

## Academic: General

- 1055: Has achieved honor roll in this subject
- 1056: Excellent progress made in this subject
- 1057: Consistently completes assigned readings
- 1058: Does not complete assigned readings
- 1059: Frequently does not submit class work
- 1060: Inconsistent quality of work
- 1061: Shows improvement
- 1062: Excellent scores on assessments
- 1063: Low scores on assessments
- 1064: Excellent quality of homework assignments
- 1065: Poor quality of homework assignments
- 1066: Does not complete homework assignments
- 1067: Homework assignments are frequently late
- 1068: Needs additional supervision on homework assignments
- 1069: Requires additional academic assistance

## Behavioral - Attendance

- 1001: Excellent attendance
- 1002: Excessively absent (more than 2 days/month)
- 1003: Excessively late
- 1004: Absent from midyear exam
- 1005: Absent from final exam
- 1006: Missing classroom instruction due to lack of attendance

## Behavioral - Engagement/Collaboration

- 1007: Consistently makes an effort to help others
- 1008: Does not attempt to help others
- 1009: Respects feelings, opinions, and property of others
- 1010: Does not respect feelings, opinions, and property of others
- 1011: Works well collaboratively
- 1012: Has difficulty working collaboratively
- 1013: Asks for help when needed
- 1014: Hesitates to ask for help
- 1015: Consistently follows class rules and procedures
- 1016: Does not follow class rules and procedures
- 1017: Forms healthy connections with peers
- 1018: Struggles to form healthy connections with peers
- 1019: Consistently pays attention in class
- 1020: Struggles to pay attention in class
- 1021: Distracts others
- 1022: Follows directions well
- 1023: Has difficulty following directions
- 1024: Uses respectful language
- 1025: Uses disrespectful language
- 1026: Consistently participates in class
- 1027: Does not often participate in class
- 1028: Furthers class discussion with elaboration
- 1029: Asks relevant questions to further class discussion

## Behavioral - Work Habits

- 1030: Is consistently prepared for class
- 1031: Is frequently unprepared for class
- 1032: Organizes time and effort effectively
- 1033: Struggles to organize time and effort effectively
- 1034: Possesses strong organizational skills
- 1035: Struggles with organizational skills
- 1036: Shows attention to detail in work
- 1037: Struggles with attention to detail in work
- 1038: Shows initiative
- 1039: Does not show initiative
- 1040: Shows improvement
- 1041: Sets and strives for appropriate goals
- 1042: Struggles with setting and striving for appropriate goals
- 1043: Persists in completing assigned tasks
- 1044: Does not persist in completing assigned tasks
- 1045: Consistently stays on task

- 1046: Struggles to stay on task
- 1047: Consistently meets deadlines
- 1048: Struggles to meet deadlines
- 1049: Works well independently
- 1050: Has difficulty working independently
- 1051: Is able to complete multi-step tasks
- 1052: Has difficulty completing multi-step tasks
- 1053: Needs continued encouragement
- 1054: Encourage to read more at home

### **Dance**

- 1818: Demonstrates satisfactory knowledge of dance elements and concepts
- 1819: Demonstrates limited knowledge of dance elements and concepts
- 1820: Demonstrates satisfactory performance skills in diverse dance repertoire, styles and genres
- 1821: Needs improvement in performance and ensemble skills
- 1822: Demonstrates satisfactory creativity and skill in solo and collaborative dance improvisation and composition
- 1823: Needs improvement in improvisational and compositional creativity and skill
- 1824: Responds to, analyzes, interprets and critiques dance performances and experiences satisfactorily
- 1825: Needs improvement in responding to dance performances and experiences
- 1826: Demonstrates satisfactory knowledge of dance history, genres and styles
- 1827: Needs improvement demonstrating knowledge of dance history, genres and styles

### **ELA: Language**

- 1250: Understanding conventions of capitalization, punctuation, and spelling when writing - Exceeds standards
- 1251: Understanding conventions of capitalization, punctuation, and spelling when writing - Meets standards
- 1252: Understanding conventions of capitalization, punctuation, and spelling when writing - Approaching standards
- 1253: Understanding conventions of capitalization, punctuation, and spelling when writing - Far below standards
- 1254: Understanding conventions of English grammar and usage when writing or speaking - Exceeds standards
- 1255: Understanding conventions of English grammar and usage when writing or speaking - Meets standards
- 1256: Understanding conventions of English grammar and usage when writing or speaking - Approaching standards
- 1257: Understanding conventions of English grammar and usage when writing or speaking - Far below standards
- 1258: Determining word meanings and phrases with context clues - Exceeds standards
- 1259: Determining word meanings and phrases with context clues - Meets standards
- 1260: Determining word meanings and phrases with context clues - Approaching standards
- 1261: Determining word meanings and phrases with context clues - Far below standards
- 1262: Using academic words and phrases for reading, writing, speaking, and listening - Exceeds standards
- 1263: Using academic words and phrases for reading, writing, speaking, and listening - Meets standards
- 1264: Using academic words and phrases for reading, writing, speaking, and listening - Approaching standards
- 1265: Using academic words and phrases for reading, writing, speaking, and listening - Far below standards
- 1266: Using verbs - Exceeds standards
- 1267: Using verbs - Meets standards
- 1268: Using verbs - Approaching standards
- 1269: Using verbs - Far below standards
- 1270: Understanding prepositions (e.g., on, beneath, against, beside, over, during) - Exceeds standards
- 1271: Understanding prepositions (e.g., on, beneath, against, beside, over, during) - Meets standards
- 1272: Understanding prepositions (e.g., on, beneath, against, beside, over, during) - Approaching standards
- 1273: Understanding prepositions (e.g., on, beneath, against, beside, over, during) - Far below standards
- 1274: Producing and expanding complete sentences - Exceeds standards
- 1275: Producing and expanding complete sentences - Meets standards
- 1276: Producing and expanding complete sentences - Approaching standards
- 1277: Producing and expanding complete sentences - Far below standards
- 1278: Using adjectives and adverbs - Exceeds standards
- 1279: Using adjectives and adverbs - Meets standards
- 1280: Using adjectives and adverbs - Approaching standards
- 1281: Using adjectives and adverbs - Far below standards
- 1282: Using pronouns (e.g., I, me, my, we, us, our, you, them) - Exceeds standards
- 1283: Using pronouns (e.g., I, me, my, we, us, our, you, them) - Meets standards
- 1284: Using pronouns (e.g., I, me, my, we, us, our, you, them) - Approaching standards
- 1285: Using pronouns (e.g., I, me, my, we, us, our, you, them) - Far below standards
- 1286: Using parallel structure - Exceeds standards
- 1287: Using parallel structure - Meets standards
- 1288: Using parallel structure - Approaching standards
- 1289: Using parallel structure - Far below standards
- 1290: Building the vocabulary needed to access grade level texts - Exceeds standards
- 1291: Building the vocabulary needed to access grade level texts - Meets standards
- 1292: Building the vocabulary needed to access grade level texts - Approaching standards
- 1293: Building the vocabulary needed to access grade level texts - Far below standards
- 1294: Using reference materials to determine word meaning or part of speech - Exceeds standards

1295: Using reference materials to determine word meaning or part of speech - Meets standards  
1296: Using reference materials to determine word meaning or part of speech - Approaching standards  
1297: Using reference materials to determine word meaning or part of speech - Far below standards  
1298: Understanding of figurative language and word relationships - Exceeds standards  
1299: Understanding of figurative language and word relationships - Meets standards  
1300: Understanding of figurative language and word relationships - Approaching standards  
1301: Understanding of figurative language and word relationships - Far below standards  
1302: Maintaining consistency in tone - Exceeds standards  
1303: Maintaining consistency in tone - Meets standards  
1304: Maintaining consistency in tone - Approaching standards  
1305: Maintaining consistency in tone - Far below standards

### **ELA: Listening and Speaking**

1206: Supporting ideas with evidence from texts - Exceeds standards  
1207: Supporting ideas with evidence from texts - Meets standards  
1208: Supporting ideas with evidence from texts - Approaching standards  
1209: Supporting ideas with evidence from texts - Far below standards  
1210: Expressing ideas clearly in a range of conversations and collaborations - Exceeds standards  
1211: Expressing ideas clearly in a range of conversations and collaborations - Meets standards  
1212: Expressing ideas clearly in a range of conversations and collaborations - Approaching standards  
1213: Expressing ideas clearly in a range of conversations and collaborations - Far below standards  
1214: Orally presenting information, findings, and evidence in an organized way - Exceeds standards  
1215: Orally presenting information, findings, and evidence in an organized way - Meets standards  
1216: Orally presenting information, findings, and evidence in an organized way - Approaching standards  
1217: Orally presenting information, findings, and evidence in an organized way - Far below standards  
1218: Using linking words and phrases to connect ideas - Exceeds standards  
1219: Using linking words and phrases to connect ideas - Meets standards  
1220: Using linking words and phrases to connect ideas - Approaching standards  
1221: Using linking words and phrases to connect ideas - Far below standards  
1222: Speaking in complete and coherent sentences - Exceeds standards  
1223: Speaking in complete and coherent sentences - Meets standards  
1224: Speaking in complete and coherent sentences - Approaching standards  
1225: Speaking in complete and coherent sentences - Far below standards  
1226: Understanding and following directions - Exceeds standards  
1227: Understanding and following directions - Meets standards  
1228: Understanding and following directions - Approaching standards  
1229: Understanding and following directions - Far below standards  
1230: Asking questions for clarification when needed - Exceeds standards  
1231: Asking questions for clarification when needed - Meets standards  
1232: Asking questions for clarification when needed - Approaching standards  
1233: Asking questions for clarification when needed - Far below standards  
1234: Adapting speech for a variety of contexts and tasks - Exceeds standards  
1235: Adapting speech for a variety of contexts and tasks - Meets standards  
1236: Adapting speech for a variety of contexts and tasks - Approaching standards  
1237: Adapting speech for a variety of contexts and tasks - Far below standards  
1238: Integrating and evaluating information presented in diverse media formats - Exceeds standards  
1239: Integrating and evaluating information presented in diverse media formats - Meets standards  
1240: Integrating and evaluating information presented in diverse media formats - Approaching standards  
1241: Integrating and evaluating information presented in diverse media formats - Far below standards  
1242: Evaluating speaker's point of view, reasoning, and use of evidence - Exceeds standards  
1243: Evaluating speaker's point of view, reasoning, and use of evidence - Meets standards  
1244: Evaluating speaker's point of view, reasoning, and use of evidence - Approaching standards  
1245: Evaluating speaker's point of view, reasoning, and use of evidence - Far below standards  
1246: Working with peers to promote collaborative discussions and decision-making - Exceeds standards  
1247: Working with peers to promote collaborative discussions and decision-making - Meets standards  
1248: Working with peers to promote collaborative discussions and decision-making - Approaching standards  
1249: Working with peers to promote collaborative discussions and decision-making - Far below standards

### **ELA: Reading**

1070: Reading and analyzing informational/explanatory texts - Exceeds standards  
1071: Reading and analyzing informational/explanatory texts - Meets standards  
1072: Reading and analyzing informational/explanatory texts - Approaching standards  
1073: Reading and analyzing informational/explanatory texts - Far below standards  
1074: Reading and analyzing literary texts - Exceeds standards  
1075: Reading and analyzing literary texts - Meets standards  
1076: Reading and analyzing literary texts - Approaching standards  
1077: Reading and analyzing literary texts - Far below standards  
1078: Reading grade level appropriate texts - Exceeds standards

1079: Reading grade level appropriate texts - Meets standards  
1080: Reading grade level appropriate texts - Approaching standards  
1081: Reading grade level appropriate texts - Far below standards  
1082: Furthering class discussion with questions and evidence from texts - Exceeds standards  
1083: Furthering class discussion with questions and evidence from texts - Meets standards  
1084: Furthering class discussion with questions and evidence from texts - Approaching standards  
1085: Furthering class discussion with questions and evidence from texts - Far below standards  
1086: Matching letters and sounds to figure out unfamiliar words - Exceeds standards  
1087: Matching letters and sounds to figure out unfamiliar words - Meets standards  
1088: Matching letters and sounds to figure out unfamiliar words - Approaching standards  
1089: Matching letters and sounds to figure out unfamiliar words - Far below standards  
1090: Understanding syllables - Exceeds standards  
1091: Understanding syllables - Meets standards  
1092: Understanding syllables - Approaching standards  
1093: Understanding syllables - Far below standards  
1094: Understanding letter-sound correspondences - Exceeds standards  
1095: Understanding letter-sound correspondences - Meets standards  
1096: Understanding letter-sound correspondences - Approaching standards  
1097: Understanding letter-sound correspondences - Far below standards  
1098: Distinguishing between similarly spelled words - Exceeds standards  
1099: Distinguishing between similarly spelled words - Meets standards  
1100: Distinguishing between similarly spelled words - Approaching standards  
1101: Distinguishing between similarly spelled words - Far below standards  
1102: Determining meaning when a known prefix or suffix is added to a known word - Exceeds standards  
1103: Determining meaning when a known prefix or suffix is added to a known word - Meets standards  
1104: Determining meaning when a known prefix or suffix is added to a known word - Approaching standards  
1105: Determining meaning when a known prefix or suffix is added to a known word - Far below standards  
1106: Understanding point of view - Exceeds standards  
1107: Understanding point of view - Meets standards  
1108: Understanding point of view - Approaching standards  
1109: Understanding point of view - Far below standards  
1110: Understanding time, sequence, cause and effect - Exceeds standards  
1111: Understanding time, sequence, cause and effect - Meets standards  
1112: Understanding time, sequence, cause and effect - Approaching standards  
1113: Understanding time, sequence, cause and effect - Far below standards  
1114: Identifying central ideas or themes in texts - Exceeds standards  
1115: Identifying central ideas or themes in texts - Meets standards  
1116: Identifying central ideas or themes in texts - Approaching standards  
1117: Identifying central ideas or themes in texts - Far below standards  
1118: Reading closely to make logical inferences from texts - Exceeds standards  
1119: Reading closely to make logical inferences from texts - Meets standards  
1120: Reading closely to make logical inferences from texts - Approaching standards  
1121: Reading closely to make logical inferences from texts - Far below standards  
1122: Comparing and contrasting texts - Exceeds standards  
1123: Comparing and contrasting texts - Meets standards  
1124: Comparing and contrasting texts - Approaching standards  
1125: Comparing and contrasting texts - Far below standards  
1126: Citing textual evidence to support conclusions drawn from text - Exceeds standards  
1127: Citing textual evidence to support conclusions drawn from text - Meets standards  
1128: Citing textual evidence to support conclusions drawn from text - Approaching standards  
1129: Citing textual evidence to support conclusions drawn from text - Far below standards  
1130: Interpreting words and phrases as they are used in a text - Exceeds standards  
1131: Interpreting words and phrases as they are used in a text - Meets standards  
1132: Interpreting words and phrases as they are used in a text - Approaching standards  
1133: Interpreting words and phrases as they are used in a text - Far below standards  
1134: Analyzing the structure of texts, including how specific portions of text relate to each other and the whole - Exceeds standards  
1135: Analyzing the structure of texts, including how specific portions of text relate to each other and the whole - Meets standards  
1136: Analyzing the structure of texts, including how specific portions of text relate to each other and the whole - Approaching standards  
1137: Analyzing the structure of texts, including how specific portions of text relate to each other and the whole - Far below standards  
1138: Describing and evaluating arguments and claims in a text - Exceeds standards  
1139: Describing and evaluating arguments and claims in a text - Meets standards  
1140: Describing and evaluating arguments and claims in a text - Approaching standards  
1141: Describing and evaluating arguments and claims in a text - Far below standards  
1142: Interpreting information presented visually and explaining how it contributes to understanding a text - Exceeds standards  
1143: Interpreting information presented visually and explaining how it contributes to understanding a text - Meets standards  
1144: Interpreting information presented visually and explaining how it contributes to understanding a text - Approaching standards  
1145: Interpreting information presented visually and explaining how it contributes to understanding a text - Far below standards

