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| Name: | Academic Year: |
| School: | Homeroom/Teacher: |

Your ARC Level is:

Your ARC Points are:

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| <p>Standards Grade Scale</p> <p>4 - Exceeds Standard: Works beyond standards.</p> <p>3- Meets Standards: Meets standards.</p> <p>2- Progressing Towards Standard: Approaching standards.</p> <p>1- Needs Support: Not meeting standards.</p> <p>N/A - Not assessed at this time</p> | <p>Habits of Success Scale and Special Area</p> <p>+ Consistently Demonstrated</p> <p>/ Often Demonstrated</p> <p>- Seldom Demonstrated</p> |
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| READING | T1 | T2 | T3 | WRITING | T1 | T2 | T3 |
|---|----|----|----|--|----|----|----|
| Know and apply grade level phonics and word analysis skills to decode words | | | | Write opinion pieces on topics or texts, supporting a point of view with reasons | | | |
| Reads with sufficient accuracy and fluency to support comprehension | | | | Write informative/explanatory texts to examine a topic and convey ideas and information clearly | | | |
| Ask and answer questions using text evidence to demonstrate understanding | | | | Write narratives to develop real or imagined experiences or events using effective technique, descriptions, and clear sequence | | | |
| Determine the main idea/central message/lesson and recount key details and events | | | | Develop and strengthen writing as needed by planning, revising, and editing | | | |
| Determine meaning of words/phrases as used in text | | | | Use technology to produce and publish writing as well as to interact and collaborate with others | | | |
| Compare and contrast the themes, settings, and plots of two or more pieces of text | | | | Conduct short research projects that build knowledge about a topic | | | |
| Knows and uses various text features (key words, sidebars, hyperlinks, etc.) | | | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences | | | |
| Describe characters in a story and explain how their actions contribute to the sequence of events | | | | SPEAKING AND LISTENING | T1 | T2 | T3 |

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|---|----|----|----|--|----|----|----|
| Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in procedures in a text, using language that pertains to time, sequence, and cause/effect | | | | Engages in collaborative discussions (one on one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly | | | |
| LANGUAGE | T1 | T2 | T3 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace | | | |
| Demonstrate command of the conventions of grammar and usage when writing and speaking (nouns, verbs, subjects, complex sentences, etc.) | | | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification | | | |
| Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing | | | | SOCIAL SCIENCES | T1 | T2 | T3 |
| Use knowledge of language and its conventions when writing, speaking, reading, or listening (chose words and phrases for effect, etc.) | | | | Demonstrates understanding of content, concepts, vocabulary, and processes | | | |
| Determines and clarifies unknown and multiple meaning words (using context clues, affixes, root words, glossary/dictionary use, etc.) | | | | Interprets and uses visual materials (maps, charts, etc.) | | | |
| Demonstrate understanding of figurative language, word relationships and nuances in word meanings | | | | Communicates subject area knowledge through varied forms (writing, outline, technology, etc.) | | | |
| MATH | T1 | T2 | T3 | HABITS OF SUCCESS | T1 | T2 | T3 |
| Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division | | | | Follows classroom routines, directions, and procedures | | | |
| Operations and Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division | | | | Is engaged and participates in class lessons and activities | | | |
| Operations and Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic | | | | Works independently and productively when appropriate | | | |
| Number and Operations: Round whole numbers to the nearest 10 or 100 | | | | Cooperates and contributes to group work | | | |
| Number and Operations: Fluently add and subtract within 1000 | | | | Completes homework assignments | | | |
| Number and Operations: Develop understanding of fractions as numbers (fractions on number lines, equivalence of fractions, compare fractions, etc.) | | | | Art | T1 | T2 | T3 |
| Measurement and Data: Applies measurement techniques (time, volume, mass, linear measurement, area, perimeter) | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |

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| Measurement and Data: Solve real world and mathematical problems involving perimeters of polygons | | | | Participates with effort, cooperates, and follows directions | | | |
| Measurement and Data: Draw a scaled picture graph and a scaled bar graph to represent a data set | | | | Music | T1 | T2 | T3 |
| Measurement and Data: Measure lengths using rulers marked with halves and fourths of an inch | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| Geometry: Reasons with shapes and their attributes | | | | Participates with effort, cooperates, and follows directions | | | |
| | | | | World Language | T1 | T2 | T3 |
| | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| | | | | Participates with effort, cooperates, and follows directions | | | |
| | | | | Physical Education | T1 | T2 | T3 |
| | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| | | | | Participates with effort, cooperates, and follows directions | | | |
| | | | | Health | T1 | T2 | T3 |
| | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| | | | | Participates with effort, cooperates, and follows directions | | | |
| | | | | Science Lab | T1 | T2 | T3 |
| | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| | | | | Participates with effort, cooperates, and follows directions | | | |
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| Attendance | T1 | T2 | T3 |
|------------|----|----|----|
| Present | | | |
| Absent | | | |
| Tardy | | | |

Comments: