STANDARDS BASED GRADING

PROFICIENCY SCALES
(Click Buttons Below)

Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade

SUBJECTS

Kindergarten

(Click Buttons Below)

MATH

SCIENCE

SOCIAL STUDIES

SPECIAL AREAS

*At this time, the district continues to use a traditional grading scale for Reading and Writing. Standards Based Grading will be added as it is completed.

PROFICENCY SCALES

Kindergarten Math

(Click Buttons Below)

Represent numbers

Write Numbers

Compare Numbers

Count to 100

Measurement

Addition

Subtraction

Orchard Farm Math Proficiency Scale (updated May 2021)

Grade Level: Kindergarten Essential Standard Report Out: Trimester 1-3	Essential Standard Addressed: K.NS.A.4 Supporting Standards Addressed: K.NS.B.5-6; K.NS.B.8-9; K.NBT.A.1; K.RA.A.3 Topic: Number Sense
End of Year Learning Goal: I can represent numbers 0-20.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify the numerals 0-20. 2. I can make a group of concrete objects for the numerals 0-20. 3. I can state the number of objects when given a group of concrete objects 0-20. 4. I can draw the quantity for numerals 0-20 using pictorial objects. 5. I can state the number of objects when given a group of pictorial objects 0-20. 6. I can represent numerals 0-20 using ten frames.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can represent numbers from 0-40. 2. I can identify the amount of tens and ones in a given number 0-20.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can identify the numerals 0-10. 2. I can make a group of concrete objects for the numerals 0-10. 3. I can state the number of objects when given a group of concrete objects 0-10.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the numeral in a set of random numbers from 0-10, when a number is verbally stated.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2021)

Grade Level: Kindergarten Essential Standard Report Out: Trimester 1-3	Essential Standard Addressed: K.NS.A.4 Topic: Number Sense
End of Year Learning Goal: I can write numerals from 0-20.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can write numerals from 11-20. ○ Note: Correct formation of numbers will not be assessed as a math standard, this will be reported in handwriting. However, students will need to be able to write an appropriate symbol for each numeral to represent a quantity (ie. a student may write a 3 as a reversal and it will not count against them in the math standard since it is developmentally appropriate.)	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can write numerals from 0-40.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can write numerals from 0-10.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the numeral in a set of random numbers from 0-10, when a number is verbally stated.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated October 2019)

Grade Level: Kindergarten Essential Standard Report Out: Quarter 1-4	Essential Standard Addressed: K.NS.C.11 Supporting Standards Addressed: K.NS.B.7; K.NS.B.10 Topic: Number Sense
End of Year Learning Goal: I can compare numerals between 0-20 to determine which one is most and which one is least.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can compare multiple numerals 0-20 to determine which is the greatest. 2. I can compare multiple numerals 0-20 to determine which is the least. 3. I can arrange numerals 0-20 on a number line.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can order a set of numbers within 40 from least to greatest. 2. I can order a set of numbers within 40 from greatest to least.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can compare a set of objects 0-20 to determine which has the most. 2. I can compare a set of objects 0-20 to determine which has the fewest. 3. I can compare two numerals 0-20 to determine which is greater. 4. I can compare two numerals 0-20 to determine which is less.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the numeral in a set of random numbers from 0-10, when a number is verbally stated.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2021)

Grade Level: Kindergarten Essential Standard Report Out: Trimester 1-3	Essential Standard Addressed: K.NS.A.1 Supporting Standards Addressed: K.NS.A.2, K.NS.A.3 Topic: Number Sense
End of Year Learning Goal: I can count to 100.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can rote count to 100 by ones. 2. I can skip count to 100 by tens.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can rote count to 120 by ones. 2. I can skip count to 100 by fives.
Approaching	**The student independently, accurately, and consistently:** 1. I can rote count to 50 by ones.	
Beginning	**The student independently, accurately, and consistently:** 1. I can rote count to 20 by ones.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2021)

Grade Level: Kindergarten Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 1.GM.B.7 Supporting Standards Addressed: K.GM.A.1-2; K.GM.C.6-10; K.DS.A.1 Topic: Geometry and Measurement
End of Year Learning Goal: I can measure and compare attributes of objects.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** . 1. I can identify 3-D objects: cylinder, cube, sphere, and cone. 2. I can measure the length of objects using non standard units to the whole unit (round up). 3. I can measure the weight of objects using non standard units to the whole unit (round up). 4. I can measure the capacity of objects using non standard units to the whole unit (round up). 5. I can recognize and recall the vocabulary: longer, shorter, taller, holds more, holds less.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can use a ruler to measure an object in inches.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can identify 2-D shapes: square, circle, triangle, rectangle, and hexagon. 2. I can order multiple objects by their lengths using the terms short, shorter shortest; long, longer, longest; and tall, taller, tallest. 3. I can identify objects that are similar in length. 4. I can order multiple objects by their weight using the terms heavy, heavier, heaviest; light, lighter, lightest. 5. I can identify objects that are similar in weight. 6. I can order multiple objects by their capacity using the terms holds more, most; and holds less, least. 7. I can identify objects that are similar in capacity. 8. I can recognize and recall the vocabulary: greater, fewer, more, less, length, weight, capacity	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can sort objects into categories and describe the similar attributes of the objects. 2. I can count with 1:1 correspondence to 20. 3. I can compare numerals.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2021)

Grade Level: Kindergarten Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 1.RA.C.8 Supporting Standards Addressed: K.NS.A.2; K.RA.A.1; K.RA.A.3-4 Topic: Relationships and Algebraic Thinking
End of Year Learning Goal: I can add within 10.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can use multiple representations (ten frame, number bond, number line) to model number sentences involving addition within 10. 2. I can use multiple representations (unit bars AND ten frame, number bond, number line, or count on) to model story problems involving addition within 10. 3. I can identify errors with addition computations within 10. 4. I can recognize and recall specific vocabulary, such as: sum, part, whole, plus.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can write a number sentence for a story problem involving addition within 10. 2. I can critique the reasoning of others.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can use one representation (concrete manipulatives, picture, ten frame, number bond, number line, or count on) to model number sentences involving addition within 10. 2. I can use one representation (concrete manipulatives, picture, ten frame, number bond, number line, count on, or unit bars) to model story problems involving addition within 10.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the numerals 0-10. 2. I can represent a number on a ten frame. 3. I can put the numbers 0-10 in order. 4. I can count on from a given number 0-10.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2021)

Grade Level: Kindergarten Essential Standard Report Out: Trimester 3	Essential Standard Addressed: 1.RA.C.8 Supporting Standards Addressed: K.NS.A.3 K.RA.A.1 Topic: Relationships and Algebraic Thinking
End of Year Learning Goal: I can subtract within 10.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can use multiple representations (ten frame, number bond, number line) to model number sentences involving subtraction within 10. 2. I can use multiple representations (unit bars AND ten frame, number bond, number line, or count on) to model story problems involving subtraction within 10. 3. I can use fact families to solve addition and subtraction problems within 10. 4. I can identify errors with subtraction computations within 10. 5. I can recognize and recall specific vocabulary, such as: difference, part, whole, minus.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can write a number sentence for a story problem involving subtraction within 10. 2. I can critique the reasoning of others.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can use one representation (concrete manipulatives, picture, ten frame, number bond, number line, or count on) to model number sentences involving subtraction within 10. 2. I can identify the operation needed to solve a story problem. 3. I can use one representation (concrete manipulatives, picture, ten frame, number bond, number line, count on, or unit bars) to model story problems involving subtraction within 10.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the numerals 0-10. 2. I can represent a number on a ten frame. 3. I can put the numbers 0-10 in order. 4. I can count on from a given number 0-10. 5. I can count backwards from a given number 0-10.	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

Kindergarten Science

(Click Buttons Below)

Physical Science

Earth Science

Life Science

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: Kindergarten Essential Standard Report Out:	Standards Addressed: K.PS1.A.1; K.PS2.A.1-2; K.ETS1.A.1; K.ETS1.B.1 Topic: Physical Science
End of Year Learning Goal: I can understand and apply big concepts of **physical science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can describe the effect of pushes and pulls on an object. 2. I can describe ways to change the motion of an object: going slower, going faster, going further, changing direction, and stopping. 3. I can make observations of the physical properties of objects (ie. size, shape, color, mass).	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: Kindergarten Essential Standard Report Out:	Standards Addressed: K.ESS1.B.1; K.ESS2.D.1; K.ETS1.A.1; K.ETS1.B.1 Topic: Earth Science
End of Year Learning Goal: I can understand and apply big concepts of **earth science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can explain how the sun effects the Earth: recognize different seasons. 2. I can understand why seasons change. 3. I can explain how daylight effects the seasons. 4. I can observe conditions and patterns over time: sunny, cloudy, rainy, warm, windy; observe temperature changes in shade and sunlight.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: Kindergarten Essential Standard Report Out:	Standards Addressed: K.LS1.C.1; K.ESS3.A.1; K.ETS1.A.1; K.ETS1.A.1; K.ETS1.B.1 Topic: Life Science
End of Year Learning Goal: I can understand and apply big concepts of **life science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can use observations to describe patterns of what plants and animals need to survive: food, water, light. 2. I can describe the relationship between the needs of different plants and animals and the places they live.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

Kindergarten Social Studies

(Click Buttons Below)

Civics & Government

History

Economics

Geography

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: Kindergarten Essential Standard Report Out:	Standards Addressed: K.PC.1.B.a; K.PC.1.C.a; K.PC.1.E.a; K.GS.2.C.a; K.GS.2.D.a; K.RI.6.B.a Topic: Civics & Government
End of Year Learning Goal: I can understand and apply big concepts of **civics & government**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can explain how to resolve problems in the classroom and on the playground. 2. I can identify why we make rules within the school. 3. I can describe the roles and responsibilities of myself, people in my school, in my family, and in the community.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: Kindergarten Essential Standard Report Out:	Standards Addressed: K.PC.1.F.a; K.PC.1.F.b; K.H.3.C.a; K.RI.6.A.a Topic: History
End of Year Learning Goal: I can understand and apply big concepts of **history**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify and describe the traditions related to national holidays: Labor Day, Thanksgiving, MLK, Presidents, 4th of July, Veteran's Day 2. I can describe my family's language, celebrations, holidays, and traditions. 3. I can identify the flag as a symbol of our nation. 4. I can recite the Pledge of Allegiance with guidance.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: Kindergarten Essential Standard Report Out:	Standards Addressed: K.EG.4.A.a; K.EG.4.A.b; K.EG.4.A.c Topic: Economics
End of Year Learning Goal: I can understand and apply big concepts of **economics**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can describe needs and wants within my family and school. 2. I can describe how to make a decision when there is only a limited amount of time or resources available.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: Kindergarten Essential Standard Report Out:	Standards Addressed: K.EG.5.A.a; K.EG.5.A.b; K.EG.5.A.c; K.EG.5.B.a; Topic: Geography
End of Year Learning Goal: I can understand and apply big concepts of **geography**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can understand maps are representations of real places. 2. I can create maps of familiar places such as: classroom, house, and bedroom. 3. I can match symbols in a legend/key on a map. 4. I can use positional words to describe the location of objects (above, below, top, bottom, in front of, next to, behind, left, right).	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