- 1146: Analyzing how an author's diction, word choices, and syntax contribute to meaning - Exceeds standards
- 1147: Analyzing how an author's diction, word choices, and syntax contribute to meaning - Meets standards
- 1148: Analyzing how an author's diction, word choices, and syntax contribute to meaning - Approaching standards
- 1149: Analyzing how an author's diction, word choices, and syntax contribute to meaning - Far below standards

### ELA: Writing

- 1150: Writing narratives to develop real or imagined experiences or events using technique, detail, and sequence - Exceeds standards
- 1151: Writing narratives to develop real or imagined experiences or events using technique, detail, and sequence - Meets standards
- 1152: Writing narratives to develop real or imagined experiences or events using technique, detail, and sequence - Approaching standards
- 1153: Writing narratives to develop real or imagined experiences or events using technique, detail, and sequence - Far below standards
- 1154: Writing opinion pieces - Exceeds standards
- 1155: Writing opinion pieces - Meets standards
- 1156: Writing opinion pieces - Approaching standards
- 1157: Writing opinion pieces - Far below standards
- 1158: Writing arguments to support claims about topics or texts using reasoning and evidence - Exceeds standards
- 1159: Writing arguments to support claims about topics or texts using reasoning and evidence - Meets standards
- 1160: Writing arguments to support claims about topics or texts using reasoning and evidence - Approaching standards
- 1161: Writing arguments to support claims about topics or texts using reasoning and evidence - Far below standards
- 1162: Writing informative/explanatory texts to convey ideas - Exceeds standards
- 1163: Writing informative/explanatory texts to convey ideas - Meets standards
- 1164: Writing informative/explanatory texts to convey ideas - Approaching standards
- 1165: Writing informative/explanatory texts to convey ideas - Far below standards
- 1166: Conducting research projects based on focused questions - Exceeds standards
- 1167: Conducting research projects based on focused questions - Meets standards
- 1168: Conducting research projects based on focused questions - Approaching standards
- 1169: Conducting research projects based on focused questions - Far below standards
- 1170: Gathering information for research from multiple resources - Exceeds standards
- 1171: Gathering information for research from multiple resources - Meets standards
- 1172: Gathering information for research from multiple resources - Approaching standards
- 1173: Gathering information for research from multiple resources - Far below standards
- 1174: Following a standard format for citations - Exceeds standards
- 1175: Following a standard format for citations - Meets standards
- 1176: Following a standard format for citations - Approaching standards
- 1177: Following a standard format for citations - Far below standards
- 1178: Strengthening writing by editing and rewriting - Exceeds standards
- 1179: Strengthening writing by editing and rewriting - Meets standards
- 1180: Strengthening writing by editing and rewriting - Approaching standards
- 1181: Strengthening writing by editing and rewriting - Far below standards
- 1182: Writing in coherent organizational structures - Exceeds standards
- 1183: Writing in coherent organizational structures - Meets standards
- 1184: Writing in coherent organizational structures - Approaching standards
- 1185: Writing in coherent organizational structures - Far below standards
- 1186: Writing appropriate to task, purpose, and audience - Exceeds standards
- 1187: Writing appropriate to task, purpose, and audience - Meets standards
- 1188: Writing appropriate to task, purpose, and audience - Approaching standards
- 1189: Writing appropriate to task, purpose, and audience - Far below standards
- 1190: Developing claims and counterclaims fairly, supplying evidence - Exceeds standards
- 1191: Developing claims and counterclaims fairly, supplying evidence - Meets standards
- 1192: Developing claims and counterclaims fairly, supplying evidence - Approaching standards
- 1193: Developing claims and counterclaims fairly, supplying evidence - Far below standards
- 1194: Using transitions to link major sections of text - Exceeds standards
- 1195: Using transitions to link major sections of text - Meets standards
- 1196: Using transitions to link major sections of text - Approaching standards
- 1197: Using transitions to link major sections of text - Far below standards
- 1198: Using narrative techniques such as dialogue, pacing, description, reflection, and experience - Exceeds standards
- 1199: Using narrative techniques such as dialogue, pacing, description, reflection, and experience - Meets standards
- 1200: Using narrative techniques such as dialogue, pacing, description, reflection, and experience - Approaching standards
- 1201: Using narrative techniques such as dialogue, pacing, description, reflection, and experience - Far below standards
- 1202: Writing introductions and conclusions - Exceeds standards
- 1203: Writing introductions and conclusions - Meets standards
- 1204: Writing introductions and conclusions - Approaching standards
- 1205: Writing introductions and conclusions - Far below standards

### ESL

- 1730: Listening, speaking, reading, and writing in English for information and understanding - Exceeds standards
- 1731: Listening, speaking, reading, and writing in English for information and understanding - Meets standards
- 1732: Listening, speaking, reading, and writing in English for information and understanding - Approaching standards
- 1733: Listening, speaking, reading, and writing in English for information and understanding - Far below standards

