

Language Arts

1. Oral Language

- a. Listen to gain information
- b. Speak clearly and audibly in complete sentences
- c. Identify specific purposes when viewing media
- d. Present using a variety of formats with various forms of media

2. Phonics

- a. Understand the relationship between letters and sounds
- b. Use knowledge of structural analysis to decode words

3. Spelling

- a. Spell grade level words correctly

4. Fluency

- a. Read aloud grade level text accurately (95-100%), at appropriate speed (100 wpm), with expression

5. Vocabulary

- a. Know grade level words
- b. Use grade level resources to learn new words
- c. Use structural analysis and context clues to learn new words

6. Comprehension

- a. Know the purpose for reading
- b. Use strategies to comprehend text
- c. Use features of narrative and informational text

7. Writing

- a. Understand the writing process
- b. Understand the traits of writing
- c. Produce different forms of writing

8. Grammar

- a. Use capitals and punctuation
- b. Use standard grammar
- c. Write complete sentences

9. Handwriting

- a. Form manuscript and cursive letters correctly

10. Independent Reading

- a. Reading at Home
- b. Reading at School
- c. Report on independent reading

➤ **Assignments**

➤ **Following Directions**

➤ **Participation**

➤ **Social Behavior**

➤ **Working Cooperatively**

➤ **Reads at home**

➤ **Reads at school**

➤ **Communication Skills**

- *Communicate through writing*
- *Communicate through speaking*

➤ **Thinking and Reasoning Skills**

Mathematics

1. Addition

- a. Demonstrate proficiency of basic facts (gap in core)
- b. Find the sum of numbers with 4 or fewer digits, including monetary amounts. Use models and varied strategies including standard algorithm I.4.b
- c. Estimate and model problems involving addition I.4.a
- d. Write a story problem that relates to a given addition equation and write a number sentence with a real life application I.3.e
- e. Recognize and use the associative, commutative, distributive, zero and identity properties of addition I.2.d

2. Algebra

- a. Create, represent, extend and analyze growing patterns using manipulatives, pictures, numbers and tables II.1.a, II.1.b
- b. Represent numerical relationships as expressions, equations and inequalities II.2.a
- c. Solve equations involving equivalent expressions (e.g., $6 + 4 = _ + 7$) II.2.b
- d. Use symbols to compare two expressions involving addition and subtraction (e.g., $4 + 6 > 3 + 2$) II.2.c

3. Data Analysis/Probability

- a. Collect, read, represent, interpret data using frequency tables, graphs, (bar, pictograph, line plots) and charts, including keys V.1.a
- b. Make predictions based on a data display V.1.b
- c. Identify basic concepts of probability, describe the terms "certain," "likely," "unlikely," and "impossible" V.2.a
- d. Conduct experiments, record outcomes and display data in an organized way. Use results to predict future outcomes V.2.b, V.2.c

4. Division

- a. Identify divisor and dividend by finding quotients of basic facts (gap in core)
- b. Demonstrate using objects that division and multiplication are inverse operations (e.g., $3 \times 4 = 12$, thus $12 \div 4 = 3$) I.3.c
- c. Use a variety of strategies and tools such as repeated subtraction, equal jumps on a number line, counters, arrays, sharing using equal groups (i.e. grouping and sharing for division) I.3.b

5. Fractions

- a. Name and write a fraction to represent a portion of a unit whole for halves, thirds, fourths, sixths, and eighths I.2.c
- b. Identify numerator/denominator as describing parts of a whole I.2.a
- c. Compare and order fractions using models, pictures, the number line, and symbols I.2.d
- d. Find equivalent fractions using multiple ways I.2.e

6. Geometry

- a. Identify, describe, and classify polygons (e.g., pentagons, hexagons, octagons) III.1.a
- b. Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle, scalene triangle) III.1.b
- c. Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, congruent sides and right angles for the square) III.1.c
- d. Identify right angles in geometric figures, or in real-life objects and determine whether other angles are obtuse or acute III.1.d
- e. Apply transformations and determine whether two polygons are congruent by reflecting (flip), translating (slide), or rotating (turn) III.2.a, III.2.b

7. Measurement

- a. Estimate and measure the length of objects to the nearest centimeter, meter, half- and quarter- inch, foot and yard IV.1.b
- b. Estimate and measure capacity using cups and quarts IV.1.c
- c. Estimate and measure weight using pounds and ounces IV.1.c

- d. Describe the part-whole relationships (e.g., 3 feet in a yard, a foot is $\frac{1}{3}$ of a yard) between metric units of length and customary units, capacity and weight IV.1.a
- e. Identify the number of minutes in an hour, hours in a day, days and weeks in a year IV.1.d
- f. Estimate and measure perimeter with metric and customary units and describe perimeter as a measurable attribute of two-dimensional figures IV.1.e
- g. Solve problems and compare measurements including simple equivalences with length, weight, capacity, perimeter and time (30 in. = 2 ft. 6 in) IV.2.a, IV.2.b, IV.2.c
- h. Determine elapsed time in hours IV.2.d
- i. Read, write, and tell time to the nearest five minutes (gap in core)

