools while identifying their limitations. Tools include, but	*Identify* conceptual models that illustrate ideas and explanations. *Use* models to *identify* questions and explanations; *analyze and identify* flaws in systems; *identify* scientific explanations and proposed engineered systems; and *communicate* ideas. *Revise and improve* models and designs. *Identify and correctly use* tools to *construct* questions and problems. *Utilize* appropriate tools.	*Use* conceptual models that illustrate ideas and explanations. *Use* models to *develop* questions and explanations; *analyze and identify* flaws in systems; *build* scientific explanations and proposed engineered systems; and *communicate* ideas. *Use* observations to *revise and improve* models and designs. *Identify and correctly use* tools to *construct and obtain* questions and problems. *Utilize* appropriate tools.	*Use and construct* conceptual models that illustrate ideas and explanations. *Use* models to *develop* questions, predictions and explanations; *analyze and identify* flaws in systems; *build and revise* scientific explanations and proposed engineered systems; and *communicate* ideas. *Use* measurements and observations to *revise and improve* models and designs. *Identify and correctly use* tools to *construct, obtain, and evaluate* questions and problems. *Utilize* appropriate tools while *identifying* their limitations.	*Use*, *construct, and analyze* conceptual models that illustrate ideas and explanations. *Use* models to *develop and evaluate* questions, predictions and explanations; *analyze and identify* flaws in systems; *build and revise* scientific explanations and proposed engineered systems; and *communicate* ideas. *Use* measurements and observations to *revise and improve* models and designs. *Evaluate* the use of use tools to *construct, obtain, and analyze* questions and problems. *Utilize* appropriate tools and *explain* their limitations.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	are not limited to: pencil and paper, models, ruler, a protractor, a calculator, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools.				
SEPS.3 Constructing and performing investigations	Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually. Researching analogous problems in order to gain insight into possible solutions allows them to make conjectures about the form and meaning of the solution. A plan to a solution pathway is developed prior to constructing and performing investigations. Constructing investigations systematically encompasses identified variables and parameters generating quality data. While performing, scientists and engineers monitor and record progress. After performing, they evaluate to make changes to modify and repeat the investigation if necessary.	*Perform* investigations in the field or laboratory, working collaboratively as well as individually. *Identify* a plan to a solution pathway prior to performing investigations. *Perform* investigations that systematically encompass identified variables and parameters generating quality data. *Monitor and record* progress.	*Perform* investigations in the field or laboratory, working collaboratively as well as individually. *Research* analogous problems in order to gain insight into possible solutions will allow them to *make conjectures* about the form and meaning of the solution. *Identify* a plan to a solution pathway prior to performing investigations. *Perform investigations* that systematically encompass identified variables and parameters generating quality data. *Monitor and record* progress. After performing, *evaluate* to make changes to modify.	*Construct and perform* investigations in the field or laboratory, working collaboratively as well as individually. *Research* analogous problems in order to gain insight into possible solutions will allow them to *make conjectures* about the form and meaning of the solution. *Develop* a plan to a solution pathway prior to constructing and performing investigations. *Construct* investigations that systematically encompass identified variables and parameters generating quality data. *Monitor and record* progress. After performing, *evaluate* to make changes to modify and repeat the investigation if necessary.	*Construct, perform and analyze* investigations in the field or laboratory, working collaboratively as well as individually. *Research and evaluate* analogous problems in order to gain insight into possible solutions to allow them to *make conjectures* about the form and meaning of the solution. *Develop* a plan to a solution pathway prior to constructing and performing investigations. *Construct* investigations that systematically encompass identified variables and parameters generating quality data. *Monitor and record* progress. After performing, *evaluate and analyze* to make changes to modify and repeat the investigation if necessary.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
SEPS.4 Analyzing and interpreting data	Investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists and engineers use a range of tools to identify the significant features in the data. They identify sources of error in the investigations and calculate the degree of certainty in the results. Advances in science and engineering makes analysis of proposed solutions more efficient and effective. They analyze their results by continually asking themselves questions; possible questions may be, but are not limited to: “Does this make sense?” "Could my results be duplicated?" and/or “Does the design solve the problem with the given constraints?”	*Use* investigations to *produce* data. *Use* tools to *identify* the significant features in the data. *Identify* solutions efficiently and effectively.	*Use* investigations to *produce* data. *Use* tools to *identify* the significant features in the data. *Identify* solutions efficiently and effectively. *Analyze* results by continually *asking questions*; possible questions may be, but are not limited to: “Does this make sense?”	*Use* investigations to *produce* data that must be *analyzed* in order to derive meaning. *Use* a range of tools to *identify* the significant features in the data. *Identify* sources of error in the investigations and *calculate* the degree of certainty in the results. *Analyze* proposed solutions efficiently and effectively. *Analyze* results by continually *asking questions*; possible questions may be, but are not limited to: “Does this make sense?” "Could my results be duplicated?" and/or “Does the design solve the problem with the given constraints?”	*Use* investigations to *produce data* that must be *analyzed* in order to derive meaning. *Evaluate* a range of tools to *identify* the significant features in the data. *Analyze* sources of error in the investigations and *calculate* the degree of certainty in the results. *Analyze* proposed solutions efficiently and effectively. *Analyze* results by continually asking questions; possible questions may be, but are not limited to: “Does this make sense?” "Could my results be duplicated?" and/or “Does the design solve the problem with the given constraints?”
SEPS.5 Using mathematics and computational thinking	In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as	*Use* mathematics and computation as fundamental tools for representing physical variables. *Use* mathematics and computation for a range of tasks such as constructing simulations; solving	*Use* mathematics and computation as fundamental tools for representing physical variables. *Use* mathematics and computation for a range of tasks such as constructing simulations; solving	*Use* mathematics and computation as fundamental tools for representing physical variables and their relationships. *Use* mathematics and computation for a range of tasks such as constructing	*Use* mathematics and computation as fundamental tools for representing physical variables and *explain* their relationships. *Use* mathematics and computation for a range of tasks such as constructing

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas interconnect and build on one another to produce a coherent whole.	equations exactly or approximately. *Identify* how mathematical ideas interconnect and build on one another.	equations exactly or approximately; and recognizing quantitative relationships. *Predict* the behavior of systems. *Identify* how mathematical ideas interconnect and build on one another to produce a coherent whole.	simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. *Predict* the behavior of systems and *test* the validity of such predictions. *Explain* how mathematical ideas interconnect and build on one another to produce a coherent whole.	simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. *Predict* the behavior of systems and *test and analyze* the validity of such predictions. *Explain* how mathematical ideas interconnect and build on one another to produce a coherent whole.
SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)	Scientists and engineers use their results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it, and are consistent with the available evidence.	*Use* results from the investigation in *constructing* descriptions. *Identify* logical explanations or solutions of phenomena.	*Use* results from the investigation in *constructing* descriptions, *citing* the interpretation of data, *connecting* the investigation to how the natural and designed world(s) work. *Identify* logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it.	*Use* results from the investigation in *constructing* descriptions and explanations, *citing* the interpretation of data, *connecting* the investigation to how the natural and designed world(s) work. *Construct or design* logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it, and are consistent with the available evidence.	*Analyze* results from the investigation in *constructing* descriptions and explanations, *citing* the interpretation of data, *connecting* the investigation to how the natural and designed world(s) work. *Evaluate* the construction or the design of logical coherent explanations or solutions of phenomena that incorporate the students' understanding of science and/or engineering or a model that represents it, and its consistency with the available evidence.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
SEPS.7 Engaging in argument from evidence	Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation, the process by which evidence-based conclusions and solutions are reached, to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measure-ments, building data models, and using evidence to evaluate claims.	*Identify* an explanation for a natural phenomenon or a solution to a design problem. *Identify* evidence to evaluate a claim.	*Use* reasoning and argument based on evidence to *identify* an explanation for a natural phenomenon or a solution to a design problem. *Use* argumentation to *listen to and compare* competing ideas and methods based on merits. *Engage in argumentation* when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to *evaluate* claims.	*Use* reasoning and argument based on evidence to *identify* the best explanation for a natural phenomenon or the best solution to a design problem. *Use* argumentation to *listen to, compare, and evaluate* competing ideas and methods based on merits. *Engage* in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to *evaluate* claims.	*Use* reasoning and argument based on evidence to *analyze* the best explanation for a natural phenomenon or the best solution to a design problem. *Use* argumentation to *listen to, compare, and evaluate* competing ideas and methods based on merits. *Engage* in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and analyze evidence to *evaluate* claims.
SEPS.8 Obtaining, evaluating, and communicating information	Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways:	*Communicate and articulate* simple ideas and methods students generate. *Communicate* ideas individually. *Communicate* information and ideas in one of the following ways: using tables, diagrams, graphs, models, and equations as well as, orally, in writing, and	*Communicate* the ideas and methods students generate. *Describe and communicate* ideas individually. *Communicate* information and ideas in two or three of the following ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended	*Communicate clearly and articulate* the ideas and methods students generate. *Critique and communicate* ideas individually and in groups. *Communicate* information and ideas in multiple ways: use tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through	*Defend clearly and articulate* the ideas and methods students generate. *Critique and communicate* ideas individually and in groups. *Communicate* information and ideas in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.	through extended discussions.	discussions. *Employ* one source to *obtain* information that is used to *evaluate* the merit and validity of claims, methods, and designs.	extended discussions. *Employ* multiple sources to *obtain* information that are used to *evaluate* the merit and validity of claims, methods, and designs.	extended discussions. *Employ* multiple sources to *obtain* information that is used to *evaluate* the merit and validity of claims, methods, and designs.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Science 6					
6.PS.1	Distinguish between the terms position, distance, and displacement, as well as, the terms speed and velocity.	*Identify* the terms position and distance.	*Define* the terms position, distance, and displacement.	*Distinguish* between the terms position, distance, and displacement, as well as, the terms speed and velocity.	*Explain* the difference between the terms position, distance, and displacement, as well as, the terms speed and velocity.
6.PS.2	Describe the motion of an object graphically showing the relationship between time and position.	*Observe and collect* data on the motion of an object.	*Observe and collect* data on the motion of an object graphically showing the relationship between time and position.	*Observe and collect* data to describe the motion of an object graphically, showing the relationship between time and position.	*Generalize* a pattern of the motion of an object graphically showing the relationship between time and position.
6.PS.3	Describe how potential and kinetic energy can be transferred from one form to another.	*Identify* potential and kinetic energy.	*Identify* how potential and kinetic energy can be transferred from one form to another.	*Describe* how potential and kinetic energy can be transferred from one form to another.	*Explain* how potential and kinetic energy can be transferred from one form to another.
6.PS.4	Investigate the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.	*Identify* the properties of light, sound, and other energy waves.	*Describe* the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.	*Explain* the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.	*Explain* the properties of light, sound, and other energy waves and analyze how they are reflected, absorbed, and transmitted through materials and space.
6.ESS.1	Describe the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.	*Identify* the role of gravity and inertia.	*Identify* the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.	*Describe* the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.	*Distinguish* between the roles of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.
6.ESS.2	Design models to describe how Earth's rotation, revolution, tilt, and interaction with the sun and moon cause seasons, tides, changes in	*Identify* models that describe Earth's rotation, revolution and tilt. *Identify* models that describe Earth's interaction with the sun and moon.	*Identify* models that describe how Earth's rotation, revolution, tilt, and interaction with the sun cause seasons and changes in daylight hours.	*Design* models to describe how Earth's rotation, revolution, tilt, and interaction with the sun cause seasons and changes in daylight hours. *Design* models to describe	*Design and explain* models to describe how Earth's rotation, revolution, tilt, and interaction with the sun cause seasons and changes in daylight hours.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	daylight hours, eclipses, and phases of the moon.		*Identify* models that describe how Earth's rotation, revolution, tilt and interaction with the sun and moon cause tides, eclipses, and phases of the moon.	how Earth's rotation, revolution, tilt and interaction with the sun and moon cause tides, eclipses, and phases of the moon.	*Design and explain* models to describe how Earth's rotation, revolution, tilt and interaction with the sun and moon cause tides, eclipses, and phases of the moon.
6.ESS.3	Compare and contrast the Earth, its moon, and other planets in the solar system, including comets and asteroids. (Comparisons should be made in regard to size, surface features, atmospheric characteristics, and the ability to support life.)	*Classify* the Earth, its moon, and other planets in the solar system, including comets and asteroids by characteristics.	*Compare* the Earth, its moon, and other planets in the solar system, including comets and asteroids.	*Compare and contrast* the Earth, its moon, and other planets in the solar system, including comets and asteroids.	*Analyze* characteristics of the Earth, its moon, and other planets in the solar system, including comets and asteroids.
6.LS.1	Investigate and describe how homeostasis is maintained as living things seek out their basic needs of food, water, shelter, space, and air.	*Identify* basic needs of living things.	*Identify* how homeostasis is maintained as living things seek out their basic needs.	*Describe and explain* how homeostasis is maintained as living things seek out their basic needs.	*Evaluate* how homeostasis is maintained as living things seek out their basic needs.
6.LS.2	Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs. Create diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.	*Identify* diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.	*Identify* the role of photosynthesis in the flow of energy. *Identify* diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.	*Describe* the role of photosynthesis in the flow of energy. *Create* diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.	*Evaluate* the role of photosynthesis in the flow of energy. *Analyze* diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6.LS.3	Describe specific relationships (predator/prey, consumer/producer, parasite/host) and symbiotic relationships between organisms. Construct an explanation that predicts why patterns of interactions develop between organisms in an ecosystem.	*Identify* specific relationships and symbiotic relationships between organisms.	*Identify* specific relationships and symbiotic relationships between organisms. *Identify* an explanation that predicts why patterns of interactions develop between organisms in an ecosystem.	*Describe* specific relationships and symbiotic relationships between organisms. *Construct* an explanation that predicts why patterns of interactions develop between organisms in an ecosystem.	*Evaluate* specific relationships and symbiotic relationships between organisms. *Construct* an explanation that predicts why patterns of interactions develop between organisms in an ecosystem.
6.LS.4	Investigate and use data to explain how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals.	*Identify* biotic and abiotic components in a given habitat.	*Identify* data that explains how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals.	*Use* data to explain how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals.	*Use* data to evaluate how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals.
6.LS.5	Research invasive species and discuss their impact on ecosystems.	*Identify* that an invasive species can impact ecosystems.	*Describe* how invasive species can impact ecosystems.	*Explain* how invasive species can impact ecosystems.	*Evaluate* and predict how invasive species might impact ecosystems.
6-8.E.1	Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	*Identify* the criteria of a design to ensure a successful solution.	*Identify* the criteria of a design to ensure a successful solution, taking into account relevant scientific principles.	*Identify* the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people that may limit possible solutions.	*Identify* the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and predict potential impacts on people and the natural environment that may limit possible solutions.
6-8.E.2	Evaluate competing design solutions using a systematic process to identify how well	*Identify* potential design solutions for a given problem.	*Compare* competing design solutions using a systematic process to identify how well	*Compare* competing design solutions using a systematic process to identify how well	*Evaluate* competing design solutions using a systematic process to identify how a solution best meets the