- 1734: Listening, speaking, reading, and writing in English for literary response, expression, and enjoyment - Exceeds standards
- 1735: Listening, speaking, reading, and writing in English for literary response, expression, and enjoyment - Meets standards
- 1736: Listening, speaking, reading, and writing in English for literary response, expression, and enjoyment - Approaching standards
- 1737: Listening, speaking, reading, and writing in English for literary response, expression, and enjoyment - Far below standards
- 1738: Listening, speaking, reading, and writing in English for critical analysis and evaluation - Exceeds standards
- 1739: Listening, speaking, reading, and writing in English for critical analysis and evaluation - Meets standards
- 1740: Listening, speaking, reading, and writing in English for critical analysis and evaluation - Approaching standards
- 1741: Listening, speaking, reading, and writing in English for critical analysis and evaluation - Far below standards
- 1742: Listening, speaking, reading, and writing in English for classroom and social interaction - Exceeds standards
- 1743: Listening, speaking, reading, and writing in English for classroom and social interaction - Meets standards
- 1744: Listening, speaking, reading, and writing in English for classroom and social interaction - Approaching standards
- 1745: Listening, speaking, reading, and writing in English for classroom and social interaction - Far below standards
- 1746: Demonstrating cross-cultural knowledge and understanding - Exceeds standards
- 1747: Demonstrating cross-cultural knowledge and understanding - Meets standards
- 1748: Demonstrating cross-cultural knowledge and understanding - Approaching standards
- 1749: Demonstrating cross-cultural knowledge and understanding - Far below standards
- 1750: Presenting information clearly in oral and graphic forms - Exceeds standards
- 1751: Presenting information clearly in oral and graphic forms - Meets standards
- 1752: Presenting information clearly in oral and graphic forms - Approaching standards
- 1753: Presenting information clearly in oral and graphic forms - Far below standards
- 1754: Analyzing information related to academic content areas - Exceeds standards
- 1755: Analyzing information related to academic content areas - Meets standards
- 1756: Analyzing information related to academic content areas - Approaching standards
- 1757: Analyzing information related to academic content areas - Far below standards
- 1758: Understanding conventions of American English - Exceeds standards
- 1759: Understanding conventions of American English - Meets standards
- 1760: Understanding conventions of American English - Approaching standards
- 1761: Understanding conventions of American English - Far below standards
- 1762: Reading and discussing literature of different genres - Exceeds standards
- 1763: Reading and discussing literature of different genres - Meets standards
- 1764: Reading and discussing literature of different genres - Approaching standards
- 1765: Reading and discussing literature of different genres - Far below standards
- 1766: Reading aloud with confidence, accuracy, and fluency - Exceeds standards
- 1767: Reading aloud with confidence, accuracy, and fluency - Meets standards
- 1768: Reading aloud with confidence, accuracy, and fluency - Approaching standards
- 1769: Reading aloud with confidence, accuracy, and fluency - Far below standards
- 1770: Using appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences - Exceeds standards
- 1771: Using appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences - Meets standards
- 1772: Using appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences - Approaching standards
- 1773: Using appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences - Far below standards

### **Foreign Language**

- 1682: Comprehending written, spoken, and visual presentations in various media - Exceeds standards
- 1683: Comprehending written, spoken, and visual presentations in various media - Meets standards
- 1684: Comprehending written, spoken, and visual presentations in various media - Approaching standards
- 1685: Comprehending written, spoken, and visual presentations in various media - Far below standards
- 1686: Understanding vocabulary and structures while talking with others - Exceeds standards
- 1687: Understanding vocabulary and structures while talking with others - Meets standards
- 1688: Understanding vocabulary and structures while talking with others - Approaching standards
- 1689: Understanding vocabulary and structures while talking with others - Far below standards
- 1690: Understanding the main idea of extended conversations - Exceeds standards
- 1691: Understanding the main idea of extended conversations - Meets standards
- 1692: Understanding the main idea of extended conversations - Approaching standards
- 1693: Understanding the main idea of extended conversations - Far below standards
- 1694: Using repetition, rephrasing, and nonverbal clues to show meaning - Exceeds standards
- 1695: Using repetition, rephrasing, and nonverbal clues to show meaning - Meets standards
- 1696: Using repetition, rephrasing, and nonverbal clues to show meaning - Approaching standards
- 1697: Using repetition, rephrasing, and nonverbal clues to show meaning - Far below standards
- 1698: Talking with more fluent speakers - Exceeds standards
- 1699: Talking with more fluent speakers - Meets standards
- 1700: Talking with more fluent speakers - Approaching standards
- 1701: Talking with more fluent speakers - Far below standards
- 1702: Understanding the main idea of informative materials written for speakers - Exceeds standards
- 1703: Understanding the main idea of informative materials written for speakers - Meets standards
- 1704: Understanding the main idea of informative materials written for speakers - Approaching standards
- 1705: Understanding the main idea of informative materials written for speakers - Far below standards
- 1706: Composing messages, notes, or letters - Exceeds standards
- 1707: Composing messages, notes, or letters - Meets standards

1708: Composing messages, notes, or letters - Approaching standards  
1709: Composing messages, notes, or letters - Far below standards  
1710: Writing papers or essays of an extended length - Exceeds standards  
1711: Writing papers or essays of an extended length - Meets standards  
1712: Writing papers or essays of an extended length - Approaching standards  
1713: Writing papers or essays of an extended length - Far below standards  
1714: Comprehending written, spoken, and visual presentations in media - Exceeds standards  
1715: Comprehending written, spoken, and visual presentations in media - Meets standards  
1716: Comprehending written, spoken, and visual presentations in media - Approaching standards  
1717: Comprehending written, spoken, and visual presentations in media - Far below standards  
1718: Demonstrating cultural understanding - Exceeds standards  
1719: Demonstrating cultural understanding - Meets standards  
1720: Demonstrating cultural understanding - Approaching standards  
1721: Demonstrating cultural understanding - Far below standards  
1722: Drawing comparison between societies - Exceeds standards  
1723: Drawing comparison between societies - Meets standards  
1724: Drawing comparison between societies - Approaching standards  
1725: Drawing comparison between societies - Far below standards  
1726: Understanding how words and body language influence communication - Exceeds standards  
1727: Understanding how words and body language influence communication - Meets standards  
1728: Understanding how words and body language influence communication - Approaching standards  
1729: Understanding how words and body language influence communication - Far below standards

### **Health**

1638: Demonstrates ability to analyze current health status  
1639: Needs to improve ability to analyze current health status  
1640: Demonstrates ability to apply personal health assessment results to identify strengths and areas to improve  
1641: Needs to improve ability to apply personal health assessment results to identify strengths and areas to improve  
1642: Demonstrates ability to develop a personal health goal and implement strategies to achieve it  
1643: Needs to improve ability to develop a personal health goal and implement strategies to achieve it  
1644: Demonstrates ability to access, utilize and evaluate health resources  
1645: Needs to improve ability to access, utilize and evaluate health resources  
1646: Demonstrates ability to select and apply health skills to improve personal health  
1647: Needs to improve ability to select and apply health skills to improve personal health  
1648: Demonstrates ability to select and apply relationship management strategies  
1649: Needs to improve ability to select and apply relationship management strategies  
1650: Demonstrates ability to select and apply stress management strategies  
1651: Needs to improve ability to select and apply stress management strategies  
1652: Demonstrates ability to predict behaviors' positive and harmful consequences  
1653: Needs to improve ability to predict behaviors' positive and harmful consequences  
1654: Demonstrates ability to use decision-making model in real-life situations  
1655: Needs to improve ability to use decision-making model in real-life situations  
1656: Demonstrates ability to use communication skills to enhance health  
1657: Needs to improve ability to use communication skills to enhance health  
1658: Demonstrates a responsible attitude toward own health and concern for others  
1659: Needs to improve attitude of responsibility for own health and concern for others  
1660: Consistently demonstrates ability to gain, understand, and apply health information  
1661: Needs to improve understanding and applying health information

### **Math: Counting and Cardinality**

1338: Knowing the number names and the count sequences - Exceeds standards  
1339: Knowing the number names and the count sequences - Meets standards  
1340: Knowing the number names and the count sequences - Approaching standards  
1341: Knowing the number names and the count sequences - Far below standards  
1342: Counting objects to tell how many there are - Exceeds standards  
1343: Counting objects to tell how many there are - Meets standards  
1344: Counting objects to tell how many there are - Approaching standards  
1345: Counting objects to tell how many there are - Far below standards  
1346: Comparing numbers - Exceeds standards  
1347: Comparing numbers - Meets standards  
1348: Comparing numbers - Approaching standards  
1349: Comparing numbers - Far below standards