Kindergarten Special Areas

(Click Buttons Below)

Art

Music

Physical Education

Innovations & Technology

Orchard Farm Art Proficiency Scale (updated May 2020)

Grade Level: Kindergarten

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. CREATES: I can build skills in various media and approaches to art-making through experimentation. 2. RESPONDS: I can describe what an image represents. 3. CONNECTS: I can create art that tells a story about a life experience. 4. PRESENTS: I can select art objects for my personal portfolio and display, and explain why they were chosen.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Music Proficiency Scale (updated May 2020)

Grade Level: Kindergarten

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can perform alone, and with others, a varied repertoire of music, including: a. a steady beat, and b. du/du-de pattern. 2. I can show knowledge of musical opposites.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Physical Education Proficiency Scale (updated May 2019)

Grade Level: Kindergarten

Descriptor	Proficiency Scale		Standard Extended
Meeting	**The student independently, accurately, and consistently:**		**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
	Skill Development 1. I can perform basic movement skills (throwing, rolling, kicking, etc). 2. I can recognize a variety of locomotor skills (hop, skip, jump, run, walk, etc). 3. I can move during an activity without touching other students or objects by changing speed, pathways, and/or directions. 4. I can understand fitness terms (flexibility, strength, endurance, etc).	*Effort* 1. I can participate safely in all activities. 2. I can tell my heart beats faster and I breathe faster after playing. 3. I can work by myself on a task. 4. I can follow directions the first time given. 5. I can follow class procedures and have good sportsmanship while participating in physical activities. 6. I can work with a partner during activities.	
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**		
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**		
Not Yet	**Even with help, not successful at this time.**		

Orchard Farm Technology & Innovations Proficiency Scale (updated May 2021)

Grade Level: Kindergarten

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can log in to a computer with my user name and password. 2. I can locate the appropriate Canvas page. 3. I can open my classwork and websites in Canvas.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

SUBJECTS

1st Grade

(Click Buttons Below)

MATH

SCIENCE

SOCIAL STUDIES

SPECIAL AREAS

*At this time, the district continues to use a traditional grading scale for Reading and Writing. Standards Based Grading will be added as it is completed.

PROFICENCY SCALES

1st Grade Math

(Click Buttons Below)

Numbers to 120

Addition

Subtraction

Graphing

Measurement

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 1st Grade Essential Standard Report Out: Trimester 1	Essential Standard Addressed: 1.NS.A.2 Supporting Standards Addressed: 1.NS.A.1; 1.NS.A.3; 1.NS.A.4; 1.NBT.A.3; 1.NBT.A.4 Topic: Number Sense
End of Year Learning Goal: I can read, write, and represent numerals up to and including 120.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can read numerals up to and including 120 in isolation. 2. I can write numerals up to and including 120 in isolation. 3. When given a model up to 120, I can represent using a numeral. 4. When given a numeral up to 120, I can represent using a model. 5. I can write numerals up to and including 120 starting at any given number. 6. I can sequence numerals (greatest to least, least to greatest) up to and including 120 starting at any given number. 7. I can recognize and recall specific vocabulary such as: numeral, hundreds, greatest, least, sequence, order.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. Within a given place value, I can create the smallest number. 2. Within a given place value, I can create the largest number.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can read numerals up to and including 40 in isolation. 2. I can write numerals up to and including 40 in isolation. 3. When given a model up to 40, I can represent using a numeral. 4. When given a numeral up to 40, I can represent using a model. 5. I can count on starting at any given number within 120. 6. I can recognize and recall specific vocabulary such as: ones, tens, more, less.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can read numerals up to and including 20 in isolation. 2. I can write numerals up to and including 20 in isolation. 3. When given a model up to 20, I can represent using a numeral. 4. When given a numeral up to 20, I can represent using a model.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (Updated May 2021)

Grade Level: 1st Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 1.RA.A.1 Supporting Standards Addressed: 1.RA.A.2; 1.RA.B.5; 1.RA.B.6, 1.RA.B.7; 1.NBT.A.1, 1.NBT.A.2 Topic: Relationships and Algebraic Thinking
End of Year Learning Goal: I can add to solve problems within 20.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can determine the operation to use in a word problem. 2. I can use ***addition*** to solve problems within 20. 3. I can solve ***addition*** problems with multiple addends with a sum up to 20. 4. I can recognize and recall specific vocabulary, such as: addend, sum.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can add up to two-digit by two-digit numbers with and without regrouping with sums up to 100 on multiple occasions over time.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can identify the value of 10s and 1s. 2. I can compose and decompose numbers to 20. 3. I can create a fact family from three numbers. 4. I can recognize and recall specific vocabulary, such as: add, equal, addition sign.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the symbol of addition. 2. I can create number bonds within 10.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (Updated May 2021)

Grade Level: 1st Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 1.RA.A.1 Supporting Standards Addressed: 1.RA.A.2; 1.RA.B.5; 1.RA.B.6, 1.RA.B.7; 1.NBT.A.1, 1.NBT.A.2 Topic: Relationships and Algebraic Thinking
End of Year Learning Goal: I can subtract to solve problems within 20.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can determine the operation to use in a word problem. 2. I can determine which strategy and operation to use with missing addends, missing subtrahend, or missing minuend. 3. I can use ***subtraction*** to solve problems within 20. 4. I can recognize and recall specific vocabulary, such as: subtrahend, difference.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can subtract up to two-digit by two-digit numbers without regrouping with sums up to 100 on multiple occasions over time.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can identify the value of 10s and 1s. 2. I can compose and decompose numbers to 20. 3. I can create a fact family from three numbers. 4. I can recognize and recall specific vocabulary, such as: subtract, equal, subtraction sign.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the symbol of subtraction.. 2. I can create number bonds within 10.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 1st Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 1.DS.A.2 Supporting Standards Addressed: 1.DS.A.1; 1.GM.C.9 Topic: Data and Statistics
End of Year Learning Goal: I can draw conclusions from object graphs, picture graphs, T-charts and tallies.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can answer questions about the data in a T-chart. 2. I can create an object graph up to three categories with all parts including the title, category labels, value labels, and key. 3. I can create a picture graph up to three categories with all parts including the title, category labels, value labels, and key. 4. I can use addition and subtraction to answer questions about the data shown on a graph (up to 20). 5. I can recognize and recall specific vocabulary such as: equal, more, less, graph, picture graph, object graph, T-chart.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can look at a picture graph and determine the value represented, when the pictures have a value other than one. 2. I can create a meaningful question about a graph. 3. I can recognize and recall specific vocabulary such as: attributes, value, X and Y axis.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can locate different categories represented on a graph. 2. I can identify categories represented in a graph. 3. I can read/identify all parts of a graph (title, categories, value labels). 4. I can answer questions about the data in a graph. 5. I can recognize and recall specific vocabulary such as: collect, organize, represent, data, tally chart, sort, group, similarities, categories.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can sort/group based on similarities or given categories. 2. I can represent using one to one correspondence. 3. I can count items and record the amount using tally marks or numbers. 4. I can compare which category has more/less on a graph.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (May 2019)

Grade Level: 1st Grade Essential Standard Report Out: Trimester 3	Essential Standard Addressed: 2.GM.B.4 Supporting Standards Addressed: 1.GM.A.1-7 Topic: Geometry and Measurement
End of Year Learning Goal: I can measure the length of an object by selecting and using appropriate tools.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can accurately measure the length of an object to the nearest inch. 2. I can accurately measure the length of an object to the nearest centimeter. 3. I can compare the difference between two objects using inches. 4. I can compare the difference between two objects using centimeters. 5. I can determine the length of an object by starting anywhere on the measurement tool. 6. I can recognize and recall specific vocabulary such as: inches, centimeters, length.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can estimate the length of an object based on the given length of another object. 2. I can determine the perimeter of an object. 3. I can recognize and recall specific vocabulary such as: estimate, compare.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can order three or more objects by their length. 2. I can determine the length of an object given a visual representation. 3. I can compare the lengths of two objects indirectly by using a third object. 4. I can select the appropriate tool and unit needed to measure an object and identify the appropriate label of measurement. 5. I can recognize and recall specific vocabulary such as: longer, shorter, taller, difference, distance, several.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can compare several objects using longer/ shorter/ taller. 2. I can measure length using objects. 3. I can measure the distance between two points using objects.	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

1st Grade Science

(Click Buttons Below)

Physical Science

Earth Science

Life Science

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 1st Grade Essential Standard Report Out:	Standards Addressed: 1.PS3.A.1; 1.PS4.A.1; 1.PS4.C.1;1.ETS1.A.1; 1.ETS1.B.1 Topic: Physical Science
End of Year Learning Goal: I can understand and apply big concepts of **physical science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify an energy source that causes an increase in the temperature of an object (Sun, stove, light, flame). 2. I can provide evidence that vibrating materials can make sound and sound can cause materials to vibrate through investigations. 3. I can design and build a communication device using light or sound waves.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 1st Grade Essential Standard Report Out:	Standards Addressed: 1.ESS1.A.1; 1.ESS1.A.2; 1.ESS2.D.1; 1.ETS1.A.1; 1.ETS1.B.1 Topic: Earth Science
End of Year Learning Goal: I can understand and apply big concepts of **earth science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can describe the presence of the sun, moon, and stars: the sun rises in the east and sets in the west; the sun and moon appear to rise, move across the sky, and set; other stars that are not the sun are only visible at night. 2. I can predict patterns of the sun, moon and stars through their movement. 3. I can identify the types of weather based data: temperature, rain, snow, sunny, cloudy.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 1st Grade Essential Standard Report Out:	Standards Addressed: 1.LS1.A.1; 1.LS3.A.1; 1.ETS1.A.1; 1.ETS1.B.1 Topic: Life Science
End of Year Learning Goal: I can understand and apply big concepts of **life science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can determine which animals may have been used to design a solution to a human problem. 2. I can compare and contrast to prove a young plant or animal is like but not exactly like their parent by: size, body covering, skills/ability, appearance	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