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	they meet the criteria and constraints of the problem.		they meet the criteria of the problem.	they meet the criteria and constraints of the problem.	criteria and constraints of a problem.
6-8.E.3	Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	*Compare* data from investigations to determine similarities among several design solutions.	*Compare* data from investigations to determine similarities among several design solutions to identify the characteristics of each.	*Analyze* data from investigations to determine similarities among several design solutions to identify the characteristics of each that can be combined into a new solution to better meet the criteria for success.	*Analyze* data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
6-8.E.4	Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.	*Identify* a prototype to generate data for repeated investigations and *identify* a working modified proposed object, tool, or process.	*Identify* a prototype to generate data for repeated investigations and *identify* the best modified proposed object, tool, or process such that an optimal design can be achieved.	*Evaluate* a prototype to generate data for repeated investigations and *identify* the best modified proposed object, tool, or process such that an optimal design can be achieved.	*Develop* a prototype to generate data for repeated investigations and *modify* a proposed object, tool, or process such that an optimal design can be achieved.
Computer Science 6–8					
6-8.DI.1	Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).	*Identify* the basic steps in algorithmic problem-solving to design solutions	*Describe* the basic steps in algorithmic problem-solving to design solutions.	*Demonstrate* the basic steps in algorithmic problem-solving to design solutions.	*Analyze, modify, and apply* the basic steps in algorithmic problem-solving to design solutions.
6-8.DI.2	Describe the process of parallelization as it relates to problem solving.	*Identify* the process of parallelization.	*Identify* the process of parallelization as it relates to problem solving.	*Describe* the process of parallelization as it relates to problem solving.	*Explain* the process of parallelization as it relates to problem solving.
6-8.DI.3	Represent data in a variety of ways (e.g., text, sounds, pictures, and numbers), and	*Identify* a variety of ways to represent data.	*Present* data in a variety of ways and use different visual representations of	*Present* data in a variety of ways, and *use* different visual representations of	*Present and explain* data in a variety of ways, and *use* different visual

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	use different visual representations of problems, structures, and data (e.g., graphs, charts, network diagrams, flowcharts).		problems, structures, and data (graphs, charts)	problems, structures, and data (graphs, charts, network diagrams, flowcharts).	representations of problems, structures, and data (graphs, charts, network diagrams, flowcharts).
6-8.DI.4	Understand the notion of hierarchy and abstraction in computing including high level languages, translation, instruction set, and logic circuits.	*Identify* various levels/steps of problem-solving design.	*Identify* the hierarchy in computing including high level languages, translation, instruction set, and logic circuits.	*Describe* the hierarchy in computing including high level languages, translation, instruction set, and logic circuits.	*Compare and critique* the hierarchy in computing including high level languages, translation, instruction set, and logic circuits.
6-8.DI.5	Demonstrate interdisciplinary applications of computational thinking and interact with content-specific models and simulations to support learning and research.	*Identify* interdisciplinary applications of computational thinking.	*Describe* interdisciplinary applications of computational thinking. *Interact* with content-specific models and simulations to support learning and research.	*Demonstrate* interdisciplinary applications of computational thinking. *Interact* with content-specific models and simulations to support learning and research.	*Explain* interdisciplinary applications of computational thinking. *Demonstrate and interact* with content-specific models and simulations to support learning and research.
6-8.CD.1	Demonstrate an understanding of the relationship between hardware and software.	*Identify* hardware and software.	*Identify* the relationship between hardware and software.	*Demonstrate* the relationship between hardware and software.	*Analyze and explain* the relationship between hardware and software.
6-8.CD.2	Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.	*Identify* troubleshooting strategies to routine hardware and software problems that occur during everyday computer use.	*Describe* troubleshooting strategies to identify routine hardware and software problems that occur during everyday computer use.	*Apply* troubleshooting strategies to identify and *solve* routine hardware and software problems that occur during everyday computer use.	*Analyze* troubleshooting strategies to identify and *solve* routine hardware and software problems that occur during everyday computer use.
6-8.CD.3	Describe the major components and functions of computer systems and network.	*Identify* the major components and functions of computer systems.	*Describe* the major components and functions of computer systems.	*Describe* the major components and functions of computer systems and network.	*Describe* how the major components and functions of computer systems and network work.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.CD.4	Describe what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate, as well as ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).	*Identify* what distinguishes humans from machines focusing on human intelligence versus machine intelligence.	*Identify* what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate, as well as ways in which computers use models of intelligent behavior	*Describe* what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate, as well as ways in which computers use models of intelligent behavior.	*Explain* what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate, as well as ways in which computers use models of intelligent behavior.
6-8.PA.1	Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.	*Identify* appropriate tools and technology resources to support learning, personal productivity, and publish individual products.	*Identify* appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.	*Select* appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.	*Explain* why appropriate tools and technology resources were selected to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.
6-8.PA.2	Implement problem solutions using a programming language that includes looping behavior, conditional statements, logic, expressions, variables, and functions.	*Identify* problem solutions using a programming language.	*Identify* problem solutions using a programming language that includes looping behavior, conditional statements, logic, expressions, variables, and functions.	*Apply* problem solutions using a programming language that includes looping behavior, conditional statements, logic, expressions, variables, and functions.	*Test* problem solutions using a programming language that includes looping behavior, conditional statements, logic, expressions, variables, and functions.
6-8.PA.3	Demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity,	*Demonstrates* persistence during problem solving.	*Demonstrates* skills to solve open-ended problems (e.g., prior knowledge, rigid, one thought/solution, makes the	*Demonstrates* skills to solve open-ended problems and programming (e.g., flexible, open-minded, using prior	*Demonstrates* skills to solve open-ended problems and programming (e.g., tinker-ing, out of the box thinking, compares/contrasts multiple