### **Math: Expressions and Equations**

1382: Applying understanding of arithmetic to algebraic expressions - Exceeds standards  
1383: Applying understanding of arithmetic to algebraic expressions - Meets standards  
1384: Applying understanding of arithmetic to algebraic expressions - Approaching standards  
1385: Applying understanding of arithmetic to algebraic expressions - Far below standards

1386: Solving equations and inequalities - Exceeds standards  
1387: Solving equations and inequalities - Meets standards  
1388: Solving equations and inequalities - Approaching standards  
1389: Solving equations and inequalities - Far below standards  
1390: Representing and analyzing relationships between dependent and independent variables - Exceeds standards  
1391: Representing and analyzing relationships between dependent and independent variables - Meets standards  
1392: Representing and analyzing relationships between dependent and independent variables - Approaching standards  
1393: Representing and analyzing relationships between dependent and independent variables - Far below standards  
1394: Solving real-life mathematical problems using numerical and algebraic expressions and equations - Exceeds standards  
1395: Solving real-life mathematical problems using numerical and algebraic expressions and equations - Meets standards  
1396: Solving real-life mathematical problems using numerical and algebraic expressions and equations - Approaching standards  
1397: Solving real-life mathematical problems using numerical and algebraic expressions and equations - Far below standards  
1398: Working with radicals and integer exponents - Exceeds standards  
1399: Working with radicals and integer exponents - Meets standards  
1400: Working with radicals and integer exponents - Approaching standards  
1401: Working with radicals and integer exponents - Far below standards  
1402: Solving linear equations - Exceeds standards  
1403: Solving linear equations - Meets standards  
1404: Solving linear equations - Approaching standards  
1405: Solving linear equations - Far below standards  
1406: Writing expressions in equivalent forms to solve problems - Exceeds standards  
1407: Writing expressions in equivalent forms to solve problems - Meets standards  
1408: Writing expressions in equivalent forms to solve problems - Approaching standards  
1409: Writing expressions in equivalent forms to solve problems - Far below standards  
1410: Solving systems of equations - Exceeds standards  
1411: Solving systems of equations - Meets standards  
1412: Solving systems of equations - Approaching standards  
1413: Solving systems of equations - Far below standards

### **Math: Fractions**

1414: Understanding fractions as numbers - Exceeds standards  
1415: Understanding fractions as numbers - Meets standards  
1416: Understanding fractions as numbers - Approaching standards  
1417: Understanding fractions as numbers - Far below standards  
1418: Understanding decimal notation for fractions - Exceeds standards  
1419: Understanding decimal notation for fractions - Meets standards  
1420: Understanding decimal notation for fractions - Approaching standards  
1421: Understanding decimal notation for fractions - Far below standards  
1422: Adding and subtracting fractions - Exceeds standards  
1423: Adding and subtracting fractions - Meets standards  
1424: Adding and subtracting fractions - Approaching standards  
1425: Adding and subtracting fractions - Far below standards  
1426: Multiplying and dividing fractions - Exceeds standards  
1427: Multiplying and dividing fractions - Meets standards  
1428: Multiplying and dividing fractions - Approaching standards  
1429: Multiplying and dividing fractions - Far below standards  
1430: Understanding fraction equivalence - Exceeds standards  
1431: Understanding fraction equivalence - Meets standards  
1432: Understanding fraction equivalence - Approaching standards  
1433: Understanding fraction equivalence - Far below standards

### **Math: Functions and Models**

1486: Interpreting functions in terms of context - Exceeds standards  
1487: Interpreting functions in terms of context - Meets standards  
1488: Interpreting functions in terms of context - Approaching standards  
1489: Interpreting functions in terms of context - Far below standards  
1490: Building functions - Exceeds standards  
1491: Building functions - Meets standards  
1492: Building functions - Approaching standards  
1493: Building functions - Far below standards  
1494: Understanding the concept of a function and understanding function notation - Exceeds standards  
1495: Understanding the concept of a function and understanding function notation - Meets standards  
1496: Understanding the concept of a function and understanding function notation - Approaching standards  
1497: Understanding the concept of a function and understanding function notation - Far below standards  
1498: Constructing and comparing linear, quadratic, and exponential models and solving problems - Exceeds standards  
1499: Constructing and comparing linear, quadratic, and exponential models and solving problems - Meets standards  
1500: Constructing and comparing linear, quadratic, and exponential models and solving problems - Approaching standards  
1501: Constructing and comparing linear, quadratic, and exponential models and solving problems - Far below standards

- 1502: Interpreting expressions for functions in terms of the situation they model - Exceeds standards
- 1503: Interpreting expressions for functions in terms of the situation they model - Meets standards
- 1504: Interpreting expressions for functions in terms of the situation they model - Approaching standards
- 1505: Interpreting expressions for functions in terms of the situation they model - Far below standards

### **Math: Geometry**

- 1454: Understanding and applying the Pythagorean Theorem - Exceeds standards
- 1455: Understanding and applying the Pythagorean Theorem - Meets standards
- 1456: Understanding and applying the Pythagorean Theorem - Approaching standards
- 1457: Understanding and applying the Pythagorean Theorem - Far below standards
- 1458: Understanding congruence (same shape and size) concepts - Exceeds standards
- 1459: Understanding congruence (same shape and size) concepts - Meets standards
- 1460: Understanding congruence (same shape and size) concepts - Approaching standards
- 1461: Understanding congruence (same shape and size) concepts - Far below standards
- 1462: Applying trigonometry to triangles - Exceeds standards
- 1463: Applying trigonometry to triangles - Meets standards
- 1464: Applying trigonometry to triangles - Approaching standards
- 1465: Applying trigonometry to triangles - Far below standards
- 1466: Expressing geometric properties with equations - Exceeds standards
- 1467: Expressing geometric properties with equations - Meets standards
- 1468: Expressing geometric properties with equations - Approaching standards
- 1469: Expressing geometric properties with equations - Far below standards
- 1470: Proving geometric theorems - Exceeds standards
- 1471: Proving geometric theorems - Meets standards
- 1472: Proving geometric theorems - Approaching standards
- 1473: Proving geometric theorems - Far below standards

### **Math: Measurement and Data**

- 1434: Describing and comparing measurable qualities - Exceeds standards
- 1435: Describing and comparing measurable qualities - Meets standards
- 1436: Describing and comparing measurable qualities - Approaching standards
- 1437: Describing and comparing measurable qualities - Far below standards
- 1438: Relating addition and subtraction to length - Exceeds standards
- 1439: Relating addition and subtraction to length - Meets standards
- 1440: Relating addition and subtraction to length - Approaching standards
- 1441: Relating addition and subtraction to length - Far below standards
- 1442: Solving problems involving measurement and estimation - Exceeds standards
- 1443: Solving problems involving measurement and estimation - Meets standards
- 1444: Solving problems involving measurement and estimation - Approaching standards
- 1445: Solving problems involving measurement and estimation - Far below standards
- 1446: Understanding concepts of area - Exceeds standards
- 1447: Understanding concepts of area - Meets standards
- 1448: Understanding concepts of area - Approaching standards
- 1449: Understanding concepts of area - Far below standards
- 1450: Understanding concepts of volume - Exceeds standards
- 1451: Understanding concepts of volume - Meets standards
- 1452: Understanding concepts of volume - Approaching standards
- 1453: Understanding concepts of volume - Far below standards