1st Grade Social Studies

(Click Buttons Below)

Civics & Government

History

Economics

Geography

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 1st Grade Essential Standard Report Out:	Standards Addressed: 1.PC.1.B.a; 1.PC.1.C.a; 1.PC.1.D.a; 1.PC.1.E.a; 1.PC.1.F.a; 1.PC.1.F.b; 1.GS.2.C.a; 1.GS.2.D.a Topic: Civics & Government
End of Year Learning Goal: I can understand and apply big concepts of **civics & government**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify my rights at school and in my community. I can explain what my responsibility is to keep them. 2. I can identify the qualities that make a good citizen: fair, honest, take care of my belongings, respect the property of others. 3. I can explain how rules and laws are alike and different. 4. I can explain why rules and laws are important for my home, school, and community. 5. I can explain the importance of national, state, and community symbols: Statue of Liberty, U.S. Capitol, Bald Eagle, and the Liberty Bell, and symbols for our community. 6. I can explain why voting is a fair way to make decisions.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 1st Grade Essential Standard Report Out:	Standards Addressed: 1.H.3.B.a; 1.H.3.C.a Topic: History
End of Year Learning Goal: I can understand and apply big concepts of **history**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can compare and contrast my community in the past and the present: celebrations in the past to now; schools in the past to now. 2. I can recognize historical figures studied with national holidays and explain why they are important.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 1st Grade Essential Standard Report Out:	Standards Addressed: 1.E.4.A.a; 1.E.4.A.b; 1.E.4.A.c Topic: Economics
End of Year Learning Goal: I can understand and apply big concepts of **economics**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify and explain basic concepts of economics such as scarcity. 2. I can describe examples of goods and services. 3. I can differentiate between consumers and producers.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 1st Grade Essential Standard Report Out:	Standards Addressed: 1.EG.5.A.a; 1.EG.5.A.b; 1.EG.5.A.c; 1.EG.5.A.d; 1.EG.5.B.a Topic: Geography
End of Year Learning Goal: I can understand and apply big concepts of **geography**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can recognize a globe is a map of the world. 2. I can read, make, use, and identify the purpose of a simple map: includes a title and a key, and compass rose. 3. I can tell the relative location of an item on a map. 4. I can describe how maps are created for different purposes (ie. fire drill, map of zoo, etc.).	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

1st Grade Special Areas

(Click Buttons Below)

Art

Music

Physical Education

Innovations & Technology

Orchard Farm Art Proficiency Scale (updated May 2020)

Grade Level: 1st Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. CREATES: I can use art vocabulary to describe choices while creating art. 2. RESPONDS: I can compare images that represent the same subject. 3. CONNECTS: I can understand people from different places and times have made art for a variety of reasons. 4. PRESENTS: I can ask and answer questions such as where, when, why, and how artword should be prepared for presentation or preservation.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Music Proficiency Scale (updated May 2020)

Grade Level: 1st Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can perform alone, and with others a varied repertoire of music, including: a. du/du-de and rest. 2. I can show knowledge of musical literacy, including: a. du/du-de/rest, and b. sol/mi. 3. I can show musical knowledge, including: a. opposites, b. AB Form, and c. Peter & the Wolf.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Physical Education Proficiency Scale (updated May 2019)

Grade Level: 1st Grade

Descriptor	Proficiency Scale		Standard Extended
Meeting	**The student independently, accurately, and consistently:**		**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
	Skill Development 1. I can perform basic movement skills. 2. I can recognize a variety of locomotor skills (hop, skip, jump, run, walk, etc). 3. I can move during an activity without touching other students or objects by changing speed, pathways, and/or directions. 4. I can understand fitness terms (flexibility, strength, endurance, etc).	*Effort* 1. I can participate safely in all activities. 2. I can tell my heart beats faster and I breathe faster after playing. 3. I can work by myself on a task. 4. I can follow directions the first time given. 5. I can follow class procedures and have good sportsmanship while participating in physical activities. 6. I can work with a partner during activities.	
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**		
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**		
Not Yet	**Even with help, not successful at this time.**		

Orchard Farm Technology & Innovations Proficiency Scale (updated May 2020)

Grade Level: First Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can create an appropriate bookmark needed to complete a task or to visit a relevant site. 2. I can create a colored illustration using tools in Google Drawings, such as shape, line, and text. 3. I can arrange code blocks in order to make an event occur. 4. I can build/create with supplies provided by the teacher.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

SUBJECTS

2nd Grade

(Click Buttons Below)

MATH

SCIENCE

SOCIAL STUDIES

SPECIAL AREAS

*At this time, the district continues to use a traditional grading scale for Reading and Writing. Standards Based Grading will be added as it is completed.

PROFICENCY SCALES

2nd Grade Math

(Click Buttons Below)

Numbers to 1000

Addition

Subtraction

Multiplication

Fractions

Graphing

Orchard Farm Math Proficiency Scale (updated May 2020)

Grade Level: 2nd Grade Essential Standard Report Out: Trimester 1	Essential Standard Addressed: 2.NBT.A.4 Supporting Standards Addressed: 2.NBT.A.1, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.5, 2.GM.C.9 Topic: Number Sense and Operations in Base-Ten
End of Year Learning Goal: I can read, write, and compare numbers to 1,000 using number names, base-ten numerals, and expanded form.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can read/write the standard form (base-ten numeral) for a number up to 1000 when given: a. Expanded form b. Model form c. Value of each digit [3 tens, 4 hundreds, 1 one] d. Word form 2. I can write the expanded form of a number up to 1000 when given the standard form. 3. I can write the model form of a number up to 1000 when given the standard form. 4. I can write the value of each digit up to 1000 when given the standard form. 5. I can write the written form of a number up to 1000 when given the standard form. 6. I can represent a number up to 1000 in multiple ways. 7. I can compare multiple numbers up to 1000 and tell which is more and which is less. 8. I can recognize and recall specific vocabulary, such as: base-ten numeral/standard form, number name/word form, expanded form, digit, and value.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can read, write, and identify whole numbers within 10,000 using base-ten numerals, number names, and expanded form. 2. I can compare up to four three-digit numbers.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can represent a number up to 1000 using manipulatives (such as base-ten blocks, discs, counters). 2. I can read/write the standard form (base-ten numeral) for a number up to 120 when given: a. Expanded form b. Model form c. Value of each digit [3 tens, 4 hundreds, 1 one] d. Word form 3. I can write the expanded form of a number up to 120 when given the standard form. 4. I can write the model form of a number up to 120 when given the standard form. 5. I can write the value of each digit up to 120 when given the standard form. 6. I can write the written form of a number up to 120 when given the standard form. 7. I can recognize and recall specific vocabulary, such as: number, number name, hundreds, tens, ones	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can represent a number up to 120 using manipulative (such as base-ten blocks, discs, counters). 2. I can read the number for a number up to 120 given the standard form. 3. I can read the word form for a number up to 120. 4. I can write the number up to 120 given the base-ten numeral orally. 5. I can compare two numbers up to 120 and tell which is more and which is less.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2020)

Grade Level: 2nd Grade Essential Standard Report Out: Trimester 1-2	Essential Standard Addressed: 2.NBT.B.8 Supporting Standards Addressed: 2.NBT.B.6-7; 2.NBT.B.9-10; 2.NBT.C.11; 2.RA.A.1 Topic: Number Sense and Operations in Base Ten
End of Year Learning Goal: I can add within 1000 and justify the solution.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can solve an addition problem in more than one way. 2. I can add with renaming (regrouping). 3. I can find the missing part or whole to an addition problem. 4. I can recognize and recall specific vocabulary, such as: Addend, sum, equal, greater than, less than, expanded form, standard form, place value, forward, backward, justify, inverse, solution, number sentence, expression, equation, computation.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can add three or more addends within 1,000. 2. I can add within 10,000.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can identify the value of the digits up to a 3 digit number. 2. I can write a three digit number in expanded form. 3. I can compare 3 or more numbers within 1,000 to determine which is most and which is least. 4. I can skip count by 1, 10, or 100 from any given number within 1,000. 5. I can add 1, 10, or 100 from any given number within 1,000.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the symbols +, -, and =. 2. I can fluently add within 20. 3. I can skip count by 10s and 100s.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2020)

Grade Level: 2nd Grade Essential Standard Report Out: Trimester 2	Essential Standard Addressed: 2.NBT.B.8 Supporting Standards Addressed: 2.NBT.B.6-7; 2.NBT.B.9-10; 2.NBT.C.11; 2.RA.A.1 Topic: Number Sense and Operations in Base Ten
End of Year Learning Goal: I can subtract within 1000 and justify the solution.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can solve an addition problem in more than one way. 2. I can add with renaming (regrouping). 3. I can subtract with renaming (regrouping). 4. I can find the missing part or whole to an addition or subtraction problem. 5. I can solve a subtraction problem in more than one way. 6. I can justify the solution by using the inverse operation. 7. I can recognize and recall specific vocabulary, such as: addend, sum, equal, greater than, less than, expanded form, standard form, justify, inverse, solution, number sentence, expression, equation, computation, rename, regroup.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can add and subtract three or more addends within 1,000. 2. I can add and subtract within 10,000.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can identify the value of the digits up to a 3 digit number. 2. I can write a three digit number in expanded form. 3. I can compare 3 or more numbers within 1,000 to determine which is most and which is least. 4. I can skip count by 1, 10, or 100 from any given number within 1,000. 5. I can add 1, 10, or 100 from any given number within 1,000. 6. I can count backwards by 1, 10, or 100 from any given number within 1,000. 7. I can subtract 1, 10, or 100 from any given number within 1, 000.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the symbols +, -, and =. 2. I can fluently add within 20. 3. I can recognize that a minuend is greater than a subtrahend. 4. I can fluently subtract within 20. 5. I can skip count by 10s and 100s.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2020)