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).		solution fit what they already know)	knowledge, multiple viewpoints)	solutions, tests multiple solutions)
6-8.NC.1	Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.	*Individually* design products using technology resources	*Collaboratively* design, develop, publish, and present products using technology resources	*Collaboratively* design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.	*Collaboratively* design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that evaluate curriculum concepts.
6-8.NC.2	Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.	*Exhibit* dispositions necessary for collaboration: providing useful feedback.	*Exhibit* dispositions necessary for collaboration: providing useful feedback and integrating feedback.	*Exhibit* dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.	*Exhibit* dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.
6-8.IC.1	Exhibit legal and ethical behaviors when using technology and information and discuss the consequences of misuse.	*Identify* legal and ethical behaviors when using technology and information.	*Describe* legal and ethical behaviors when using technology and information.	*Describe* legal and ethical behaviors when using technology and information and discuss the consequences of misuse.	*Exhibit* legal and ethical behaviors when using technology and information and discuss and describe the consequences of misuse.
6-8.IC.2	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.	*Identify* the positive or negative impacts of technology on one's personal life.	*Identify* the positive and negative impacts of technology on one's personal life, society, and our culture.	*Describe* the positive and negative impacts of technology on one's personal life, society, and our culture.	*Analyze* the positive and negative impacts of technology on one's personal life, society, and our culture.
6-8.IC.3	Evaluate the accuracy, relevance, appropriateness,	*Define* that the accuracy, relevance, appropriateness,	*Identify* the accuracy, relevance, appropriateness,	*Describe* the accuracy, relevance, appropriateness,	*Evaluate* the accuracy, relevance, appropriateness,