### **Math: Numbers, Operations in Base 10, Quantity**

- 1358: Extending the count sequence - Exceeds standards
- 1359: Extending the count sequence - Meets standards
- 1360: Extending the count sequence - Approaching standards
- 1361: Extending the count sequence - Far below standards
- 1362: Understanding what the digits mean in multiple-digit numbers (place value) - Exceeds standards
- 1363: Understanding what the digits mean in multiple-digit numbers (place value) - Meets standards
- 1364: Understanding what the digits mean in multiple-digit numbers (place value) - Approaching standards
- 1365: Understanding what the digits mean in multiple-digit numbers (place value) - Far below standards
- 1366: Using understanding of place value to add and subtract - Exceeds standards
- 1367: Using understanding of place value to add and subtract - Meets standards
- 1368: Using understanding of place value to add and subtract - Approaching standards
- 1369: Using understanding of place value to add and subtract - Far below standards
- 1370: Understanding the rational number system - Exceeds standards
- 1371: Understanding the rational number system - Meets standards
- 1372: Understanding the rational number system - Approaching standards
- 1373: Understanding the rational number system - Far below standards
- 1374: Extending understanding of multiplication and division to divide by fractions - Exceeds standards
- 1375: Extending understanding of multiplication and division to divide by fractions - Meets standards

- 1376: Extending understanding of multiplication and division to divide by fractions - Approaching standards
- 1377: Extending understanding of multiplication and division to divide by fractions - Far below standards
- 1378: Reasoning quantitatively and using units to solve problems - Exceeds standards
- 1379: Reasoning quantitatively and using units to solve problems - Meets standards
- 1380: Reasoning quantitatively and using units to solve problems - Approaching standards
- 1381: Reasoning quantitatively and using units to solve problems - Far below standards

### **Math: Operations and Algebraic Thinking**

- 1350: Representing and solving problems involving addition and subtraction - Exceeds standards
- 1351: Representing and solving problems involving addition and subtraction - Meets standards
- 1352: Representing and solving problems involving addition and subtraction - Approaching standards
- 1353: Representing and solving problems involving addition and subtraction - Far below standards
- 1354: Representing and solving problems involving multiplication and division - Exceeds standards
- 1355: Representing and solving problems involving multiplication and division - Meets standards
- 1356: Representing and solving problems involving multiplication and division - Approaching standards
- 1357: Representing and solving problems involving multiplication and division - Far below standards

### **Math: Standards for Practice**

- 1306: Making sense of problems and persevering in solving them - Exceeds standards
- 1307: Making sense of problems and persevering in solving them - Meets standards
- 1308: Making sense of problems and persevering in solving them - Approaching standards
- 1309: Making sense of problems and persevering in solving them - Far below standards
- 1310: Reasoning abstractly and with numbers and measurements - Exceeds standards
- 1311: Reasoning abstractly and with numbers and measurements - Meets standards
- 1312: Reasoning abstractly and with numbers and measurements - Approaching standards
- 1313: Reasoning abstractly and with numbers and measurements - Far below standards
- 1314: Constructing reasonable arguments and evaluating the reasoning of others - Exceeds standards
- 1315: Constructing reasonable arguments and evaluating the reasoning of others - Meets standards
- 1316: Constructing reasonable arguments and evaluating the reasoning of others - Approaching standards
- 1317: Constructing reasonable arguments and evaluating the reasoning of others - Far below standards
- 1318: Modeling mathematics to solve problems from everyday life - Exceeds standards
- 1319: Modeling mathematics to solve problems from everyday life - Meets standards
- 1320: Modeling mathematics to solve problems from everyday life - Approaching standards
- 1321: Modeling mathematics to solve problems from everyday life - Far below standards
- 1322: Using appropriate tools strategically - Exceeds standards
- 1323: Using appropriate tools strategically - Meets standards
- 1324: Using appropriate tools strategically - Approaching standards
- 1325: Using appropriate tools strategically - Far below standards
- 1326: Being precise in mathematics work and communication - Exceeds standards
- 1327: Being precise in mathematics work and communication - Meets standards
- 1328: Being precise in mathematics work and communication - Approaching standards
- 1329: Being precise in mathematics work and communication - Far below standards
- 1330: Looking for and making use of structure and/or patterns - Exceeds standards
- 1331: Looking for and making use of structure and/or patterns - Meets standards
- 1332: Looking for and making use of structure and/or patterns - Approaching standards
- 1333: Looking for and making use of structure and/or patterns - Far below standards
- 1334: Looking for repetition and making generalizations to a variety of problems - Exceeds standards
- 1335: Looking for repetition and making generalizations to a variety of problems - Meets standards
- 1336: Looking for repetition and making generalizations to a variety of problems - Approaching standards
- 1337: Looking for repetition and making generalizations to a variety of problems - Far below standards

### **Math: Statistics, Probability, and Proportions**

- 1474: Interpreting categorical and quantitative data - Exceeds standards
- 1475: Interpreting categorical and quantitative data - Meets standards
- 1476: Interpreting categorical and quantitative data - Approaching standards
- 1477: Interpreting categorical and quantitative data - Far below standards
- 1478: Making inferences and justifying conclusions from sample surveys, experiments, and studies - Exceeds standards
- 1479: Making inferences and justifying conclusions from sample surveys, experiments, and studies - Meets standards
- 1480: Making inferences and justifying conclusions from sample surveys, experiments, and studies - Approaching standards
- 1481: Making inferences and justifying conclusions from sample surveys, experiments, and studies - Far below standards
- 1482: Understanding ratio concepts and using ratios to solve problems - Exceeds standards
- 1483: Understanding ratio concepts and using ratios to solve problems - Meets standards
- 1484: Understanding ratio concepts and using ratios to solve problems - Approaching standards
- 1485: Understanding ratio concepts and using ratios to solve problems - Far below standards

### **Music**

- 1828: Demonstrates satisfactory knowledge of musical elements and concepts
- 1829: Needs improvement in understanding of music elements and concepts
- 1830: Demonstrates satisfactory music performance and ensemble skills

- 1831: Needs improvement in performance and ensemble skills
- 1832: Demonstrates creativity and skill in improvisation and composition satisfactorily
- 1833: Needs improvement in improvisational and compositional creativity and skill
- 1834: Demonstrates satisfactory skill in analyzing, interpreting and evaluating music
- 1835: Needs improvement in analyzing, interpreting and evaluating music
- 1836: Demonstrates satisfactory knowledge of music history, genres and styles
- 1837: Needs improvement demonstrating knowledge of music history genres and styles