Grade Level: 2nd Grade Essential Standard Report Out: Trimester 2	Essential Standard Addressed: 2.RA.B.3 Supporting Standards Addressed: 2.RA.B.2; 2.GM.A.2 Topic: Relationships and Algebraic Thinking
End of Year Learning Goal: I can write a repeated addition sentence to represent a given array and find the sum.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can write a repeated addition sentence to represent a given array. 2. I can represent an array with a multiplication sentence. 3. I can create an array up to 5 by 5 based on a multiplication sentence. 4. I can partition a rectangle into equal rows and columns and find the total number of squares (area). 5. I can recognize and recall specific vocabulary, such as: factor, product, multiply, multiples, area, divide.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can skip count by 6s, 7s, 8s, and 9s to the multiple of 10. 2. I can create an array up to 10 by 10 based on a multiplication sentence.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can identify equal groups in an array. 2. I can skip count by 3s and 4s to the multiple of 10. 3. I can justify if a numeral is even or odd. 4. I can recognize and recall specific vocabulary, such as: repeated addition, rows, columns, array, groups of.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can skip count by 2s, 5s, and 10s to 100. 2. I can recognize and recall specific vocabulary, such as: addend, sum, equal, equation, number sentence.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade Essential Standard Report Out: Trimester 3	Essential Standard Addressed: 2.GM.A.3 Supporting Standards Addressed: 2.GM.A.1 Topic: Geometry and Measurement
End of Year Learning Goal: I can divide circles and rectangles into two, three, or four equal shares and describe the shares in relation to the whole.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can divide a circle into thirds. 2. I can divide a rectangle into thirds. 3. I can identify the shaded part of a whole as a fraction. 4. I can justify that equal shares of identical wholes need not have the same shape. 5. I can describe why the shares are or are not equal. 6. I can recognize and recall specific vocabulary, such as: partition, thirds, justify.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can identify and partition triangles, quadrilaterals, pentagons, and hexagons into equal shares.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can divide a circle into fourths. 2. I can divide a rectangle into fourths. **3.** I can identify equal shares of a whole. **4.** I can recognize and recall specific vocabulary, such as: fourths, quarters, shares, identical.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify and draw a square, circle, rectangle, triangle. 2. I can divide a circle into halves. 3. I can divide a rectangle into halves. 4. I can recognize and recall specific vocabulary, such as: divide, halves, equal, vertically, diagonally, horizontally, fraction.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade Essential Standard Report Out: Trimester 3	Essential Standard Addressed: 2.DS.A.4 Supporting Standards Addressed: 2.DS.A.2, 2.DS.A.3, 2.DS.A.5 Topic: Geometry and Measurement
End of Year Learning Goal: I can solve one-step and two-step scaffolded problems using line plots, picture graphs, and bar graphs.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can read and interpret a graph with 1:3, 1:4, 1:5, 1:10 scales. 2. I can use addition and subtraction to solve problems in pictures graphs and bar graphs. 3. I can use addition and subtraction to solve problems in line plots. 4. I can create a line plot based on a set of data with a scale of 1:1. 5. I can recognize and recall specific vocabulary, such as: compare, bar graph, line plot, scale, key, analyze, draw conclusions, categories, horizontal, vertical.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can draw conclusions from two different graphs comparing data.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can label the x and y axes (categories and numbers). 2. I can interpret a line plot with a scale of 1:1. 3. I can read and interpret a graph with a 1:2 scale. 4. I can compare four or more sets of data on a graph. 5. I can use addition and subtraction to solve one step problems in pictures graphs and bar graphs. 6. I can recognize and recall specific vocabulary, such as: title, more than, less than, tally, T-chart, object graph, picture graph/ pictograph, data, interpret, labels.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can visually compare two sets of data on a graph. 2. I can read and interpret numbers using a tally chart. 3. I can create a tally chart. 4. I can create and interpret an object graph, picture graph, and bar graph with a scale of 1:1.	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

2nd Grade Science

(Click Buttons Below)

Physical Science

Earth Science

Life Science

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade Essential Standard Report Out:	Standards Addressed: 2.PS1.A.1; 2.PS1.A.2; 2.ETS1.A.1; 2.ETS1.B.1 Topic: Physical Science
End of Year Learning Goal: I can understand and apply big concepts of **physical science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can describe and classify matter by its observable properties such as: a. color, b. hardness, c. texture, d. flexibility, e. strength, and f. absorbency. 2. I can determine which materials have the properties that are best suited for the intended purpose.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade Essential Standard Report Out:	Standards Addressed: 2.ESS1.C.1; 2.ESS2.A.1; 2.ESS2.B.1; 2.ESS2.C.1; 2.ETS1.A.1; 2.ETS1.B.1 Topic: Earth Science
End of Year Learning Goal: I can understand and apply big concepts of **earth science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can describe how earth changes quickly from naturally occurring events, such as earthquakes, volcanoes, and tornadoes. 2. I can describe how earth changes slowly from naturally occurring events, such as weathering and erosion. 3. I can create a model to prevent wind or water from changing the land. 4. I can identify where water is found on earth and that it can be in liquid or solid form.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade Essential Standard Report Out:	Standards Addressed: 2.LS2.A.1; 2.LS2.A.2; 2.ETS1.A.1; 2.ETS1.B.1 Topic: Life Science
End of Year Learning Goal: I can understand and apply big concepts of **life science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can describe how conditions effect the growth of plants such as: a. dark vs. light, and b. water vs. no water. 2. I can describe how seeds are spread and plants are pollinated.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

2nd Grade Social Studies

(Click Buttons Below)

Civics & Government

History

Economics

Geography

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade Essential Standard Report Out:	Standards Addressed: 2.PC.1.B.a; 2.PC.1.C.a; 2.PC.1.D.a; 2.PC.1.D.b; 2.PC.1.F.a; 2.PC.1.F.b; 2.GS.2.C.a; 2.GS.2.D.a Topic: Civics & Government
End of Year Learning Goal: I can understand and apply big concepts of **civics & government**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify and explain how laws and rules are made and changed within a community. 2. I can identify and explain how citizens using their rights and responsibilities affects a community. 3. I can recognize and explain the significance of national symbols including white house, flag, pledge of allegiance, star spangled banner, Mt. Rushmore, Lincoln Memorial, Washington Monument. 4. I can identify and explain the concept of branches of government and their jobs.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade Essential Standard Report Out:	Standards Addressed: 1.H.3.B.a; 1.H.3.C.a Topic: History
End of Year Learning Goal: I can understand and apply big concepts of **history**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can compare the culture and people in our community across multiple time periods. 2. I can compare and contrast the changing habitats, resources, and art in daily lives of Native American people in regions of the US. 3. I can describe the contributions of inventors or pioneers in their field who influenced progress in our nation.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade Essential Standard Report Out:	Standards Addressed: 2.E.4.A.a; 2.E.4.A.b; 2.E.4.A.c; 2.E.4.A.d; 2.E.4.B.a Topic: Economics
End of Year Learning Goal: I can understand and apply big concepts of **economics**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify and explain the basic economic concepts of: a. goods and services, b. income, c. benefits of having a job, and d. how people acquire goods through money or bartering. 2. I can describe a personal cost-benefit situation.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade Essential Standard Report Out:	Standards Addressed: 2.EG.5.A.a; 2.EG.5.A.b; 2.EG.5.B.b; 2.EG.5.C.a; 2.EG.5.C.b; 2.EG.5.C.c Topic: Geography
End of Year Learning Goal: I can understand and apply big concepts of **geography**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify, read, and create maps with titles and map keys. 2. I can identify the different types of maps and their purpose. 3. I can identify and describe physical/human characteristics of students' region of Missouri. 4. I can identify and describe the physical characteristics of regions of the world, such as poles vs the equator.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

2nd Grade Special Areas

(Click Buttons Below)

Art

Music

Physical Education

Innovations & Technology

Orchard Farm Art Proficiency Scale (updated May 2020)

Grade Level: 2nd Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. CREATES: I can discuss and reflect with peers about choices made in creating artwork. 2. RESPONDS: I can use learned art vocabulary to express preferences about artwork. 3. CONNECTS: I can compare and contrast cultural uses of artwork from different times and places. 4. PRESENTS: I can categorize artwork based on a theme or concept for an exhibit.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Music Proficiency Scale (updated May 2020)

Grade Level: 2nd Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can perform alone, and with others, a varied repertoire of music, including: a. + half note, rest/whole note, and rest, mi/sol/la. 2. I can show knowledge of musical literacy, including: a. + half note, rest/whole note, rest, mi/sol/la, b. score reading, and c. melodic direction. 3. I can show musical knowledge, including: a. tempo/piano, b. forte/verse, and c. refrain/brass family/Carnival of the Animals.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Physical Education Proficiency Scale (updated May 2019)

Grade Level: 2nd Grade

Descriptor	Proficiency Scale		Standard Extended
Meeting	**The student independently, accurately, and consistently:**		**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
	Skill Development 1. I can demonstrate a variety of locomotor skills and can change skills when prompted. 2. I can recognize a variety of non-locomotor skills (stability skills). 3. I can demonstrate a variety of manipulative skills (throwing, kicking, hitting, etc). 4. I can identify the health components of fitness in an exercise or activity. 5. I can identify the effects of exercise on the body.	*Effort* 1. I can work independently to improve my skills. 2. I can tell when my heart is beating faster and I am breathing harder. 3. I can actively participate during group activities. 4. I can cooperate with a partner and teammates. 5. I can follow directions and procedures while participating in physical activities. 6. I can participate in an activity or game while maintaining my personal space and taking my turn when appropriate.	
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**		
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**		
Not Yet	**Even with help, not successful at this time.**		

Orchard Farm Technology & Innovations Proficiency Scale (updated May 2019)

Grade Level: Second Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can share a Google Doc, Slide, and/or Drawing with a specific person. 2. I can create bookmarks of sites I frequently use. 3. I can type a written piece in Google Docs from a draft composed on paper, using capitalization, punctuation, and indentation. 4. I can create a Google Slide with text boxes and pictures inserted.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

SUBJECTS

3rd Grade

(Click Buttons Below)

MATH

SCIENCE

SOCIAL STUDIES

SPECIAL AREAS

*At this time, the district continues to use a traditional grading scale for Reading and Writing. Standards Based Grading will be added as it is completed.