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	comprehensiveness, and biases that occur in electronic information sources.	comprehensiveness, and biases occur in electronic information sources.	comprehensiveness, and biases that occur in electronic information sources.	comprehensiveness, and biases that occur in electronic information sources.	comprehensiveness, and biases that occur in electronic information sources and explain the implications of these characteristics on its use.
6-8.IC.4	Describe ethical issues that relate to computers and networks (e.g., security, privacy, ownership, and information sharing), and discuss how unequal distribution of technological resources in a global economy raises issues of equity, access, and power.	*Identify* ethical issues that relate to computers and networks.	*Identify* ethical issues that relate to computers and networks and *identify* examples of how unequal distribution of technological resources in a global economy raises issues of equity, access, and power.	*Describe* ethical issues that relate to computers and networks and *describe* how unequal distribution of technological resources in a global economy raises issues of equity, access, and power.	*Evaluate* ethical issues that relate to computers and networks and *compare and contrast* how unequal distribution of technological resources in a global economy raises issues of equity, access, and power.
SEPS					
SEPS.1 Posing questions (for science) and defining problems (for engineering)	A practice of science is posing and refining questions that lead to descriptions and explanations of how the natural and designed world(s) work and these questions can be scientifically tested. Engineering questions clarify problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.	Identify questions that lead to descriptions and explanations of how the natural and designed world(s) work. Identify engineering problems.	Identify questions that lead to descriptions and explanations of how the natural and designed world(s) work and scientifically tests these questions. Identify engineering problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.	Pose and evaluate questions that lead to descriptions and explanations of how the natural and designed world(s) work and scientifically tests these questions. Clarify engineering problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.	Pose, evaluate and refine questions that lead to descriptions and explanations of how the natural and designed world(s) work and scientifically tests these questions. Solve engineering problems to determine criteria for possible solutions and analyze constraints to solve problems about the designed world.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
SEPS.2 Developing and using models and tools	A practice of both science and engineering is to use and construct conceptual models that illustrate ideas and explanations. Models are used to develop questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Measurements and observations are used to revise and improve models and designs. Models include, but are not limited to: diagrams, drawings, physical replicas, mathematical representations, analogies, and other technological models. Another practice of both science and engineering is to identify and correctly use tools to construct, obtain, and evaluate questions and problems. Utilize appropriate tools while identifying their limitations. Tools include, but are not limited to: pencil and paper, models, ruler, a protractor, a	Identify conceptual models that illustrate ideas and explanations. Use models to identify questions and explanations; analyze and identify flaws in systems; identify scientific explanations and proposed engineered systems; and communicate ideas. Revise and improve models and designs. Identify and correctly use tools to construct questions and problems. Utilize appropriate tools.	Use conceptual models that illustrate ideas and explanations. Use models to develop questions and explanations; analyze and identify flaws in systems; build scientific explanations and proposed engineered systems; and communicate ideas. Use observations to revise and improve models and designs. Identify and correctly use tools to construct and obtain questions and problems. Utilize appropriate tools.	Use and construct conceptual models that illustrate ideas and explanations. Use models to develop questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Use measurements and observations to revise and improve models and designs. Identify and correctly use tools to construct, obtain, and evaluate questions and problems. Utilize appropriate tools while identifying their limitations.	Use, construct, and analyze conceptual models that illustrate ideas and explanations. Use models to develop and evaluate questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Use measurements and observations to revise and improve models and designs. Evaluate the use of use tools to construct, obtain, and analyze questions and problems. Utilize appropriate tools and explain their limitations.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	calculator, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools.				
SEPS.3 Constructing and performing investigations	Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually. Researching analogous problems in order to gain insight into possible solutions allows them to make conjectures about the form and meaning of the solution. A plan to a solution pathway is developed prior to constructing and performing investigations. Constructing investigations systematically encompasses identified variables and parameters generating quality data. While performing, scientists and engineers monitor and record progress. After performing, they evaluate to make changes to modify and repeat the investigation if necessary.	Perform investigations in the field or laboratory, working collaboratively as well as individually. Identify a plan to a solution pathway prior to performing investigations. Perform investigations that systematically encompass identified variables and parameters generating quality data. Monitor and record progress.	Perform investigations in the field or laboratory, working collaboratively as well as individually. Research analogous problems in order to gain insight into possible solutions will allow them to make conjectures about the form and meaning of the solution. Identify a plan to a solution pathway prior to performing investigations. Perform investigations that systematically encompass identified variables and parameters generating quality data. Monitor and record progress. After performing, evaluate to make changes to modify.	Construct and perform investigations in the field or laboratory, working collaboratively as well as individually. Research analogous problems in order to gain insight into possible solutions will allow them to make conjectures about the form and meaning of the solution. Develop a plan to a solution pathway prior to constructing and performing investigations. Construct investigations that systematically encompass identified variables and parameters generating quality data. Monitor and record progress. After performing, evaluate to make changes to modify and repeat the investigation if necessary.	Construct, perform and analyze investigations in the field or laboratory, working collaboratively as well as individually. Research and evaluate analogous problems in order to gain insight into possible solutions to allow them to make conjectures about the form and meaning of the solution. Develop a plan to a solution pathway prior to constructing and performing investigations. Construct investigations that systematically encompass identified variables and parameters generating quality data. Monitor and record progress. After performing, evaluate and analyze to make changes to modify and repeat the investigation if necessary.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
SEPS.4 Analyzing and interpreting data	Investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists and engineers use a range of tools to identify the significant features in the data. They identify sources of error in the investigations and calculate the degree of certainty in the results. Advances in science and engineering makes analysis of proposed solutions more efficient and effective. They analyze their results by continually asking themselves questions; possible questions may be, but are not limited to: “Does this make sense?” “Could my results be duplicated?” and/or “Does the design solve the problem with the given constraints?”	Use investigations to produce data. Use tools to identify the significant features in the data. Identify solutions efficiently and effectively.	Use investigations to produce data. Use tools to identify the significant features in the data. Identify solutions efficiently and effectively. Analyze results by continually asking questions; possible questions may be, but are not limited to: “Does this make sense?”	Use investigations to produce data that must be analyzed in order to derive meaning. Use a range of tools to identify the significant features in the data. Identify sources of error in the investigations and calculate the degree of certainty in the results. Analyze proposed solutions efficiently and effectively. Analyze results by continually asking questions; possible questions may be, but are not limited to: “Does this make sense?” “Could my results be duplicated?” and/or “Does the design solve the problem with the given constraints?”	Use investigations to produce data that must be analyzed in order to derive meaning. Evaluate a range of tools to identify the significant features in the data. Analyze sources of error in the investigations and calculate the degree of certainty in the results. Analyze proposed solutions efficiently and effectively. Analyze results by continually asking questions; possible questions may be, but are not limited to: “Does this make sense?” “Could my results be duplicated?” and/or “Does the design solve the problem with the given constraints?”
SEPS.5 Using mathematics and computational thinking	In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks	Use mathematics and computation as fundamental tools for representing physical variables. Use mathematics and computation for a range of tasks such as constructing simulations;	Use mathematics and computation as fundamental tools for representing physical variables. Use mathematics and computation for a range of tasks such as constructing simulations;	Use mathematics and computation as fundamental tools for representing physical variables and their relationships. Use mathematics and computation for a range of	Use mathematics and computation as fundamental tools for representing physical variables and explain their relationships. Use mathematics and computation for a range of

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas interconnect and build on one another to produce a coherent whole.	solving equations exactly or approximately. Identify how mathematical ideas interconnect and build on one another.	solving equations exactly or approximately; and recognizing quantitative relationships. Predict the behavior of systems. Identify how mathematical ideas interconnect and build on one another to produce a coherent whole.	tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Predict the behavior of systems and test the validity of such predictions. Explain how mathematical ideas interconnect and build on one another to produce a coherent whole.	tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Predict the behavior of systems and test and analyze the validity of such predictions. Explain how mathematical ideas interconnect and build on one another to produce a coherent whole.
SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)	Scientists and engineers use their results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents	Use results from the investigation in constructing descriptions. Identify logical explanations or solutions of phenomena.	Use results from the investigation in constructing descriptions, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. Identify logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it.	Use results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. Construct or design logical coherent explanations or solutions of phenomena that incorporate their understanding of science and/or engineering or a model that represents it,	Analyze results from the investigation in constructing descriptions and explanations, citing the interpretation of data, connecting the investigation to how the natural and designed world(s) work. Evaluate the construction or the design of logical coherent explanations or solutions of phenomena that incorporate the students' understanding of science and/or engineering or a model that represents

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	it, and are consistent with the available evidence.			and are consistent with the available evidence.	it, and its consistency with the available evidence.
SEPS.7 Engaging in argument from evidence	Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation, the process by which evidence-based conclusions and solutions are reached, to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.	Identify an explanation for a natural phenomenon or a solution to a design problem. Identify evidence to evaluate a claim.	Use reasoning and argument based on evidence to identify an explanation for a natural phenomenon or a solution to a design problem. Use argumentation to listen to and compare competing ideas and methods based on merits. Engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.	Use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Use argumentation to listen to, compare, and evaluate competing ideas and methods based on merits. Engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.	Use reasoning and argument based on evidence to analyze the best explanation for a natural phenomenon or the best solution to a design problem. Use argumentation to listen to, compare, and evaluate competing ideas and methods based on merits. Engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and analyze evidence to evaluate claims.
SEPS.8 Obtaining, evaluating, and communicating information	Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is	Communicate and articulate simple ideas and methods students generate. Communicate ideas individually. Communicate information and ideas in one of the following ways: using	Communicate the ideas and methods students generate. Describe and communicate ideas individually. Communicate information and ideas in two or three of the following ways: using	Communicate clearly and articulate the ideas and methods students generate. Critique and communicate ideas individually and in groups. Communicate information and ideas in	Defend clearly and articulate the ideas and methods students generate. Critique and communicate ideas individually and in groups. Communicate information and ideas in

