|  | **1- Beginning Standard** | **2-Approaching Standard** | **3-Meeting Standard** | **4-Exceeding Standard** |
| --- | --- | --- | --- | --- |
| **Expanding Literacies**Locate a nonfiction book using a call number | * Can locate nonfiction section of the library
* Can define “nonfiction”
 | * Can locate nonfiction section of the library
* Can define “nonfiction”
* Can locate given call number within 100’s category
 | * Can locate nonfiction section of the library
* Can define “nonfiction”
* Can locate a book when given a call number
* Can explain that nonfiction books are arranged in number order
 | * Can do level 3 tasks
* Can place subjects in the correct subject category (100’s group) and can match subjects with the correct call number on quiz (90 % score is passing)
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1- Beginning Standard** | **2-Approaching Standard** | **3-Meeting Standard** | **4-Exceeding Standard** |
| **Applies grade level appropriate skills to compose various pieces of writing****(Writing Content)** | Student has difficulty generating ideas and writing focused organized text. Student may write in only one genre with little or no revision. Small quantity of writing is produced. | Student is beginning to generate ideas and write focused text with some detail and organization. Student is beginning to write in a variety of genres and is beginning to revise. Quantity of writing is increasing. | Student usually generates ideas and writes focused, organized text with details. Revision usually occurs. Student produces a larger quantity of writing in various genres. | Student consistently generates ideas, writes focused and organized text with purposeful details. Revision occurs independently. Student produces a substantial quantity of writing in various genres. |
| **Mechanics in Writing** | Student has difficulty using correct grammar, punctuation, sentence structure, and paragraphing while writing text. Student has difficulty spelling grade appropriate words correctly and applying spelling patterns in writing. | Student occasionally uses correct grammar, punctuation, sentence structure, and paragraphing while writing text. Student sometimes spells grade appropriate words correctly and inconsistently applies spelling patterns in writing. | Student usually uses correct grammar, punctuation, sentence structure, and paragraphing while writing text. Student usually spells grade appropriate words correctly and applies spelling patterns in writing. | Student consistently uses correct grammar, punctuation, sentence structure, and paragraphing while writing text. Student consistently spells grade appropriate words correctly and applies spelling patterns in writing. |
| **Handwriting** | Student rarely uses consistent size, slant, shape and spacing when writing. Joinings are often not correct. Concentrating to form letters almost always interferes with writing content. | Student occasionally uses consistent size, slant, shape and spacing when writing. Joinings are sometimes correct. Concentrating to form letters often interferes with writing content. | Student usually uses consistent size, slant, shape and spacing. Joinings are Mostly correct. Handwriting seldom interferes with writing content. | Student uses consistent size, slant, shape and spacing. Joinings are correct. Handwriting never interferes with writing content. |