PROFICENCY SCALES

3rd Grade Math

(Click Buttons Below)

- Rounding
- 2-Step Addition & Subtraction
- 3 x 1 Multiplication
- 2-Step Multiplication & Division
- Fractions
- Area & Perimeter

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 3rd Grade Essential Standard Report Out: Trimester 1	Essential Standard Addressed: 3.NBT.A.1 Supporting Standards Addressed: 3.NBT.A.2 , 3.RA.D.10 , 3.NBT.A.3 , 3.RA.E.11 Topic: Number Sense and Operations in Base Ten
End of Year Learning Goal: I can round whole numbers up to 9,999 to the nearest 10, 100, or 1000.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can round whole numbers up to 9,999 to the nearest 10, 100, or 1000. 2. I can identify whole numbers that round to a given number. 3. I can create whole numbers that round to a given number. 4. I can justify the solution to a rounding problem using words. 5. I can recognize and recall specific vocabulary, such as: estimate, value, about how many	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can estimate sums and differences using rounding. 2. When given set digits, I can create a number that rounds to a specific amount.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can use a number line to round a number to the nearest ten, hundred, or thousand. 2. I can round a two digit number to the nearest ten. 3. I can round a three digit number to the nearest hundred. 4. I can round a four digit number to the nearest thousand. 5. I can recognize and recall specific vocabulary, such as: number line, whole number, round, digit, greater than, less than, nearest.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can find the location of a number on a number line. 2. I can name the two tens a number is in between. 3. I can name the two hundreds a number is in between. 4. I can name the two thousands a number is in between.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (May 2019)

Grade Level: 3rd Grade Essential Standard Report Out: Trimester 1	Essential Standard Addressed: 3.RA.D.9 Supporting Standards Addressed: 3.RA.A.4, 3.GM.B.7, 3.GM.B.8, 3.NBT.A.3, 3.RA.E.11 Topic: Relationships in Algebraic Thinking
End of Year Learning Goal: I can write and solve two-step word problems using addition and subtraction.	

Descriptor	Proficiency Scale	
Meeting	**The student independently, accurately, and consistently:** 1. I can write an equation involving a variable when given a one-step word problem using addition or subtraction. 2. I can identify a two-step word problem to represent an equation with a variable involving addition and/or subtraction up to four digits. 3. I can identify an equation with a variable to represent a two-step word problem involving addition and/or subtraction up to four digits. 4. I can solve two-step word problems involving variables using addition and/or subtraction up to four digits. 5. I can recognize and recall specific vocabulary such as: computation, operation, variable, equation, expression.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can solve multi-step problems with addition and/or subtraction involving real-world information from more than one source, such as graphs, tables, line plots, etc.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can write and solve the equation for a one-step problem involving addition up to four digits. 2. I can write and solve the equation for a one-step problem involving subtraction up to four digits. 3. I can solve an equation with a variable involving addition or subtraction. 4. I can identify a one-step word problem to represent an equation involving addition and/or subtraction up to four digits. 5. I can identify when a word problem is two-step. 6. I can identify when the first step of a two-step problem is addition. 7. I can identify when the first step of a two-step problem is subtraction. 8. I can solve the first step of a two-step problem involving addition. 9. I can solve the first step of a two-step problem involving subtraction. 10. I can recognize and recall specific vocabulary such as: addition, subtraction, addend, sum, minuend, subtrahend, difference.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can add up to three digit numbers. 2. I can subtract up to three digit numbers. 3. I can identify the correct computation of a one-step word problem involving addition or subtraction. 4. I can write and solve a one step word problem involving addition or subtraction up to three digits.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (May 2019)

Grade Level: 3rd Grade Essential Standard Report Out: Trimester 2	Essential Standard Addressed: 4.NBT.A.6 Supporting Standards Addressed: 3.NBT.A.4; 3.RA.A.1-5; 3.RA.B.6; 3.RA.C.7-8 Topic: Numbers and Base-Ten Operations
End of Year Learning Goal: I can multiply a number up to three-digit by one-digit and justify the solution.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can multiply a three digit whole number by a one-digit number using area model with numbers. 2. I can justify the solution of a multiplication problem of three digits by one-digit. 3. I can recognize and recall specific vocabulary, such as: Factor, Product, Distributive Property, Commutative Property, Multiple, Array, Area, Expanded Form, Repeated Addition.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can multiply a 2 x 2 digit number using area model.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can create an array to represent a multiplication equation. 2. I can multiply using the basic multiplication facts (up to 10 x 10). 3. I can use the distributive property to find the product of an equation (up to 10 x 10). 4. I can multiply whole numbers by multiples of 10 and 100. 5. I can find the solution to a multiplication problem of up to two digits by one digit using the base 10, grid, disc, and pictorial area models. 6. I can multiply a two digit whole number by a one-digit whole number using area model with numbers.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can show the expanded form of a whole number of up to 3 digits. 2. I can represent a multiplication problem with repeated addition.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (May 2021)

Grade Level: 3rd Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 3.RA.D.9 Supporting Standards Addressed: 3.RA.A.4, 3.GM.B.7, 3.GM.B.8, 3.NBT.A.3, 3.RA.E.11 Topic: Relationships in Algebraic Thinking
End of Year Learning Goal: I can write and solve two-step word problems using multiplication and division.	

Descriptor	Proficiency Scale	
Meeting	**The student independently, accurately, and consistently:** 1. I can write an equation involving a variable when given a one-step word problem using multiplication or division. 2. I can identify a two-step word problem to represent an equation involving multiplication or division. 3. I can solve two-step word problems involving variables using any of the four operations. 4. I can identify an equation to represent a two-step word problem involving any of the four operations. 5. I can recognize and recall specific vocabulary such as: computation, operation, factor, product, dividend, divisor, quotient, variable, equation, expression.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can solve multi-step problems with any of the four operations involving real-world information from more than one source, such as graphs, tables, line plots, etc.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can divide using the basic division facts within 100. 2. I can write the equation for a one-step problem involving multiplication or division. 3. I can solve an equation with a variable involving multiplication or division. 4. I can identify a one-step word problem to represent an equation involving multiplication or division within 100. 5. I can identify when the first step of a two-step problem is addition, subtraction, multiplication, or division. 6. I can solve the first step of a two-step problem involving addition, subtraction, multiplication, or division. 7. I can recognize and recall specific vocabulary such as: addition, subtraction, addend, sum, minuend, subtrahend, difference.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can solve a one step word problem involving addition or subtraction. 2. I can multiply using the basic multiplication facts (up to 10 x 10). 3. I can identify when a word problem is two-step.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (May 2019)

Grade Level: 3rd Grade Essential Standard Report Out: Trimester 3	Essential Standard Addressed: 3.NF.A1 Supporting Standards Addressed: 3.NF.A.2a, 3.NF.A.2b, 3.NF.A.3a, 3.NF.A.3b, 3.NF.A.3c, 3.NF.A.6, 3.GM.A.3, 3.NF.A.4, and 3.NF.A.7 Topic: Number Sense and Operations in Fractions
End of Year Learning Goal: I can represent a unit fraction and justify its value.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can name a fraction represented on a number line. 2. I can justify a fraction using pictures. 3. I can justify a fraction using words. 4. I can use tools, such as graph paper or a ruler, to partition or divide a whole into two, three, six, and eight equal parts. 5. I can recognize and recall specific vocabulary such as unit fraction and number line.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can add and subtraction fractions with like denominators. 2. I can find the fraction of a whole number.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal:** 1. When given a fraction bar partitioned into equal parts, I can name the fraction represented. 2. I can name the fraction represented by parts of a set. 3. I can create a visual to represent a given fraction. 4. I can recognize and recall specific vocabulary such as whole, part, halves, thirds, fourths, sixths, eighths, partition, divide, numerator, denominator, fraction, fraction bar, parts of a set, parts of a group, parts of a whole, strip diagram, equal.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can partition or divide a given visual into halves, thirds, fourths, sixths, or eighths. Visuals include fraction bars, fraction circles, number lines, rectangular pictures, and parts of a set. 2. When given a whole shape partitioned into equal parts, I can name the fraction represented.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (May 2019)

Grade Level: 3rd Grade Essential Standard Report Out: Trimester 3	Essential Standard Addressed: 3.GM.D.16 Supporting Standards Addressed: 3.GM.D.9-15 Topic: Geometry & Measurement
End of Year Learning Goal: I can compare the area and perimeter of two rectangles.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** . 1. I can compare the area of two rectangles with the same perimeter. 2. I can compare the perimeter of two rectangles with the same area. 3. When given two rectangles, I can compare the area of rectangles and the perimeter of the rectangles.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can create at least 2 rectangles that have equal area, but a different perimeter. 2. I can create at least 2 rectangles that have equal perimeter, but a different area.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can add the side lengths of a polygon to find the perimeter. 2. I understand that area is the amount of space an object takes up. 3. I understand that area is measured in square units. 4. I can count square units to find the area of irregular polygons on a grid. 5. I can create a rectangular array given the lengths of the sides. 6. I can multiply the side lengths of a rectangle to find the area. 7. I can create multiple rectangles with the same area. 8. I can find the area of a composite figure (squares, rectangles 9. I can recognize and recall specific vocabulary such as: area, perimeter, square units, rectangle, array, compare, distance, centimeter, inch, meter, foot, yard, mile, kilometer, equal, length, width, dimensions.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I understand that rectangles have opposite sides that are equal. 2. I can identify a rectangular array up to 5 x 5. 3. I can count square units to find the area of regular polygons on a grid.	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

3rd Grade Science

(Click Buttons Below)