### **Native/Second Language**

- 1774: Listening, speaking, reading, and writing for information and understanding - Exceeds standards
- 1775: Listening, speaking, reading, and writing for information and understanding - Meets standards
- 1776: Listening, speaking, reading, and writing for information and understanding - Approaching standards
- 1777: Listening, speaking, reading, and writing for information and understanding - Far below standards
- 1778: Listening, speaking, reading, and writing for literary response and expression - Exceeds standards
- 1779: Listening, speaking, reading, and writing for literary response and expression - Meets standards
- 1780: Listening, speaking, reading, and writing for literary response and expression - Approaching standards
- 1781: Listening, speaking, reading, and writing for literary response and expression - Far below standards
- 1782: Listening, speaking, reading, and writing for critical analysis and evaluation - Exceeds standards
- 1783: Listening, speaking, reading, and writing for critical analysis and evaluation - Meets standards
- 1784: Listening, speaking, reading, and writing for critical analysis and evaluation - Approaching standards
- 1785: Listening, speaking, reading, and writing for critical analysis and evaluation - Far below standards
- 1786: Listening, speaking, reading, and writing for social interaction - Exceeds standards
- 1787: Listening, speaking, reading, and writing for social interaction - Meets standards
- 1788: Listening, speaking, reading, and writing for social interaction - Approaching standards
- 1789: Listening, speaking, reading, and writing for social interaction - Far below standards
- 1790: Interpreting information gained by listening - Exceeds standards
- 1791: Interpreting information gained by listening - Meets standards
- 1792: Interpreting information gained by listening - Approaching standards
- 1793: Interpreting information gained by listening - Far below standards
- 1794: Participating in discussions in the language - Exceeds standards
- 1795: Participating in discussions in the language - Meets standards
- 1796: Participating in discussions in the language - Approaching standards
- 1797: Participating in discussions in the language - Far below standards
- 1798: Using appropriate language structures for grade level - Exceeds standards
- 1799: Using appropriate language structures for grade level - Meets standards
- 1800: Using appropriate language structures for grade level - Approaching standards
- 1801: Using appropriate language structures for grade level - Far below standards
- 1802: Understanding texts through reading - Exceeds standards
- 1803: Understanding texts through reading - Meets standards
- 1804: Understanding texts through reading - Approaching standards
- 1805: Understanding texts through reading - Far below standards
- 1806: Analyzing and evaluating texts - Exceeds standards
- 1807: Analyzing and evaluating texts - Meets standards
- 1808: Analyzing and evaluating texts - Approaching standards
- 1809: Analyzing and evaluating texts - Far below standards
- 1810: Using knowledge of structure, content, and vocabulary to understand text - Exceeds standards
- 1811: Using knowledge of structure, content, and vocabulary to understand text - Meets standards
- 1812: Using knowledge of structure, content, and vocabulary to understand text - Approaching standards
- 1813: Using knowledge of structure, content, and vocabulary to understand text - Far below standards
- 1814: Writing informative or creative texts or reports in the language - Exceeds standards
- 1815: Writing informative or creative texts or reports in the language - Meets standards
- 1816: Writing informative or creative texts or reports in the language - Approaching standards
- 1817: Writing informative or creative texts or reports in the language - Far below standards

### **Physical Education**

- 1614: Demonstrating age appropriate movement, control, and fitness skills - Exceeds standards
- 1615: Demonstrating age appropriate movement, control, and fitness skills - Meets standards
- 1616: Demonstrating age appropriate movement, control, and fitness skills - Approaching standards
- 1617: Demonstrating age appropriate movement, control, and fitness skills - Far below standards
- 1618: Displays a high level of effort during fitness activities, skill development, games and sports
- 1619: Displays satisfactory effort during fitness activities, skill development, games and sports
- 1620: Does not display effort during fitness activities, skill development, games, and sports
- 1621: Demonstrates cooperation, fairness, sportsmanship, and respect for others
- 1622: Struggles with cooperation, fairness, sportsmanship, and/or respect for others
- 1623: Participates in NYC FITNESSGRAM assessments and uses the results to set fitness goals
- 1624: Participates in NYC FITNESSGRAM assessments and understands the results
- 1625: Failed to participate in the NYC FITNESSGRAM assessments
- 1626: Understands and applies feedback to improve performance of skills

- 1627: Understands the effects of physical activity on the body and the health risks associated with inactivity
- 1628: Needs to improve understanding of the connection between activity and physical health
- 1629: Is aware of the opportunities available for physical activity in the community
- 1630: Knows options and educational requirements for careers in the area of physical fitness and sport
- 1631: Uses fitness and sport specific vocabulary during discussions and/or in written assignments
- 1632: Includes and supports others while respecting limitations and strengths in a diverse class setting
- 1633: Knows the basic components of health related fitness
- 1634: Needs to improve understand of the basic components of health related fitness
- 1635: Understands and applies the principles of fitness during goal setting activities and fitness program development
- 1636: Demonstrates ability to evaluate physical activity information, products, and services
- 1637: Needs to improve ability to evaluate physical activity information, products, and services

## **Science**

- 1506: Forming and applying scientific connections - Exceeds standards
- 1507: Forming and applying scientific connections - Meets standards
- 1508: Forming and applying scientific connections - Approaching standards
- 1509: Forming and applying scientific connections - Far below standards
- 1510: Scientific communication - Exceeds standards
- 1511: Scientific communication - Meets standards
- 1512: Scientific communication - Approaching standards
- 1513: Scientific communication - Far below standards
- 1514: The use of scientific tools and technologies - Exceeds standards
- 1515: The use of scientific tools and technologies - Meets standards
- 1516: The use of scientific tools and technologies - Approaching standards
- 1517: The use of scientific tools and technologies - Far below standards
- 1518: Understanding Earth and space sciences concepts - Exceeds standards
- 1519: Understanding Earth and space sciences concepts - Meets standards
- 1520: Understanding Earth and space sciences concepts - Approaching standards
- 1521: Understanding Earth and space sciences concepts - Far below standards
- 1522: Understanding life sciences concepts - Exceeds standards
- 1523: Understanding life sciences concepts - Meets standards
- 1524: Understanding life sciences concepts - Approaching standards
- 1525: Understanding life sciences concepts - Far below standards
- 1526: Understanding physical sciences concepts - Exceeds standards
- 1527: Understanding physical sciences concepts - Meets standards
- 1528: Understanding physical sciences concepts - Approaching standards
- 1529: Understanding physical sciences concepts - Far below standards
- 1530: Utilizing scientific thinking - Exceeds standards
- 1531: Utilizing scientific thinking - Meets standards
- 1532: Utilizing scientific thinking - Approaching standards
- 1533: Utilizing scientific thinking - Far below standards
- 1534: Completing a scientific investigation - Exceeds standards
- 1535: Completing a scientific investigation - Meets standards
- 1536: Completing a scientific investigation - Approaching standards
- 1537: Completing a scientific investigation - Far below standards
- 1538: Citing textual evidence to support analysis of science and technical texts - Exceeds standards
- 1539: Citing textual evidence to support analysis of science and technical texts - Meets standards
- 1540: Citing textual evidence to support analysis of science and technical texts - Approaching standards
- 1541: Citing textual evidence to support analysis of science and technical texts - Far below standards
- 1542: Following multiple steps when carrying out experiments, taking measurements, or doing technical tasks - Exceeds standards
- 1543: Following multiple steps when carrying out experiments, taking measurements, or doing technical tasks - Meets standards
- 1544: Following multiple steps when carrying out experiments, taking measurements, or doing technical tasks - Approaching standards
- 1545: Following multiple steps when carrying out experiments, taking measurements, or doing technical tasks - Far below standards
- 1546: Determining scientific symbols and key terms - Exceeds standards
- 1547: Determining scientific symbols and key terms - Meets standards
- 1548: Determining scientific symbols and key terms - Approaching standards
- 1549: Determining scientific symbols and key terms - Far below standards
- 1550: Analyzing an author's purpose in describing a procedure or discussing an experiment in a text - Exceeds standards
- 1551: Analyzing an author's purpose in describing a procedure or discussing an experiment in a text - Meets standards
- 1552: Analyzing an author's purpose in describing a procedure or discussing an experiment in a text - Approaching standards
- 1553: Analyzing an author's purpose in describing a procedure or discussing an experiment in a text - Far below standards
- 1554: Translating data or technical information from words into visuals - Exceeds standards
- 1555: Translating data or technical information from words into visuals - Meets standards
- 1556: Translating data or technical information from words into visuals - Approaching standards
- 1557: Translating data or technical information from words into visuals - Far below standards
- 1558: Assessing how reasoning and evidence in text solve a scientific problem - Exceeds standards
- 1559: Assessing how reasoning and evidence in text solve a scientific problem - Meets standards
- 1560: Assessing how reasoning and evidence in text solve a scientific problem - Approaching standards