8. Multiplication

- a. Identify factors and multiples of whole numbers I.1.e
- b. Compute basic multiplication facts (0-10) using a variety of strategies and tools such as repeated addition, equal jumps on a number line, counters, arrays (i.e., commutative, associative, identity, zero, and the distributive properties) I.4.c
- c. Demonstrate the effect of place value when multiplying whole numbers by 10 I.3.d
- d. Write a story problem that relates to a given multiplication equation and write a number sentence with a real life application I.3.e

9. Number Sense

- a. Read, write, and represent whole numbers up to 10,000 using models including standard and expanded form I.1.a
- b. Demonstrate multiple ways to represent numbers using models and symbols (e.g., $50 = 25 + 25$, number of pennies in five dimes, or $75 - 25$) I.1.b
- c. Know, order, and compare the place and value of digits up to 10,000 using a number line and the symbols $>$, $<$, $=$, and \neq I.1.d
- d. Round numbers to the nearest ten, hundred, and thousand I.1.c
- e. Use a variety of strategies to demonstrate computation (e.g., estimation, mental math, paper and pencil) I.3.b

10. Subtraction

- a. Demonstrate proficiency of basic facts (gap in core)
- b. Find the difference of numbers with 4 or fewer digits, including monetary amounts. Use models and varied strategies including standard algorithm I.4.b
- c. Estimate and model subtraction problems I.4.a
- d. Write a story problem that relates to a given subtraction equation and write a number sentence with a real life application I.3.a

➤ **Assignments**

➤ **Following Directions**

➤ **Participation**

➤ **Social Behavior**

➤ **Working Cooperatively**

➤ **Communication Skills**

- *Communicate through writing*
- *Communicate through speaking*

➤ **Thinking and Reasoning Skills**

➤ **Problem Solving**

Science

1. Earth and Moon

- a. Understand the appearance of the Earth and moon
- b. Understand the movement of the Earth and moon

2. Organisms and Environment

- a. Understand the classification of living and nonliving things
- b. Understand the interactions between living and nonliving things in an environment

3. Force and Motion

- a. Understand how force causes change in speed and direction
- b. Understand the relationship between the increase in force and increase in motion
- c. Understand gravity as a force
- d. Understand the effect of gravity on motion

4. Heat and Light

- a. Understand the sun as a source of heat and light for the Earth
- b. Understand heat produced from mechanical and electrical machines
- c. Understand heat produced when objects are rubbed against one another

5. Science Process

- a. Use Science processes, reasoning, communication, and thinking skills

➤ **Assignments**

➤ **Following Directions**

➤ **Participation**

➤ **Social Behavior**

➤ **Working Cooperatively**

➤ **Communication Skills**

- *Communicate through writing*
- *Communicate through speaking*

➤ **Thinking and Reasoning Skills**

➤ **Science Process**

Social Studies

1. Environment and Community

- a. Understand types of environments
- b. Understand the influence of people on environments and environments on people
- c. Understand physical features that influence various community settlements

2. Culture

- a. Understand culture and how culture changes communities
- b. Understand the purpose and development of government
- c. Understand economic development in communities
- d. Compare the native people of Utah and Incas of South America

3. Citizenship

- a. Demonstrate basic citizenship skills

4. World Connections

- a. Understand maps and globes
- b. Understand the physical features that influence various community settlements
- c. Compare the physical features and natural resources of the USA and South America
- d. Compare native people of Utah and Incas of South America
- e. Compare the physical features of the Andes Mountains with local mountains

➤ **Assignments**

➤ **Following Directions**

➤ **Participation**

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➤ **Communication Skills**

- *Communicate through writing*
- *Communicate through speaking*

➤ **Thinking and Reasoning Skills**

Art

1. Make Art

- a. Use art making skills

2. Express Art

- a. Express ideas, celebrate events, decorate environments, and explore imagination through art

3. Appreciate Art

- a. Analyze art by its elements and principles
- b. Understand how art can assist and enrich life and educational endeavors

➤ **Assignments**

➤ **Following Directions**

➤ **Participation**

➤ **Social Behavior**

➤ **Working Cooperatively**

➤ **Communication Skills**

- *Communicate through writing*
- *Communicate through speaking*

➤ **Thinking and Reasoning Skills**

Health

1. Healthy Self

- a. Understand students' responsibility for self and actions
- b. Display acceptance of self and others
- c. Understand safety hazards
- d. Understand the influence of media on making healthy choices
- e. Know the purpose of health services in the community

2. Substance Abuse and Disease Prevention

- a. Understand the harmful effects of alcohol and tobacco use
- b. Understand decision making and refusal skills
- c. Understand and practice personal hygiene

3. Human Development and Relationships

- a. Understand features of the skeletal and muscular body systems
- b. Understand healthy interpersonal relationships

4. Nutrition and Fitness

- a. Understand appropriate personal eating habits
- b. Understand personal fitness