Physical Science

Earth Science

Life Science

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 3rd Grade Essential Standard Report Out:	Standards Addressed: 3.PS2.B.1; 3.ETS1.A.1; 3.ETS1.B.1 Topic: Physical Science
End of Year Learning Goal: I can understand and apply big concepts of **physical science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can observe and measure magnetic forces and determine the cause/effect relationships between two objects not in contact with each other. 2. I can observe and measure electric forces and determine the cause/effect relationships between two objects when the objects are not in contact with each other	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 3rd Grade Essential Standard Report Out:	Standards Addressed: 3.PS1.A.1; 3.PS1.B.1; 3.ESS2.D.1; 3.ESS2.D.2; 3.ETS1.A.1; 3.ETS1.B.1 Topic: Earth Science
End of Year Learning Goal: I can understand and apply big concepts of **earth science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can determine the changes in water as a result of changes in temperature. * liquid to solid * solid to liquid * liquid to gas * gas to liquid. 2. I can represent and use data to describe typical weather conditions during a season. 3. I can use information to describe climates in different regions of the world.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 3rd Grade Essential Standard Report Out:	Standards Addressed: 3.LS1.B.1; 3.LS3.A.1; 3.LS3.B.1; 3.LS3.C.1; 3.LS3.D.1; 3.ETS1.A.1; 3.ETS1.B.1 Topic: Life Science
End of Year Learning Goal: I can understand and apply big concepts of **life science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can compare/contrast life cycles of different plants and animals and identify the common pattern of changes organisms go through during life. 2. I can construct arguments to support that some characteristics of organisms are inherited and some are influenced by the environment. 3. I can explain using evidence that some organisms based on adaptations or behaviors can survive well, some less well, and some cannot survive at all. 4. I can explain using evidence how characteristics of plants/animals of the same species can provide advantages in survival.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

3rd Grade Social Studies

(Click Buttons Below)

Civics & Government

History

Economics

Geography

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 3rd Grade Essential Standard Report Out:	Standards Addressed: 3.PC.1.E.a; 3.PC.1.F.a; 3.PC.1.F.b; 3.GS.2.D.a; 3.H.3.C.a; 3.H.3.E.a Topic: Civics & Government
End of Year Learning Goal: I can understand and apply big concepts of **civics & government**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can recognize and explain the significance of Missouri state symbols; and the National Anthem. 2. I can explain the functions of the three branches of the state government. 3. I can identify and describe Missourians who have made contributions to our state and nation.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 3rd Grade Essential Standard Report Out:	Standards Addressed: 3.H.3.A.a; 3.H.3.A.b; 3.H.3.A.c; 3.H.3.B.a; 3.H.3.E.a; 3.H.3.F.a; 3.H.3.F.b; 3.H.3.F.c Topic: History
End of Year Learning Goal: I can understand and apply big concepts of **history**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can explore the cultural interactions and conflicts among Native Americans, European immigrants, and enslaved and free African Americans in Missouri. 2. I can describe the importance of: a. the Louisiana Purchase, b. the Lewis and Clark expedition, c. the impact of Westward expansion, and d. the issues of Missouri statehood.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 3rd Grade Essential Standard Report Out:	Standards Addressed: 3.E.4.A.a; 3.E.4.A.b; 3.E.4.A.c; 3.E.4.A.d; 3.E.4.C.a Topic: Economics
End of Year Learning Goal: I can understand and apply big concepts of **economics**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify and explain the basic economic concepts of: a. private and public goods and services; b. supply and demand; c. how taxes are generated and used. 2. I can define economy and natural, human, and capital resources.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 3rd Grade Essential Standard Report Out:	Standards Addressed: 3.EG.5.A.a; 3.EG.5.B.a; 3.EG.5.C.a; 3.EG.5.F.a; 3.EG.5.F.b Topic: Geography
End of Year Learning Goal: I can understand and apply big concepts of **geography**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify and locate in Missouri: Major cities, rivers, regions. 2. I can identify and compare the characteristics of Missouri regions (landscape, resources, crops, recreation, etc). 3. I can identify and locate the states which border Missouri.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

3rd Grade Special Areas

(Click Buttons Below)

Art

Music

Physical Education

Innovations & Technology

Orchard Farm Art Proficiency Scale (updated May 2020)

Grade Level: 3rd Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. CREATES: I can create personally satisfying artwork using a variety of artistic processes and materials. 2. RESPONDS: I can evaluate an artwork based on given criteria. 3. CONNECTS: I can develop a work of art based on observations of surroundings. 4. PRESENTS: I can identify exhibit space and prepare works of art including artists' statements for presentation.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Music Proficiency Scale (updated May 2020)

Grade Level: 3rd Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can perform alone, and with others, a varied repertoire of music, including: a. + dotted half note/+do/re. 2. I can show knowledge of musical literacy, including: a. +dotted half note/+do/re. 3. I can show musical knowledge, including: a. largo/allegro b. pp/p/f/ff c. skips in melodies, and d. bar line/measure, staff/treble clef, line/space notes.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Physical Education Proficiency Scale (updated May 2019)

Grade Level: 3rd Grade

Descriptor	Proficiency Scale		Standard Extended
Meeting	**The student independently, accurately, and consistently:**		**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
	Skill Development 1. I can follow offensive and defensive strategies. 2. I can perform several locomotor, non-locomotor, and manipulative skills while maintaining control. 3. I can identify principles of movement. 4. I can move safely in the playing area. 5. I can check my heart rate by taking my pulse. 6. I can set realistic personal fitness goals. 7. I can name and perform exercises and activities for health components of fitness. 8. I can describe the benefits of being healthy.	*Effort* 1. I can participate regularly to sustain or improve my fitness. 2. I can work by myself until the task is completed. 3. I can be on-task during group activities without reminders. 4. I can work cooperatively with a partner or in a small group to reach a goal. 5. I can accept responsibility for my own actions in group physical activities by following directions and procedures. 6. I can follow the rules and procedures in physical activities.	
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**		
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**		
Not Yet	**Even with help, not successful at this time.**		

Orchard Farm Technology & Innovations Proficiency Scale (updated May 2020)

Grade Level: Third Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can enter data and create a graph in Google Sheets. 2. I can place helpful comments on a Google Doc, Slide, and/or Drawing. 3. I can create animated drawings and designs. 4. I can code a program using loops properly.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

SUBJECTS

4th Grade

(Click Buttons Below)

MATH

SCIENCE

SOCIAL STUDIES

SPECIAL AREAS

*At this time, the district continues to use a traditional grading scale for Reading and Writing. Standards Based Grading will be added as it is completed.

PROFICENCY SCALES

4th Grade Math

(Click Buttons Below)

Add & Subtract

Multiply & Divide

Problem Solving

Mixed Operations

Graphing

Fractions

Geometry

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out: Trimester 1	Essential Standard Addressed: 4.RA.A.2 Supporting Standards Addressed: 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.A.5, 4.RA.C.6 Topic: Relationships and Algebraic Thinking
End of Year Learning Goal: I can solve multi-step addition and subtraction problems and justify my answer.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can solve a multi-step problem using addition up to 999,999. 2. I can solve a multi-step problem using subtraction up to 999,999. 3. I can justify my answer to addition and subtraction problems.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can write an equation, using a variable that represents a word problem. 2. I can use estimation to interpret the reasonableness of an answer to addition and subtraction problems.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can solve for an unknown number in an equation. 2. I can solve a one step word problem using addition. 3. I can solve a one step word problem using subtraction 4. I can solve the first step to a multi-step word problem.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I have a strategy to solve addition basic facts. 2. I have a strategy to solve subtraction basic facts. 3. I can solve computation problems with addition with and without regrouping. 4. I can solve computation problems with subtraction with and without regrouping. 5. I can recognize and recall specific vocabulary, such as: place value, unknown/variable, addend, sum, difference, minuend, subtrahend.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out: Trimester 1	Essential Standard Addressed: 4.RA.A.2 Supporting Standards Addressed: 4.NBT.A.2-7; 4.RA.A.1; 4.RA.A.3; 4.RA.B.4-5; 4.RA.C.6-7 Topic: Relationships and Algebraic Thinking
End of Year Learning Goal: I can solve multi-step multiplication and division problems and justify my answer.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can solve a 2 by 2 digit multiplication problem. 2. I can solve a 4 digit by 1 digit division problem. 3. I can solve a multi-step problem using multiplication. 4. I can solve a multi-step problem using division. 5. I can recognize, recall, and understand specific vocabulary, such as: factors, multiples, estimation, justify, dividend, divisor, quotient, product.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can write an equation, using a variable that represents a word problem. 2. I can solve multiplication and division problems using more than 1 strategy.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can solve the first step to a two step word problem. 2. I can solve a 4 digit by 1 digit multiplication problem. 3. I can solve a 3 digit by 1 digit division problem.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can solve basic multiplication facts up to factors of 100. 2. I can solve basic division facts up to factors of 100. 3. I can solve for an unknown number in an equation. 4. I can multiply a 3 digit whole number by a 1 digit whole number using area model with numbers. 5. I can solve a 2 digit by 1 digit division problem. 6. I can solve a one-step multiplication word problem up to a 3 digit whole number by a 1 digit whole number. 7. I can solve a one-step division word problem up to 2 digit by 1 digit.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 4.GM.C.7 Supporting Standards Addressed: 4.NF.C.11-12; 4.GM.C.6; 4.GM.C.8 Topic: Geometry and Measurement
End of Year Learning Goal: I can solve problems involving distances, intervals of time, liquid volume, weight of objects, and money.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can determine which operation to use based on context of problem. 2. I can solve problems using money (tenths, hundredths) 3. I can solve problems using intervals of time (elapsed time, hours, minutes, seconds, ¼, 1/2) 4. I can solve problems with capacity *metric* conversions (l, ml) with a conversion chart. 5. I can solve problems with weight *metric* conversions (kg, g) with a conversion chart. 6. I can solve problems with length *metric* conversions (km, m, cm) with a conversion chart. 7. I can solve problems with length *customary* conversions (in., ft, yds) with a conversion chart. 8. I can solve problems with weight *customary* conversions (oz, lbs) with a conversion chart. 9. I can solve problems with capacity *customary* conversions (pints, qts, gal) with a conversion chart.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can solve multi-step problems that require measurement conversions.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can use addition, subtraction, multiplication, and division to solve problems. 2. I can choose the appropriate unit of measurement for a given situation within a single system. 3. I can order the units of measurement from greatest to least and least to greatest within the *metric* system. 4. I can order the units used to measure weight and volume from greatest to least and least to greatest within the *customary* system. 5. I can convert from a larger unit to a smaller unit and smaller unit to a larger unit using a conversion chart.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can tell time to the minute and hour. 2. I can identify the value of money: coins and dollars. 3. I can order the units used to measure distance and length from greatest to least and least to greatest within the *customary* system.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (May 2019)