- 1561: Assessing how reasoning and evidence in text solve a scientific problem - Far below standards
- 1562: Comparing and contrasting information gained from experiments - Exceeds standards
- 1563: Comparing and contrasting information gained from experiments - Meets standards
- 1564: Comparing and contrasting information gained from experiments - Approaching standards
- 1565: Comparing and contrasting information gained from experiments - Far below standards

### **Social Studies and History**

- 1566: Analyzing political, social, or historical problems or issues - Exceeds standards
- 1567: Analyzing political, social, or historical problems or issues - Meets standards
- 1568: Analyzing political, social, or historical problems or issues - Approaching standards
- 1569: Analyzing political, social, or historical problems or issues - Far below standards
- 1570: Understanding historical concepts - Exceeds standards
- 1571: Understanding historical concepts - Meets standards
- 1572: Understanding historical concepts - Approaching standards
- 1573: Understanding historical concepts - Far below standards
- 1574: Analyzing a variety of primary and secondary sources - Exceeds standards
- 1575: Analyzing a variety of primary and secondary sources - Meets standards
- 1576: Analyzing a variety of primary and secondary sources - Approaching standards
- 1577: Analyzing a variety of primary and secondary sources - Far below standards
- 1578: Identifying key steps in social studies processes - Exceeds standards
- 1579: Identifying key steps in social studies processes - Meets standards
- 1580: Identifying key steps in social studies processes - Approaching standards
- 1581: Identifying key steps in social studies processes - Far below standards
- 1582: Understanding history/social studies vocabulary - Exceeds standards
- 1583: Understanding history/social studies vocabulary - Meets standards
- 1584: Understanding history/social studies vocabulary - Approaching standards
- 1585: Understanding history/social studies vocabulary - Far below standards
- 1586: Distinguishing among fact, opinion, and reasoned judgment in a text - Exceeds standards
- 1587: Distinguishing among fact, opinion, and reasoned judgment in a text - Meets standards
- 1588: Distinguishing among fact, opinion, and reasoned judgment in a text - Approaching standards
- 1589: Distinguishing among fact, opinion, and reasoned judgment in a text - Far below standards
- 1590: Comprehending grade level appropriate social studies/history texts - Exceeds standards
- 1591: Comprehending grade level appropriate social studies/history texts - Meets standards
- 1592: Comprehending grade level appropriate social studies/history texts - Approaching standards
- 1593: Comprehending grade level appropriate social studies/history texts - Far below standards
- 1594: Analyzing a series of events - Exceeds standards
- 1595: Analyzing a series of events - Meets standards
- 1596: Analyzing a series of events - Approaching standards
- 1597: Analyzing a series of events - Far below standards
- 1598: Understanding political aspects of history/social science - Exceeds standards
- 1599: Understanding political aspects of history/social science - Meets standards
- 1600: Understanding political aspects of history/social science - Approaching standards
- 1601: Understanding political aspects of history/social science - Far below standards
- 1602: Using both primary and secondary sources to understand an event or idea - Exceeds standards
- 1603: Using both primary and secondary sources to understand an event or idea - Meets standards
- 1604: Using both primary and secondary sources to understand an event or idea - Approaching standards
- 1605: Using both primary and secondary sources to understand an event or idea - Far below standards
- 1606: Evaluating reasoning in important US texts, including application of constitutional principles and use of legal reasoning - Exceeds standards
- 1607: Evaluating reasoning in important US texts, including application of constitutional principles and use of legal reasoning - Meets standards
- 1608: Evaluating reasoning in important US texts, including application of constitutional principles and use of legal reasoning - Approaching standards
- 1609: Evaluating reasoning in important US texts, including application of constitutional principles and use of legal reasoning - Far below standards
- 1610: Analyzing foundational US documents for themes, purposes, and rhetorical features - Exceeds standards
- 1611: Analyzing foundational US documents for themes, purposes, and rhetorical features - Meets standards
- 1612: Analyzing foundational US documents for themes, purposes, and rhetorical features - Approaching standards
- 1613: Analyzing foundational US documents for themes, purposes, and rhetorical features - Far below standards

### **Technology**

- 1662: Using technology, including the internet, to produce and publish writing - Exceeds standards
- 1663: Using technology, including the internet, to produce and publish writing - Meets standards
- 1664: Using technology, including the internet, to produce and publish writing - Approaching standards
- 1665: Using technology, including the internet, to produce and publish writing - Far below standards
- 1666: Using technology, including the internet, to interact and collaborate with others - Exceeds standards
- 1667: Using technology, including the internet, to interact and collaborate with others - Meets standards
- 1668: Using technology, including the internet, to interact and collaborate with others - Approaching standards
- 1669: Using technology, including the internet, to interact and collaborate with others - Far below standards
- 1670: Command of keyboarding skills - Exceeds standards
- 1671: Command of keyboarding skills - Meets standards
- 1672: Command of keyboarding skills - Approaching standards

- 1673: Command of keyboarding skills - Far below standards
- 1674: Using digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations - Exceeds standards
- 1675: Using digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations - Meets standards
- 1676: Using digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations - Approaching standards
- 1677: Using digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations - Far below standards
- 1678: Using technology for research - Exceeds standards
- 1679: Using technology for research - Meets standards
- 1680: Using technology for research - Approaching standards
- 1681: Using technology for research - Far below standards

### **Theater**

- 1838: Demonstrates satisfactory knowledge of theater elements and concepts
- 1839: Demonstrates limited knowledge of theater elements and concepts
- 1840: Demonstrates satisfactory performance skills in diverse theater techniques and genres
- 1841: Needs improvement in theater performance and ensemble skills
- 1842: Demonstrates creativity and skill in improvisation and playwriting
- 1843: Needs improvement in improvisational and playwriting creativity and skill
- 1844: Analyzes and interprets written plays and performances satisfactorily, using theater vocabulary
- 1845: Needs improvement in analyzing and interpreting written plays using theater vocabulary
- 1846: Demonstrates satisfactory knowledge of theater history, genres and styles
- 1847: Needs improvement demonstrating knowledge of theater history, genres and styles

### **Visual Arts**

- 1848: Demonstrates satisfactory knowledge of visual arts elements and concepts
- 1849: Needs improvement in understanding visual arts elements and concepts
- 1850: Demonstrates satisfactory skills and understanding of art concepts in the creation of a work of art
- 1851: Needs to improve skills and deepen understanding of art concepts in the creation of a work of art
- 1852: Demonstrates mastery of art materials and techniques
- 1853: Needs to improve mastery of art materials and techniques
- 1854: Demonstrates creativity and skill in the creation of works of art; revises and refines work effectively
- 1855: Needs to develop greater creativity and skill in art making; needs improvement in revising and refining
- 1856: Demonstrates satisfactory skill in analyzing, interpreting and evaluating masterworks and own works of art
- 1857: Needs improvement in analyzing, interpreting and evaluating masterworks and own works of art
- 1858: Demonstrates satisfactory knowledge of major art movements and key figures in art history
- 1859: Needs to increase knowledge of major art movements and key figures in art history