➤ **Assignments**

➤ **Following Directions**

➤ **Participation**

➤ **Social Behavior**

➤ **Working Cooperatively**

➤ **Communication Skills**

- *Communicate through writing*
- *Communicate through speaking*

➤ **Thinking and Reasoning Skills**

Keyboarding

1. Know Correct Keyboarding Techniques

- a. Show correct body and finger positions
- b. Demonstrate correct fingering of period, comma, and question mark
- c. Demonstrate correct use of space bar, enter key, shift keys and tab
- d. Keep eyes on copy
- e. Learn keys with a teacher-directed keyboard program
- f. Use correct reaches from home row keys
- g. Key accurately from dictation and printed copy

2. Demonstrate Required Speed and Accuracy

- a. Demonstrate correct keyboarding techniques using timed writings

➤ **Assignments**

➤ **Following Directions**

➤ **Participation**

➤ **Social Behavior**

➤ **Working Cooperatively**

➤ **Communication Skills**

- *Communicate through writing*
- *Communicate through speaking*

Music

3. **Performing**
 - a. Use the body, voice, and instruments for musical expression
4. **Exploring and Creating**
 - a. Explore and create sounds and musical expressions
5. **Listening**
 - a. Analyze and describe music elements
 - b. Use personal music skills for enjoyment
6. **Connecting**
 - a. Connect music to personal growth, joy of living, traditions, culture, and history

- **Assignments**
- **Following Directions**
- **Participation**
- **Social Behavior**
- **Working Cooperatively**
- **Communication Skills**
 - *Communicate through writing*
 - *Communicate through speaking*
- **Thinking and Reasoning Skills**

Physical Education

1. **Skilled Movement**
 - a. Demonstrate locomotor (run), non-manipulative (stretch), and manipulative (toss) skills
2. **Movement and Fitness**
 - a. Understand movement concepts (up, down, left, right) while participating in exercise
3. **Responsibility and Physically Active Lifestyles**
 - a. Understand safe and cooperative behaviors while participating in physical activities

- **Assignments**
- **Following Directions**
- **Participation**
- **Social Behavior**
- **Working Cooperatively**
- **Communication Skills**
 - *Communicate through writing*
 - *Communicate through speaking*
- **Thinking and Reasoning Skills**

Technology

1. **Basic Operations and Concepts**
 - a. Navigate teacher-chosen websites
 - b. Use the Internet to research
 - c. Demonstrate use of search engine
 - d. Save and retrieve files
 - e. Evaluate web sites for appropriateness
 - f. Use age-appropriate software
 - g. Increase recognition and use of tool and task bars
 - h. Understand and use word wrap

- i. Demonstrate appropriate use of printer
 - j. Copy and paste graphics into a document
- 2. Social, Ethical, Human Issues**
- a. Shows responsible use of technology and equipment
 - b. Follow lab rules
 - c. Understand and respect copyright laws (introduction)

- **Assignments**
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- **Participation**
- **Social Behavior**
- **Working Cooperatively**
- **Communication Skills**
 - *Communicate through writing*
 - *Communicate through speaking*
- **Thinking and Reasoning Skills**

DESK Report Generic Scoring Rubric

4

The student addresses all important aspects of the construct or topic; the student exhibits no major errors or omissions; the student works on the task independently.

3

The student attempts to address the important aspects of the construct or topic; the student is only partially successful due to some major errors or omissions; the student works on the task independently.

2

The student attempts to address the important aspects of the construct or topic; the student is unsuccessful due to some major errors or omissions; however when provided with help, the student can perform a rough approximation of the task.