Grade Level: 4th Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 4.RA.A.2 Supporting Standards Addressed: 4.NBT.A.5, 4.RA.A.1, 4.NBT.A.6, 4.RA.B.4, 4.RA.B.5, 4.NBT.A.7, 4.RA.A.3, 4.NBT.A.2, 4.NBT.A., 4.NBT.A.3, 4.NBT.A.4, 4.RA.C.6, 4.RA.C.7 Topic: Relationships and Algebraic Thinking
End of Year Learning Goal: I can solve multi-step word problems with mixed operations and use estimation to interpret the reasonableness of an answer.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can estimate and justify my answer. 2. I can solve a multi-step word problem with mixed operations. 3. I can use inverse operations to solve problems. 4. I can use error analysis to identify errors and correct them in problems. 5. I can recognize, recall, and understand specific vocabulary, such as: factors, multiples, estimation, justify, dividend, divisor, quotient, product.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can write an equation, using a variable that represents a word problem. 2. I can understand how to use a remainder in a real-world problem.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can solve a 2 digit by 2 digit multiplication problem. 2. I can solve a 4 digit by 1 digit division problem. 3. I can solve a one-step multiplication word problem. 4. I can solve a one-step division word problem. 5. I can solve a simple multi-step problem using addition, up to 999,999. 6. I can solve a simple multi-step problem using subtraction, up to 999,999. 7. I can solve a simple multi-step problem using multiplication, up to 4 digits by 1 digit. 8. I can solve a simple multi-step problem using division, up to a 3 digit dividends by 1 digit divisor. 9. I can solve the first step to a multi-step word problem with mixed operations. 10. I can recognize and recall specific vocabulary, such as: place value, unknown/variable, addend, sum, difference, minuend, subtrahend.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can solve computation problems with addition with and without regrouping. 2. I can solve problems with subtraction with and without grouping. 3. I can solve multiplication basic facts. 4. I can solve division basic facts. 5. I can solve a one step word problem using addition. 6. I can solve a one step word problem using subtraction 7. I can solve for an unknown number in an equation.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 4.DS.A.3 Supporting Standards Addressed: 4.DS.A.1; 4.DS.A.2 Topic: Geometry and Measurement
End of Year Learning Goal: I can analyze data in a frequency table, line plot, bar graph, or picture graph to answer a set of questions.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can solve problems using information on a given data display by adding or subtracting in a line plot, frequency table, bar graph, picture graph. 2. I can find the mode, range, and the least occuring data. 3. I can find trends in the data, answer questions about the trends, and make predictions using the data.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can create a line graph given a set of measurement data.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can create a picture graph with a scale that is greater than 1 to 1. 2. I can create a bar graph with a scale that is greater than 1 to 1. 3. I can identify a frequency table for a given set of measurement data. 4. I can correctly place numbers for the scale on a line plot given a set of measurement data. 5. I can find the mode and range using a bar graph or picture graph. 6. I can create a frequency table and/or line plot with whole numbers and fractions with denominators or 2, 4, or 8.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can solve one step and two step scaffolded problems using picture graphs and bar graphs. 2. I can interpret a picture graph or bar graph with a scale that is greater than 1 to 1.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (May 2019)

Grade Level: 4th Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 4.NF.B.6 Supporting Standards Addressed: 4.NF.A.1, 4.NF.A.2, 4.NF.A.3, 4.NF.B.4, 4.NF.B.5, 4.NF.B.7, 4.NF.B.8, 4.NF.C.9, 4.NF.C.10 Topic: Fractions and Number Sense in Operations
End of Year Learning Goal: I can solve problems when adding and subtracting fractions and mixed numbers with related denominators.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can simplify a fraction to ½. 2. I can add fractions with related denominators. 3. I can subtract fractions with related denominators. 4. I can add mixed numbers. 5. I can subtract mixed numbers. 6. I can compose and decompose mixed numbers. 7. I can create equivalent fractions. 8. I can recognize and recall specific vocabulary such as: improper fraction, mixed number.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can simplify a fraction to thirds, fourths, fifths. 2. I can change an improper fraction to a mixed number.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can add fractions with same denominators. 2. I can subtract fractions with same denominators. 3. I can compose and decompose fractions. 4. I can compare fractions with the same numerator. 5. I can compare fractions with the same denominator. 6. I can recognize and recall specific vocabulary such as: decompose, compose, unit.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can recognize equivalent fractions. 2. I can understand that a fraction is part of a whole. 3. I can recognize and recall specific vocabulary such as: fraction, numerator, denominator, sum, difference, equivalent.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out: Trimester 3	Essential Standard Addressed: 4.GM.A.1 Supporting Standards Addressed: 4.GM.A.2, 4.GM.A.3, 4.GM.B.4, 4.GM.B.5 Topic: Geometry and Measurement
End of Year Learning Goal: I can identify and draw points, lines, rays, and angles.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can classify 2D shapes by their sides. 2. I can estimate the measure of an angle. 3. I can classify a 2D shape by their angles. 4. I can classify a 2D shape into more than one category. 5. I can construct lines of symmetry for a regular/irregular polygon. 6. I can measure angles using a protractor with 2 degrees. 7. I can draw an angle using a protractor within 2 degrees.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can identify supplementary and complementary angles. 2. I can identify 2 and 3-D shapes by their attributes. 3. I can find the volume of a 3-D shape for a rectilinear figure.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can identify a points, lines, line segments, and rays. 2. I can identify lines of symmetry for a regular or irregular polygon. 3. I can identify perpendicular lines. 4. I can identify angles. 5. I can draw a point, line, line segment and ray. 6. I can draw parallel lines. 7. I can draw perpendicular lines.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify a regular polygon. 2. I can identify parallel lines. 3. I can identify a quadrilateral.	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

4th Grade Science

(Click Buttons Below)

Physical Science

Earth Science

Life Science

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out:	Standards Addressed: 4.PS2.A.1; 4.PS2.A.2; 4.PS2.B.1; 4.PS2.B2; 4.PS3.A.1; 4.PS3.B.1; 4.PS3.B.2; 4.PS3.C.1; 4.ETS1.A.1; 4.ETS1.B.1 Topic: Physical Science
End of Year Learning Goal: I can understand and apply big concepts of **physical science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can observe and measure forces and interactions of objects in motion: Use patterns to predict future motion, effects of balanced and unbalanced forces on an object; forces to overcome friction; the amount of force effects speed and direction of objects; how a simple machine changes the amount of force and direction. 2. I can explain the transfer of energy and information through temperature change, light, sound, motion, magnetism, and electricity.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out:	Standards Addressed: 4.ESS1.C.1; 4.ESS2.A.1; 4.ESS2.B.1; 4.ESS3.A.1; 4..ETS1.A.1; 4.ETS1.B.1 Topic: Earth Science
End of Year Learning Goal: I can understand and apply big concepts of **earth science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. 2. I can explain how weathering and erosion shape Earth's surface. 3. I can generate and compare solutions to reduce impacts of natural Earth processes on humans such as earthquake resistant buildings and monitoring volcanic activity. 4. I can analyze and interpret data from maps to describe patterns of Earth's features such as locations of mountains, continental boundaries, volcanoes, and earthquakes.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out:	Standards Addressed: 4.LS1.A.1; 4.LS1.D.1; 4.ETS1.A.1; 4.ETS1.B.1 Topic: Life Science
End of Year Learning Goal: I can understand and apply big concepts of **life science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can explain that plants and animals have internal and external structures that function to support survival, growth, behavior, and plant reproduction. 2. I can describe how animals receive different types of information through their senses, and then process and respond to the information, for example: migration and hibernation.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

4th Grade Social Studies

(Click Buttons Below)

Civics & Government

History

Economics

Geography

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out:	Standards Addressed: 4.PC.1.A.a; 4.PC.1.B.a; 4.PC.1.B.b; 4.PC.1.C.a; 4.PC.1.C.b; 4.GS.2.C.a; 4.GS.2.D.a Topic: Civics & Government
End of Year Learning Goal: I can understand and apply big concepts of **civics & government**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can explain the purpose of: a. the Declaration of Independence, b. the U.S. Constitution, and c. the Bill of Rights. 2. I can explain the function of the federal government.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out:	Standards Addressed: 4.H.3.A.a; 4.H.3.A.b; 4.H.3.A.c; 4.H.3.D.a Topic: History
End of Year Learning Goal: I can understand and apply big concepts of **history**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can understand the movement of people from many regions of the world to North America. 2. I can describe the migrations of Native Americans prior to 1800. 3. I can describe the discovery, exploration, and early settlement of America prior to 1800. 4. I can describe the reasons African peoples were enslaved and brought to America prior to 1800.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 4th Grade Essential Standard Report Out:	Standards Addressed: 4.E.4.A.a; 4.E.4.A.b; 4.E.4.A.c; 4.E.4.C.a Topic: Economics
End of Year Learning Goal: I can understand and apply big concepts of **economics**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify and explain the basic economics concepts of: a. natural, capital, and human resources; b. taxes, saving, investing, c. the relationship between profit and loss in economic decisions, and d. how the government uses taxes to provide goods and services.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2020)

Grade Level: 4th Grade Essential Standard Report Out:	Standards Addressed: 4.EG.5.A.a; 4.EG.5.B.a; 4.EG.5.C.a; 4.EG.5.C.b; 4.EG.5.D.a; 4.EG.5.F.a Topic: Geography
End of Year Learning Goal: I can understand and apply big concepts of **geography**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify and compare the physical characteristics of the five regions in the United States including mountain ranges and river systems. 2. I can describe and analyze how the people who live in different regions of the United States are affected by the characteristics of that region, such as: a. weather, b. natural resources, c. population, and d. culture.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

4th Grade Special Areas

(Click Buttons Below)

Art

Music

Physical Education

Innovations & Technology

Orchard Farm Art Proficiency Scale (updated August 2020)

Grade Level: 4th Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. CREATES: I can explore and invent art-making techniques and approaches. 2. RESPONDS: I can analyze components in visual imagery that convey messages. 3. CONNECTS: I can create works of art that reflect community cultural traditions. 4. PRESENTS: I can compare and contrast purposes of art museums and other venues, as well as the types of personal experience they provide.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Music Proficiency Scale (updated May 2020)