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.	tables, diagrams, graphs, models, and equations as well as, orally, in writing, and through extended discussions.	tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Employ one source to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.	multiple ways: use tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Employ multiple sources to obtain information that are used to evaluate the merit and validity of claims, methods, and designs.	multiple ways: using tables, diagrams, graphs, models, and equations, as well as, orally, in writing, and through extended discussions. Employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.

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Grade 5 Social Studies

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Civics and Government					
5.1.8	Identify the early founders of colonial settlements and describe early colonial resistance to British rule. Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield and William Penn	Identify an early colonial settlement founder.	Identify an early colonial settlement founder and identify an example of early colonial resistance to British rule.	Identify early colonial settlement founders and describe how early colonial settlers resisted British rule.	Identify early colonial settlement founders and describe how early colonial settlers resisted British rule, citing specific events as support.
5.1.9	Understand how political, religious, and economic ideas brought about the American Revolution Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts.	Identify political, religious, or economic causes of the American Revolution (as noted in the standard).	Identify political, religious, or economic causes of the American Revolution (as noted in the standard) and describe events related to those causes.	Identify political, religious, or economic causes of the American Revolution (as noted in the standard), describe events related to those causes, and explain how they led to the revolution.	Summarize political, religious, or economic causes of the American Revolution (as noted in the standard), describe events related to those causes, and provide evidence to reflect which were the most important ones leading to the revolution.
5.1.10	Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	Identify an action taken by the British government that led to the American Revolution.	Identify and explain specific actions taken by the British government that led to related grievances listed in the Declaration of Independence.	Analyze specific actions taken by the British government that led to related grievances listed in the Declaration of Independence.	Analyze and draw conclusions on how specific actions taken by the British government led to related grievances listed in the Declaration of Independence, citing specific events as support.
5.1.14	Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the	Identify a basic outcome of the American Revolution (i.e., America was no longer a colony of Britain, America was now an independent country, etc.).	Identify and describe an outcome of the American Revolution, including either the strengths and weaknesses of the Articles of Confederation, or how American independence affected	Explain outcomes of the American Revolution, including the strengths and weaknesses of the Articles of Confederation, or how American independence	Explain how outcomes of the American Revolution were related to the strengths and weaknesses of the Articles of Confederation, and how American independence

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	achievement of independence by the United States.		relationships with other countries.	affected relationships with other countries.	affected relationships with other countries.
5.1.15	Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise	Identify a specific person who helped create the United States Constitution, or describe a reason why it was created.	Identify specific people who helped create the United States Constitution and describe why it was created.	Identify specific people who helped create the United States Constitution, explain why it was created, and how it established a stronger union among the states.	Analyze ways in which the Constitution addressed problems in American government under the Articles of Confederation.
5.1.16	Describe the origins and drafting of the Bill of Rights, ratified in 1791.	Define the Bill of Rights.	Describe the drafting of the Bill of Rights.	Describe the reasons behind the origins and drafting of the Bill of Rights.	Describe reasons offered for and against the inclusion of the Bill of Rights in the Constitution.
5.1.17	Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections. Examples: Beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, The elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)	Describe the first American political parties.	Explain why the first American political parties developed or describe the impact political parties had on early presidential elections.	Explain why the first American political parties developed and describe the impact political parties had on early presidential elections.	Explain why the first American political parties developed and analyze how political parties influenced early presidential elections, citing specific events as support.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.2.1	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	Identify a principle or purpose of government as stated in the Preamble to the United States Constitution.	Describe a principle and purpose of government as stated in the Preamble to the United States Constitution.	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	Analyze the principles and purposes of government as stated in the Preamble to the United States Constitution and describe how these principles are demonstrated in the rest of the Constitution.
5.2.2	Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.	Identify an idea about limited government, the rule of law or individual rights in key colonial era documents.	Identify and describe an idea about limited government, the rule of law and individual rights in key colonial era documents.	Identify and explain an idea about limited government, the rule of law and individual rights in key colonial era documents.	Analyze ideas about limited government, the rule of law and individual rights, citing specific sections in key colonial era documents as support.
5.2.3	Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices. Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut	Identify an example of self-government in the British colonies in America.	Describe the development of forms of representative government, self-government and democratic practices in the British colonies in America.	Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices.	Explain how the British colonies in America developed forms of representative government, self-government and democratic practices, and describe how these three concepts are interrelated.
5.2.4	Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.	Identify a key idea about government found in one of the historical documents noted in the standard.	Identify and describe a key idea about government found in an historical document (if provided as a stimulus) noted in the standard.	Identify and explain key ideas about government using evidence found in an historical document (if provided as stimuli) referenced by the standard.	Analyze key ideas about government using evidence found in historical documents (if provided as stimuli) referenced in the standard.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.2.5	Describe and give examples of individual rights guaranteed by the Bill of Rights. Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure	Identify an individual right guaranteed by the Bill of Rights.	Describe an individual right guaranteed by the Bill of Rights.	Describe and give examples of individual rights guaranteed by the Bill of Rights.	Cite examples and explain individual rights guaranteed by the Bill of Rights.
5.2.6	Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.	Describe the election process for government offices.	Describe the general election process for local, state and national offices.	Describe the primary and general election process for local, state and national offices.	Describe the similarities and differences between primary and general election processes for local, state and national offices.
5.2.7	Identify the three branches of the United States government and explain the functions of each. Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government	Identify the three branches of the United States government.	Identify the three branches of the United States government and describe the functions of at least one branch.	Identify the three branches of the United States government and explain the functions of the branches.	Summarize the three branches of the United States government by explaining the functions of the branches, citing specific examples of these functions.
5.2.8	Describe group and individual actions that illustrate civic virtues, such as civility,	Identify a civic virtue, such as civility, cooperation, respect or responsible participation.	Describe a civic virtue, such as civility, cooperation, respect or responsible participation.	Describe a group or an individual action that illustrates a civic virtue, such as civility,	Describe and elaborate on how group and individual actions can illustrate civic virtues, such as civility,