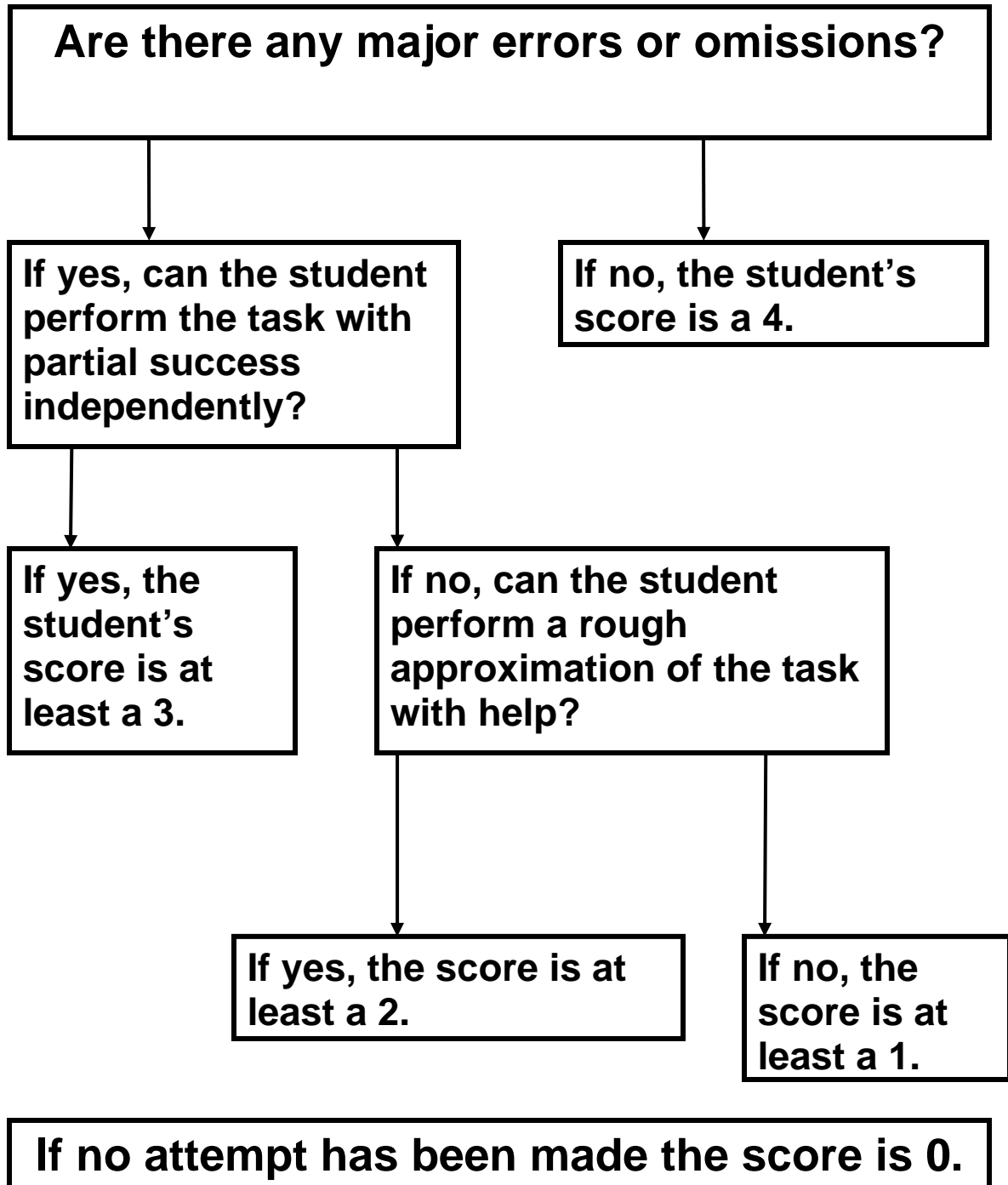
1

The student is unable to address the important aspects of the construct or topic; even when prompted and provided with help, the student cannot perform a rough approximation of the task.

0

The student makes no attempt; no judgment can be made.

Scoring guide for Student Learning



1. Oral Language

- a. Listen to gain information
- b. Speak clearly and audibly in complete sentences
- c. Identify specific purposes when viewing media
- d. Present using a variety of formats with various forms of media

4

The student addresses all important aspects of oral language

e.g.,

- Know specific purposes for listening*
- Listen and demonstrate understanding by responding appropriately*
- Speak clearly, in complete sentences, and audibly with expression in communicating ideas*
- Identify specific purposes for viewing media*
- Use a variety of formats in presenting with various forms of media*

**The student exhibits no major errors or omissions;
The student works independently on oral language.**

2. Phonics

- a. Understand the relationship between letters and sounds
- b. Use knowledge of structural analysis to decode words

4

The student addresses all important aspects of phonics

e.g.,

- Write letters to represent spoken sounds of all letters of the alphabet in random order*
- Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh, th) accurately in words*
- Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words*
- Identify and pronounce r-controlled vowels accurately in one-syllable words (e.g., ar, or, er)*
- Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words*
- Identify and read grade level contractions and compound words*
- Identify sound patterns and apply knowledge to decode one-syllable words*
- Understand representing the same sound with different patterns by decoding these patterns accurately in one syllable words (e.g., ee, ea, ei, e)*
- Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er)*
- Use letter patterns to decode words*

**The student exhibits no major errors or omissions;
The student works independently on phonics.**

3. Spelling

- a. Spell grade level words correctly

4

The student addresses all important aspects of spelling

e.g.,

- Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words*
- Spell correctly grade level compound words, words with plural endings, and common phonograms*
- Spell an increasing number of grade level high-frequency and irregular words correctly*
- Spell irregular and difficult words*
- Use spelling strategies to achieve spelling accuracy*

**The student exhibits no major errors or omissions;
The student works independently on spelling.**

4. Fluency

- a. Read aloud grade level text accurately (95-100%), at appropriate speed (100 wpm), with expression

4

The student addresses all important aspects of fluency

e.g.,

- Read grade level text at a rate of approximately 100 wpm*
- Read grade level text with an accuracy rate of 95-100%*
- Read grade level text in meaningful phrases using intonation, expression, and punctuation cues*
- Read with automaticity 300 second grade high-frequency/sight words*

**The student exhibits no major errors or omissions;
The student works independently on fluency.**

5. Vocabulary

- a. Know grade level words
- b. Use grade level resources to learn new words
- c. Use structural analysis and context clues to learn new words