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	cooperation, respect and responsible participation.			cooperation, respect or responsible participation.	cooperation, respect and responsible participation.
5.2.9	Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	List ways by which citizens may effectively voice opinions, monitor government, or bring about change in government including voting and participation in the election process.	Describe ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	Describe and explain ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	Analyze ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
5.2.10	Use a variety of information resources[1] to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good. Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands.	Identify a contemporary issue that involves civic responsibility, individual rights or the common good.	Identify and describe contemporary issues that involve civic responsibility, individual rights and the common good by using a variety of information resources (as listed in the standard).	Identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good by using a variety of information resources (as listed in the standard).	Identify, evaluate, and draw conclusions about contemporary issues that involve civic responsibility, individual rights and the common good by using a variety of information resources (as listed in the standard).
	[1]information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations				
Geography and Economics					
5.1.5	Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe. Examples: Puritans fleeing religious persecution, search for wealth by the French and	Identify the religious, political or economic reasons for the colonization of the Americas by Europe.	Describe the religious, political or economic reasons for the colonization of the Americas by Europe.	Compare and contrast religious, political or economic reasons for the colonization of the Americas by Europe.	Compare, contrast, and draw conclusions about the religious, political and economic reasons for the colonization of the Americas by Europe.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	Spanish, debtor settlements in Georgia and the African slave trade				
5.1.7	Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region. Examples: Slavery, plantations, town meetings and town markets	Identify British colonies of one of the regions (New England, Middle, Southern).	Identify and locate the British colonies by region (New England, Middle, Southern).	Identify and locate British colonies by region (New England, Middle, Southern) and describe the political, social, and/or economic organization and structure of each region.	Identify and locate the 13 British colonies by region (New England, Middle, Southern) and compare and/or contrast the political, social, and economic organization and structure of each region.
5.3.1	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.	Locate major lines of latitude and longitude, such as the equator and prime meridian.	Demonstrate that lines of latitude and longitude can be used to locate places where these major lines intersect.	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.
5.3.2	Identify and describe cultural and physical regions of the United States	Identify physical regions of the United States.	Identify cultural and physical regions of the United States.	Identify and describe cultural and physical regions of the United States.	Compare and contrast the cultural and physical regions of the United States.
5.3.3	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.	Identify prominent geographical features or states in the United States.	Use maps and globes to identify states, major rivers, and mountain ranges in the United States.	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.3.4	Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places. Examples: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power	Identify Native American Indian and colonial settlements on maps.	Identify major Native American Indian and/or colonial settlements on maps and reasons for the locations of these places.	Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.	Identify Native American Indian and colonial settlements on maps and explain and provide examples for the reasons underlying the locations of these places.
5.3.5	Locate the continental divide and the major drainage basins in the United States.	Locate the continental divide.	Locate the continental divide and identify a major drainage basin in the United States.	Locate the continental divide and the major drainage basins in the United States.	Locate the continental divide and the major drainage basins in the United States.
5.3.6	Use maps to describe the characteristics of climate regions of the United States.	Identify the climate regions of the United States.	Use maps to locate climate regions of the United States.	Use maps to describe the characteristics of climate regions of the United States.	Use maps to describe the characteristics of climate regions of the United States, explaining how location impacts the climate of different regions.
5.3.7	Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.	Identify a source of accessible fresh water.	Identify major sources of accessible fresh water and describe how access impacts the local communities.	Identify major sources of accessible fresh water and describe how access impacts local and regional communities.	Identify major sources of accessible fresh water and compare and contrast the effects of access on local and regional communities.
5.3.8	Explain how the Spanish, British and French colonists altered the character and use of land in early America.	Identify how colonists altered the physical characteristics of land in early America.	Identify ways the Spanish, British and French colonists altered the physical characteristics of land in early America.	Explain how the Spanish, British and French colonists altered the character and use of land in early America.	Explain the differences between how the Spanish, British and French colonists altered the character and use of land in early America.
5.3.9	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that	Identify major manufacturing and/or agricultural regions in colonial America.	Identify major manufacturing and agricultural regions in colonial America and identify ways that agriculture and	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	agriculture and manufacturing changed between 1600 and 1800.		manufacturing changed between 1600 and 1800.	agriculture and manufacturing changed between 1600 and 1800.	agriculture and manufacturing changed between 1600 and 1800, analyzing the impact of these changes on the country.
5.3.10	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists. Examples: Explain how economic competition for resources, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts.	Using a visual graphic (such as a historical map or timeline), locate a conflict over the use of land by Native American Indians and the European colonists.	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate areas of conflict over the use of land by Native American Indians and the European colonists.	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and analyze the conflict over the use of land by Native American Indians and the European colonists.
5.3.11	Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment. Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts	Identify an example of cultural adaptation to the physical environment.	Identify ways Native American Indians and colonists adapted to the physical environment.	Describe how Native American Indians and colonists adapted to variations in the physical environment.	Describe adaptation and provide examples to demonstrate how Native American Indians and colonists adapted to variations in the physical environment.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.3.12	Describe and analyze how specific physical features influenced historical events and movements. Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps and George Rogers Clark's campaign in the Ohio Valley	Identify specific physical features that influenced historical events and movements.	Describe how specific physical features influenced historical events and movements.	Describe and analyze how specific physical features influenced historical events and movements.	Describe and analyze how specific physical features influenced historical events and movements, providing specific examples.
5.4.1	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.	Identify an economic activity within and among Native American Indian cultures prior to contact with Europeans.	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans.	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Explain the economic incentives that helped motivate European exploration and colonization.
5.4.2	Summarize a market economy[2] and give examples of how the colonial and early American economy exhibited these characteristics. Example: Private ownership, markets, competition and rule of law	Identify an example of a good, a service, a producer, and a consumer	Identify features of a market economy and give examples of how the colonial and early American economy exhibited these characteristics.	Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.	Summarize a market economy and use examples of how the colonial and early American economy exhibited these characteristics to explain how a market economy works.
5.4.3	Define types of trade barriers[3].	Identify an example of a trade barrier.	Identify types of trade barriers.	Define types of trade barriers.	Distinguish between different types of trade barriers.
	[2]market economy: An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets. [3]trade barriers: policies that hinder trade such as tariffs, quotas or embargos				