4

The student addresses all important aspects of vocabulary

e.g.,

- Use new vocabulary learned by listening, reading, and discussing a variety of genres*
- Learn the meaning and properly use a variety of grade level words*
- Use multiple resources to determine the meanings of unknown words*
- Relate unfamiliar words and concept to prior knowledge to increase vocabulary*

**The student exhibits no major errors or omissions;
The student works independently on vocabulary.**

6. Comprehension

- a. Know the purpose for reading
- b. Use strategies to comprehend text
- c. Use features of narrative and informational text

4

The student addresses all important aspects of comprehension

e.g.,

- Know the purpose for reading*
- Know the author's purpose*
- Use strategies to comprehend text (e.g. prior knowledge, questions, mental pictures, predictions, inferences)*
- Identify topic/main idea from text; note details*
- Summarize important ideas/events; summarize supporting details in sequence*
- Compile information from text*
- Identify characters, setting, sequence of events, problem/resolution*
- Identify different genres*
- Identify information from pictures, captions, diagrams, charts, graphs, and table of contents*
- Identify different structures in texts (e.g., compare/contrast, cause/effect)*
- Locate facts from a variety of informational texts*
-

The student exhibits no major errors or omissions;

The student works independently on comprehension.

7. Writing

- a. Understand the writing process
- b. Understand the traits of writing
- c. Produce different forms of writing

4

The student addresses all important aspects of writing

e.g.,

- Pre-writing – generate ideas, select topics from ideas, identify audience, and use simple graphic organizers to organize information*
- Draft ideas on paper in an organized manner using words and sentences and use voice in writing*
- Revise by adding details, strengthening word choice, reorder content, use complete sentences and consider the suggestions of others*
- Edit for capitals, punctuation, spelling, grammar, and formatting features*
- Produce personal and creative writing; informational, persuasive, and functional texts*
- Publish 4-6 individual products*

The student exhibits no major errors or omissions;

The student works independently on writing.

8. Grammar

- a. Use capitals and punctuation
- b. Use standard grammar
- c. Write complete sentences

4

The student addresses all important aspects of grammar

e.g.,

- Use capitals in names, first word of a sentence, and the pronoun "I"*
- Use correct punctuation of sentence endings, greetings and closings of letters, dates, and contractions*
- Use correct subject-verb agreement*
- Write in complete sentences.*

**The student exhibits no major errors or omissions;
The student works independently on grammar.**

9. Handwriting

- a. Form manuscript and cursive letters correctly

4

The student addresses all important aspects of handwriting

e.g.,

- Write demonstrating mastery of all upper- and lower-case manuscript and/or cursive letters and numerals using proper form, proportions, and spacing*
- Increase fluency in forming manuscript and/or cursive letters and numerals*
- Produce legible documents with manuscript and/or cursive handwriting*

**The student exhibits no major errors or omissions;
The student works independently on handwriting.**

10. Independent Reading

- a. Reading at Home
- b. Reading at School
- c. Report on independent reading

4

The student addresses all important aspects of independent reading as defined by the teacher. The student exhibits no major errors or omissions. The student works independently on independent reading.

1. Earth and Moon

- a. Understand the appearance of the Earth and moon
- b. Understand the movement of the Earth and moon

4

The student addresses all important aspects of Earth and moon

e.g.,

- Describe the shape of Earth and moon as spherical*
- Explain that the sun is the source of light that lights the moon*
- List the differences in the physical appearance of Earth and the moon as viewed from space*
- Describe the motions of Earth (i.e., the rotation of Earth on its axis, the revolution of Earth around the sun)*
- Use a chart to show that the moon orbits Earth approximately every 28 days*
- Use a model of Earth to demonstrate that Earth rotates on its axis once every 24 hours to produce the night and day cycle.*
- Use a model to demonstrate why it seems to a person on Earth that the sun, planets, and stars appear to move across the sky*

**The student exhibits no major errors or omissions;
The student works independently on Earth and moon.**

2. Organisms and Environment

- a. Understand the classification of living and nonliving things
- b. Understand the interactions between living and nonliving things in an environment

4

The student addresses all important aspects of organisms and environment

e.g.,

- Know and classify characteristics of living and non-living things*
- Predict, observe, and record the effect of changes (e.g. temperature, water, light) upon the living organisms and nonliving things in a small-scale environment*
- Compare a small-scale environment to a larger environment (e.g. aquarium to a pond)*

**The student exhibits no major errors or omissions;
The student works independently on organisms and environment.**

3. Force and Motion

- a. Understand how force causes change in speed and direction
- b. Understand the relationship between the increase in force and increase in motion
- c. Understand gravity as a force
- d. Understand the effect of gravity on motion

4

The student addresses all important aspects of force and motion

e.g.,

- Know that objects at rest will not move unless a force is applied to them*
- Compare the forces of pushing and pulling*
- Understand simple machines*
- Compare and chart the effects of a force of the same strength on objects of different weight and the effects of forces of different strengths on an object*
- Understand that a force is required to overcome gravity*
- Understand the effects of gravity on the motion of an object*

**The student exhibits no major errors or omissions;
The student works independently on force and motion.**

4. Heat and Light

- a. Understand the sun as a source of heat and light for the Earth
- b. Understand heat produced from mechanical and electrical machines
- c. Understand heat produced when objects are rubbed against one another

4

The student addresses all important aspects of heat and light

e.g.,

- Compare temperatures in sunny and shady places*
- Observe and report how sunlight affects plant growth*
- Understand how sunlight affects people and animals by providing heat and light*
- Know and classify mechanical and electrical sources of heat and light*
- Understand that heat may be produced when objects are rubbed against one another*

**The student exhibits no major errors or omissions;
The student works independently on heat and light.**

5. Science Process

- a. Use Science processes, reasoning, communication, and thinking skills

4

The student addresses all important aspects of the science process

e.g.,

- Observe simple objects and patterns and report their observations*
- Sort and sequence data according to a given criterion*
- Make simple predictions and inferences based upon observations*
- Compare things and events*

**The student exhibits no major errors or omissions;
The student works independently on the science process.**

1. Environment and Community

- a. Understand types of environments
- b. Understand the influence of people on environments and environments on people
- c. Understand physical features that influence various community settlements

4

The student addresses all important aspects of environment and community

e.g.,

- Describe various environments (e.g., desert, plains, tropical, tundra, steppe, mountain, frozen, forest)*
- Understand the influence of people on environments and environments on people*
- Understand changes in environments caused by human inventions (e.g., plow, steel, railroads, telephone, telegraph, and automobile)*
- Understand the physical characteristics of various environments*
- Know the natural resources of various environments*
- Locate on a map the regional settlements of indigenous communities of the United States*

**The student exhibits no major errors or omissions;
The student works independently on environment and community.**

2. Culture

- a. Understand culture and how culture changes communities
- b. Understand the purpose and development of government
- c. Understand economic development in communities
- d. Compare the native people of Utah and Incas of South America

4

The student addresses all important aspects of culture

e.g.,

- Know the elements of culture (e.g., language, government, religion, food, and clothing)*
- Understand cultural elements that emerge as communities interact (e.g., roles, traditions)*
- Understand the contributions of the environment to cultural development (e.g., homes, agricultural products, clothing, industries, recreation)*
- Know the aesthetic expressions of the community (e.g., art, music, dance, drama)*
- Compare the emergence of culture in the local area with the indigenous cultures of the United States*
- Understand the need of people for government (e.g., maintaining order, justice for citizens)*
- Understand the role of government (e.g., make laws, require taxation, provide education)*
- Describe development of government in indigenous communities*
- Describe development of government among the Inca of South America*
- Understand the factors that determine economic development (e.g., natural resources, occupations, producers and consumers, supply and demand)*
- Describe the economies of the local people and the Inca of South America.*

**The student exhibits no major errors or omissions;
The student works independently on culture.**

3. Citizenship

- a. Demonstrate basic citizenship skills

4

The student addresses all important aspects of citizenship

e.g.,

- Follow agreed-upon rules and accept responsibility for assigned tasks*
- Listen to and consider the opinions of others*
- Work within a group to establish acceptable behaviors and expectations*
- Understand how the flag of the United States and the pledge of allegiance show patriotism*
- Practice patriotic citizenship by pledging allegiance to the flag and showing respect for that flag*
- Identify ways to meet community needs*

The student exhibits no major errors or omissions;

The student works independently on citizenship.

4. World Connections

- a. Understand maps and globes
- b. Understand the physical features that influence various community settlements
- c. Compare the physical features and natural resources of the USA and South America
- d. Compare native people of Utah and Incas of South America
- e. Compare the physical features of the Andes Mountains with local mountains

4

The student addresses all important aspects of world connections

e.g.,

- Know oceans and continents of the world*
- Locate the northern and southern hemispheres using the equator*
- Locate the eastern and western hemispheres using the prime meridian*
- Use grids, scales, and symbols to identify the physical features*
- Differentiate among towns, cities, states, countries, and continents*
- Compare natural and human-made boundaries*
- Know the hemisphere of South America*
- Locate the Andes Mountains and countries of South America*
- Describe the Inca of South America and the characteristics of their mountain environments*
- Compare the local community with the community of the Inca*
- Compare the environment and physical features of the local area with that of the Andes of South America (e.g., mountains, valleys, plateaus, plains, desert)*
- Compare the natural resources of the local community with those of the Andes Mountains*

The student exhibits no major errors or omissions;

The student works independently on world connections.