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.4.4	Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.	Describe major inventions during the early development of the United States.	Recognize the impact of technological developments and major inventions on business productivity during the early development of the United States.	Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.	Analyze the impact, both positive and negative, of technological developments and major inventions on business productivity during the early development of the United States.
5.4.5	Explain how education and training, specialization and investment in capital resources[4] increase productivity[5].	Select an example of a capital resource.	Recognize how education and training, specialization or investment in capital resources increase productivity.	Explain how education and training, specialization and investment in capital resources increase productivity.	Provide examples of how education and training, specialization and investment in capital resources increase productivity.
5.4.6	Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.	Identify common careers in different geographic regions.	Explain why certain careers are more common in one region than in another.	Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.	Use economic reasoning to analyze why certain careers are more common in one region than in another and provide examples of how specialization results in more interdependence.
5.4.7	Predict the effect of changes in supply[6] and demand[7] on price.	Identify the difference between supply and demand.	Recognize the effects that changes in supply and demand have on price.	Predict the effect of changes in supply and demand on price.	Predict the effect of changes in supply and demand on price and justify reasoning behind predictions.
	[4]capital resources: goods, such as tools, buildings and equipment, used in production [5]productivity: the amount of goods and services produced in a period of time divided by the productive resources used [6]supply: what producers are willing and able to sell at various prices [7]demand: what consumers are willing and able to buy at various prices				

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.4.8	Analyze how the causes and effects of changes in price of certain goods[8] and services[9] had significant influence on events in United States history. Example: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States.	Identify the differences between goods and services.	Describe how the causes and effects of changes in price of certain goods and services had influence on events in United States history.	Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.	Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history and provide examples.
5.4.9	Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.	Identify factors that influence household saving and spending decisions.	Explain the purpose of a personal budget and list factors that influence household saving and spending decisions.	Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.	Evaluate the purpose and components of a personal budget and compare, contrast, and analyze factors that influence household saving and spending decisions in early United States history and today.
	[8]goods: tangible objects, such as food or toys, that can satisfy people's wants [9]services: actions that someone does for someone else, such as dental care or trash removal				
History					
5.1.1	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)	Identify early cultures that existed in North America prior to contact with Europeans.	Identify early cultures and settlements that existed in North America prior to contact with Europeans.	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	Compare and contrast early cultures and settlements that existed in North America prior to contact with Europeans.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.1.2	Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had. Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White	Using a map, identify North American water routes explored by early Europeans.	Using a map, identify major land and water routes for exploration by early European explorers.	Using textual sources, describe major land and water routes and reasons for exploration by early European explorers and the impact the exploration had.	Using textual sources, describe major land and water routes, analyze the reasons for exploration by early European explorers, and evaluate the impact the exploration had.
5.1.3	Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions,	Identify characteristics of historic Indian groups.	Describe characteristics of historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration.	Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration.	Categorize historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration with respect to different aspects of their culture.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	political and economic organi-zation, and types and uses of technology.				
5.1.4	Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements. Examples: St. Augustine, Roanoke Island, Santa Fe and Jamestown	Identify early Spanish, French and British settlements.	Identify and locate early Spanish, French and British settlements.	Locate and compare the origins, physical structure and social structure of early Spanish, French and/or British settlements.	Locate, compare and contrast, and categorize the origins, physical structure and social structure of early Spanish, French and/or British settlements.
5.1.6	Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists Examples: In agriculture, trade, cultural exchanges, military alliances, and massacres.	Identify instances of cooperation and conflict that existed between Native American Indians and colonists.	Describe instances of cooperation and conflict that existed between Native American Indians and colonists.	Identify and explain general examples of cooperation and conflict that existed between Native American Indians and colonists.	Identify, explain, and provide specific examples of instances of both cooperation and conflict that existed between Native American Indians and colonists.
5.1.11	Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. Examples: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington; Events: Boston Tea Party, the Battle of Lexington and Concord, publication of *Common Sense*, First and Second Continental	Identify major British and American leaders of the American Revolutionary War.	Identify major British and American leaders of the American Revolutionary War and match them with the key events they are associated with.	Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.	Identify major British and American leaders of the American Revolutionary War and analyze their significance in key events of the war.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	Congresses, and drafting and approval of the Declaration of Independence (1776)				
5.1.12	Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution Examples: Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben	Identify that France contributed to the outcome of the American Revolution.	Describe contributions of France to the outcome of the American Revolution.	Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.	Analyze the contributions of France and other nations and of individuals to the outcome of the American Revolution.
5.1.13	Identify contributions of women and minorities during the American Revolution. Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead and Joseph Brant	Identify how women contributed during the American Revolution.	Identify contributions of specific women during the American Revolution.	Identify contributions of women and minorities during the American Revolution.	Analyze contributions of women and minorities during the American Revolution.
5.1.18	Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776–1801.	Identify major people, events and developments in the early history of the United States from 1776–1801 on a timeline.	Identify where events go on timelines showing major people, events and developments in the early history of the United States from 1776–1801.	Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776–1801.	Create and analyze timelines showing major people, events and developments in the early history of the United States from 1776–1801.
5.1.19	Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these	Identify an example of a conflict among and between groups of people during the formation of the United States.	Describe examples of conflicts among and between groups of people at different stages in the formation of the United States.	Compare and contrast examples of how conflicts among and between groups of people at different stages in the	Compare and contrast examples of how conflicts among and between groups of people at different stages in the formation of the United States were resolved and analyze the

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events Examples: Johnny Tremain by Esther Forbes, The Fighting Ground by Avi, and George vs. George by Rosalyn Schanzer			formation of the United States were resolved.	accuracy of the stories' historical details and sequence of events.
5.1.20	Using primary[10] and secondary sources[11] to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed. Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800	Using primary and secondary sources to examine an historical account about an issue of the time, identify basic details about who was involved, what happened, or where it happened.	Using primary and secondary sources to examine an historical account about an issue of the time, identify details about who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.	Using primary and secondary sources to examine an historical account about an issue of the time, determine the literal meaning by describing who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.	Using primary and secondary sources to examine an historical account about an issue of the time, determine the literal meaning of the passages by summarizing who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.
	[10]primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents) [11]secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)				

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.1.21	Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States. Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.	Identify a problem confronting people during the Founding Era of the United States.	Use texts to identify a problem confronting people during the Founding Era of the United States.	Interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	Interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.
5.1.22	Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape. Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley and Benjamin Franklin	Identify the contribution of an important early American artist.	Identify the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	Analyze the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.