1. Healthy Self

- a. Understand students' responsibility for self and actions
- b. Display acceptance of self and others
- c. Understand safety hazards
- d. Understand the influence of media on making healthy choices
- e. Know the purpose of health services in the community

4

The student addresses all important aspects of healthy self

e.g.,

- Demonstrate responsibility for self and actions*
- Recognize why acceptance of self and others is important for development of positive attitudes*
- Determine how building relationships with helpful people can be beneficial*
- Match safety procedures to potential hazards*
- Participate in service-learning that assists the community*
- Describe the influence of media on making healthy choices*
- Summarize the role of health services in the community*

**The student exhibits no major errors or omissions;
The student works independently on healthy self.**

2. Substance Abuse and Disease Prevention

- a. Understand the harmful effects of alcohol and tobacco use
- b. Understand decision making and refusal skills
- c. Understand and practice personal hygiene

4

The student addresses all important aspects of substance abuse and disease prevention

e.g.,

- Recognize the health implications of alcohol and tobacco use*
- Model strategies for preventing abuse*
- Tell why HIV is difficult to contract and usually does not affect children*
- Demonstrate decision-making and Refusal Skills*
- Demonstrate proper personal hygiene and universal precautions*

**The student exhibits no major errors or omissions;
The student works independently on substance abuse and disease prevention.**

3. Human Development and Relationships

- a. Understand features of the skeletal and muscular body systems
- b. Understand healthy interpersonal relationships

4

The student addresses all important aspects of human development and relationships

e.g.,

- Summarize the functions of the skeletal and muscular systems*
- Model behaviors that foster healthy relationships*

**The student exhibits no major errors or omissions;
The student works independently on human development and relationships.**

4. Nutrition and Fitness

- a. Understand appropriate personal eating habits
- b. Understand personal fitness

4

The student addresses all important aspects of nutrition and fitness

e.g.,

- Compare personal eating habits with a balanced diet*
- Identify nutrient groups and the key functions of each*
- Examine the dangers of dysfunctional eating*
- Assess personal fitness level*

**The student exhibits no major errors or omissions;
The student works independently on nutrition and fitness.**

1. Know Correct Keyboarding Techniques

- a. Show correct body and finger positions
- b. Demonstrate correct fingering of period, comma, and question mark
- c. Demonstrate correct use of space bar, enter key, shift keys and tab
- d. Keep eyes on copy
- e. Learn keys with a teacher-directed keyboard program
- f. Use correct reaches from home row keys
- g. Key accurately from dictation and printed copy

4

The student addresses all important aspects of keyboarding techniques

e.g.,

- Uses correct body and finger positions*
- Correctly fingers the period, comma, and question mark*
- Correctly uses the space bar, enter key, shift keys, and tab*
- Keeps eyes on copy*
- Learns keys with the teacher-directed keyboard program*
- Uses correct reaches from home row keys*
- Keys accurately from dictation and printed copy*

**The student exhibits no major errors or omissions;
The student works independently on keyboarding techniques.**

2. Demonstrate Required Speed and Accuracy

- a. Demonstrate correct keyboarding techniques using timed writings

4

The student addresses all important aspects of keyboarding speed and accuracy

e.g.,

- Performs correct keyboarding techniques using timed writings*

**The student exhibits no major errors or omissions;
The student works independently on keyboarding speed and accuracy.**

1. Skilled Movement

- a. Demonstrate locomotor (run), non-manipulative (stretch), and manipulative (toss) skills
- Demonstrate a variety of movement forms*

2. Movement and Fitness

- a. Understand movement concepts (up, down, left, right) while participating in exercise
- Apply movement concepts and principles to enhance motor skill development*
- Acquire and apply knowledge specific to the activity setting*

3. Responsibility and Physically Active Lifestyles

- a. Understand safe and cooperative behaviors while participating in physical activities
- Achieve and maintain health-enhancing levels of physical fitness*
- Demonstrate respect for self and others through responsible personal and social behavior*
- Understand that physical activity provides opportunities for enjoyment, challenge, and self-expression*

Category	4	3	2	1
Skilled Movement	Consistently	Usually	Sometimes	Rarely
Movement & Fitness	Consistently	Usually	Sometimes	Rarely
Responsibility & Physically Active Lifestyles	Excellent	Good	Satisfactory	Fair

Consistently: Demonstrates mastery of sport specific skills and shows the ability to perform with little or no conscious effort resulting in few errors

Usually: Demonstrates competency and ability to perform basic skills without making many errors

Sometimes: Performs fundamental skills but makes frequent errors

Rarely: Performance is frequently inconsistent, resulting in numerous errors

Excellent: Regularly participates and consistently cooperates without being asked

Good: Regularly participates and consistently cooperates when asked

Satisfactory: Participates and cooperates only when required

Fair: Rarely participates and cooperates

COMMENTS:

1. Basic Operations and Concepts

- a. Navigate teacher-chosen websites
- b. Use the Internet to research
- c. Demonstrate use of search engine
- d. Save and retrieve files
- e. Evaluate web sites for appropriateness
- f. Use age-appropriate software
- g. Increase recognition and use of tool and task bars
- h. Understand and use word wrap
- i. Demonstrate appropriate use of printer
- j. Copy and paste graphics into a document

4

The student addresses all important aspects of the basic operations and concepts of technology

e.g.,

- Appropriately navigates teacher-chosen websites*
- Uses the Internet to conduct research*
- Demonstrate appropriate use of a search engine*
- Saves and retrieves files*
- Evaluates web sites for appropriateness*
- Uses age-appropriate software*
- Recognizes and uses tool and task bars*
- Understands and applied word wrap*
- Appropriately uses the printer*
- Selects, copies, and pastes graphics into a document*

The student exhibits no major errors or omissions;

The student works independently on the basic operations and concepts of technology.

2. Social, Ethical, Human Issues

- a. Shows responsible use of technology and equipment
- b. Follow lab rules
- c. Understand and respect copyright laws (introduction)

4

The student addresses all important aspects of the social, ethical, and human issues of technology

e.g.,

- Uses technology and the equipment responsibly*
- Follows lab rules*
- Demonstrates a basic understanding of and respect for copyright laws*

The student exhibits no major errors or omissions;

The student works independently on the social, ethical, and human issues of technology.

EFFORT -- PARTICIPATION

- 4 The student participates in classroom activities and discussions *without being asked*.
- 3 The student participates in classroom activities and discussions *when asked*.
- 2 The student participates in classroom activities and discussions *only when required to do so*.
- 1 The student *refuses* to engage in classroom activities and discussions.

EFFORT -- ASSIGNMENTS

- 4 The student is punctual in turning in assignments and *meets* the stated requirements relative to neatness, completeness and adherence to conventions.
- 3 The student is punctual in turning in assignments but does *not fully meet* the stated requirements relative to neatness, completeness and adherence to conventions.
- 2 The student is *not* punctual in turning in assignments *or* does not meet the stated requirements relative to neatness, completeness and adherence to conventions.
- 1 The student is *not* punctual in turning in assignments *and* does not meet the stated requirements relative to neatness, completeness and adherence to conventions.

ACADEMIC BEHAVIOR -- WORKING COOPERATIVELY

- 4 The student works cooperatively *without being asked*.
- 3 The student works cooperatively *when asked or cued*.
- 2 The student works cooperatively *only when required to do so*.
- 1 The student *refuses* to work cooperatively.

ACADEMIC BEHAVIOR -- FOLLOWING DIRECTIONS

- 4 The student follows classroom rules and procedures *without being reminded or cued*.
- 3 The student follows classroom rules and procedures *when reminded or cued*.
- 2 The student follows classroom rules and procedures *only when required to do so*.
- 1 The student *refuses* to follow classroom rules and procedures.

SOCIAL BEHAVIOR

- 4 The student *consistently* follows school rules and uses appropriate behaviors and social skills *without being asked*.
- 3 The student follows school rules and uses appropriate behaviors and social skills *when asked*.
- 2 The student follows school rules and uses appropriate behaviors and social skills *only when required to do so*.
- 1 The student *refuses* to follow school rules and use appropriate behaviors and social skills.

HOME READING

- 4 The student consistently participates in home reading as directed by the teacher.
- 3 The student usually participates in home reading as directed by the teacher.
- 2 The student seldom participates in home reading as directed by the teacher.
- 1 The student rarely participates in home reading as directed by the teacher.

COMMUNICATION – WRITTEN

- 4 The student uses all necessary conventions of writing without error.
- 3 The student does not use all necessary conventions of writing and/or demonstrates errors in the use of some conventions.
- 2 The student attempts to use the necessary conventions of writing but has significant errors.
- 1 The student is unable to use the necessary conventions of writing.

COMMUNICATION – ORAL

- 4 The student uses all necessary conventions of speaking without error.
- 3 The student does not use all necessary conventions of speaking and/or demonstrates errors in the use of some conventions.
- 2 The student attempts to use the necessary conventions of speaking but has significant errors.
- 1 The student is unable to use the necessary conventions of speaking.

THINKING AND REASONING

- 4 The student includes all important aspects or characteristics in the analysis of the problem situation and can articulate a logical thought process when required to do so.
- 3 The student includes the most important but not all characteristics in the analysis of the problem situation and can articulate a logical thought process when required to do so.
- 2 The student excludes some critical characteristics in the analysis of the problem situation.
- 1 The student is unable to analyze the problem.

PROBLEM SOLVING

- 4 The student effectively solves the problems and accurately explains their reasoning.
- 3 The student effectively solves the problem but does not completely and/or accurately explain their reasoning.
- 2 The student is unsuccessful in solving the problem due to errors or omissions.
- 1 The student is unable to solve the problem.

Term End Report Rubric

4 →

The student understands key concepts, demonstrates required skills, and applies knowledge of the standard.

3 →

The student is developing an understanding of key concepts, skills, and knowledge of the standard.

2 →

The student is beginning to understand key concepts, skills, and knowledge of the standard. Assistance is needed to apply skills and knowledge.

1 →

The student has not yet demonstrated an understanding of key concepts, skills, and knowledge of the standard. Additional time and support is needed.

0 →

The student has not provided enough evidence of learning for the teacher to make a judgment of the student's understanding of key concepts, skills, and knowledge of the standard.