Grade Level: 4th Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can perform alone, and with others, a varied repertoire of music, including: a. + eighth note & rest/syncopation, and b. +fa 2. I can show knowledge of musical literacy, including: a. + eighth note & rest/syncopation, and b. +fa, treble clef 3. I can show musical knowledge, including: a. +andante, b. +mp/mf, c. +ABA/Rondo, d. Woodwind Family, e. Peer Gynt, f. Recorder	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Physical Education Proficiency Scale (updated May 2019)

Grade Level: 4th Grade

Descriptor	Proficiency Scale		Standard Extended
Meeting	**The student independently, accurately, and consistently:**		**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
	Skill Development 1. I can understand how to start, stop, and change direction to perform activities safely. 2. I can perform motor movements with more advanced patterns. 3. I can demonstrate and explain basic strategies during games and activities. 4. I can determine what my team needs me to do based on whether we are playing offense or defense. 5. I can understand the importance of balance and control when moving. 6. I can identify activities that match with health components. 7. I can explain the benefits of being physically active and eating healthy.	*Effort* 1. I can elevate my heart rate by increasing movement in class. 2. I can apply movement principles during physical activity. 3. I can work independently of others to meet individual goals and tasks. 4. I can actively participate during physical activities. 5. I can demonstrate cooperation and sportsmanship by following rules while participating in physical activities. 6. I can accept responsibility for my actions during physical activity. 7. I can follow safety rules and procedures during physical activities.	
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**		
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**		
Not Yet	**Even with help, not successful at this time.**		

Orchard Farm Technology & Innovations Proficiency Scale (updated May 2020)

Grade Level: Fourth Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can enter data into a Google Sheet and find both the sum and average of the data. 2. I can create a survey in a Google Form for someone else to complete. 3. I can compose a clear, properly written message in Gmail and send it to one of my contacts. 4. I can utilize variables in projects.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

SUBJECTS

5th Grade

(Click Buttons Below)

MATH

SCIENCE

SOCIAL STUDIES

SPECIAL AREAS

*At this time, the district continues to use a traditional grading scale for Reading and Writing. Standards Based Grading will be added as it is completed.

PROFICENCY SCALES

5th Grade Math

(Click Buttons Below)

- Conversions
- Graphing
- Fractions & Decimals
- Add & Subtract Fractions
- Multi-Step Problem Solving

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 5th Grade Essential Standard Report Out: Trimester 1	Essential Standard Addressed: 5.GM.D.9 Supporting Standards Addressed: 5.GM.D.8; 5.GM.B.4; 5.GM.B.5 Topic: Geometry and Measurement
End of Year Learning Goal: I can solve multi-step problems involving metric conversions. I can solve multi-step problems involving customary conversions.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can convert within a measurement system. 2. I can find the volume of a 3-D rectilinear figure. 3. I can solve multi-step problems with *metric* conversions (kilometer, meter, centimeter, millimeter, kilogram, milligram, gram, liter, milliliter). 4. I can solve multi-step problems with *customary* conversions (inches, feet, yards, miles, tons, ounces, pounds, cups, pints, quarts, gallons).	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can find the volume of an irregular shape.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can determine which operation to use based on context of problem. 2. I can solve single step problems with capacity *metric* conversions (l, ml) 3. I can solve single step problems with weight *metric* conversions (kg, g, mg) 4. I can solve single step problems with length *metric* conversions (km, m, cm, mm) 5. I can solve single step problems with length *customary* conversions (in., ft, yds, miles) 6. I can solve single step problems with weight *customary* conversions (oz, lbs, tons) 7. I can solve single step problems with capacity *customary* conversions (c, pints, qts, gal)	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can determine if length, weight, or capacity is being asked. 2. I can use strategies to multiply (up to 4 x 1 multiplication and 2 x 2). 3. I can use strategies to divide (up to 3 by 1 division). 4. I can find the area of a rectilinear figure.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 5th Grade Essential Standard Report Out: Trimester 1	Essential Standard Addressed: 5.DS.A.1 & 5.DS.A.2 Supporting Standards Addressed: Topic: Data & Statistics
End of Year Learning Goal: I can create a line graph and a line plot to represent and solve questions from a data set.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can define an outlier. 2. I can determine an outlier of a data set. 3. I can choose the correct line graph given a data set and the correct data set given the line graph. 4. I can choose the correct line plot given a data set and the correct data set given the line plot. 5. I can create a line graph using a data set. 6. I can create a line plot graph using a data set. 7. I can answer questions by using data from the line plots. 8. I can identify trends and make a prediction in a given data set. 9. I can recognize and recall specific vocabulary, such as: x axis, y axis, origin, ordered pair, coordinate grid, label, data set, median, mode, range, mean, average, outliers, trend.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can create a line plot given a data set with halves and fourths.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can read an ordered pair. 2. I can locate an ordered pair. 3. I can determine which variable represents the x and y axis. 4. I can determine an appropriate scale for the data (line graph). 5. I can determine when to use a line graph or line plot when given a scenario. 6. I can organize information/data into a chart or a table. 7. I can identify the mode or when there is not a mode of a data set. 8. I can identify the range of a data set. 9. I can determine a median of a data set. 10. I can determine the mean of a simple data set.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the x and y axis. 2. I can identify the origin. 3. I can choose an appropriate title for the graph. 4. I can correctly label the axes.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 5th Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 5.NF.A.3 Supporting Standards Addressed: 5.NBT.A.1, 5.NBT.A.3, 5.NF.A.1, 5.NF.A.2 Topic: Number Sense and Operations in Fractions
End of Year Learning Goal: I can compare and order fractions and/or decimals using <,>, = and justify the solution.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can compare fractions and decimals to the hundredths with denominators of 1, 2, 4, 5, 10, 20, 25, 50, 100, 1000. 2. I can order fractions and decimals from greatest to least and least to greatest to the hundredths. 3. I can explain using words why one fraction or decimal is larger/smaller than another.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can compare and order fractions and decimals with denominators of 3, 6, 7, 8, 12.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can compare decimals to the hundredths. 2. I can compare fractions to the hundredths. 3. I can order decimals from least to greatest and greatest to least. 4. I can order fractions from least to greatest and greatest to least. 5. I can convert decimals to fractions to the hundredths. 6. I can convert fractions to decimals. 7. I can recognize and recall specific vocabulary, such as: numerator, denominator, common denominators, equivalent fractions, common factor.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify the value of a number to the hundredths. 2. I can represent a decimal in relation to one whole. 3. I can create equivalent fractions using related denominators. 4. I can create equivalent fractions using unlike denominators.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 5th Grade Essential Standard Report Out: Trimester 2-3	Essential Standard Addressed: 5.NF.B.6 Supporting Standards Addressed: 5.NF.B.4, 5.NF.B.5, 5.NF.B.7, 5.NF.B.8 Topic: Number Sense and Operations in Fractions
End of Year Learning Goal: I can add and subtract mixed numbers with unlike denominators and justify the solution.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** *Denominators can include: 1, 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100 1. I can add mixed numbers up to 10 whole numbers. 2. I can subtract mixed numbers up to 10 whole numbers. 3. I can simplify the fraction/answer to the lowest terms....(using the GCF or a factor they share) 4. I can justify my solution/process of adding and subtracting mixed numbers and I'm able to show my thinking using evidence, words, or visuals. (problem solving) 5. I can identify the mistake in the steps taken to solve a problem. 6. I can recognize and recall specific vocabulary, such as: reduce, simplify/simplest form, lowest terms.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can create fraction equations to equal a given number.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can add mixed numbers with like denominators. 2. I can subtract mixed numbers with like denominators. 3. I can create equivalent fractions with the same denominator. 4. I can explain the solution/process to add or subtract unlike denominator fractions. 5. I can add fractions with unlike denominators. 6. I can subtract fractions with unlike denominators. 7. I can recognize and recall specific vocabulary, such as: numerator, denominator, factor, multiple, equivalent, mixed number, improper fraction, difference, sum, common.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can add fractions with like denominators. 2. I can subtract fractions with like denominators. 3. I can recognize equivalent fractions equal to one whole. 4. I can find common multiples 5. I can turn mixed numbers to improper fractions. 6. I can turn improper fractions to mixed numbers.	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Math Proficiency Scale (updated May 2019)

Grade Level: 5th Grade Essential Standard Report Out: Trimester 3	Essential Standard Addressed: 5.RA.C.5 Supporting Standards Addressed: 5.RA.A.1; 5.RA.A.2; 5.RA.B.3; 5.RA.B.4; 5.NBT.A.7; 5.NBT.A.8; Topic: Relationships and Algebraic Thinking
End of Year Learning Goal: I can solve multi-step problems involving variables, fractions, and decimals and justify the reasonableness of the answer.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can solve a problem involving exponents with a base of 10. 2. I can use the order of operations. 3. I can estimate to show the reasonableness of an answer. 4. I can identify errors in a multi-step problem and rework the problem correctly. 5. I can write an equation based on a word problem and solve for the answer. 6. I can write a word problem based on an equation and solve for the answer. 7. I can recognize and recall specific vocabulary, such as: inverse operation, variable, order of operation, reasonableness, exponents with a base of ten.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:** 1. I can solve a problem involving exponents with a base number other than 10.
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by:** 1. I can identify a variable that represents an unknown number. 2. I can identify the order of operations. 3. I can use any of the four operations to solve problems involving decimals. 4. I can use any of the four operations to solve problems involving fractions. 5. I can convert fractions to decimals and decimals to fractions. 6. I can order fractions, decimals, and whole numbers from greatest to least and least to greatest. 7. I can recognize and recall specific vocabulary, such as: greatest, least, mixed numbers, improper fractions, equivalent fractions, estimation, equations, simplify.	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with:** 1. I can identify keywords that indicate the operation to use in word problems. 2. I can all use the four operations to solve a problem. 3. I can change mixed numbers to improper fractions and improper fractions to mixed numbers. 4. I can find equivalent fractions. 5. I can simplify a fraction to lowest terms.	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

5th Grade Science

(Click Buttons Below)

Physical Science

Earth Science

Life Science

Orchard Farm Science Proficiency Scale (updated May 2020)

Grade Level: 5th Grade Essential Standard Report Out:	Standards Addressed: 5.PS1.A.1; 5.PS1.A.2; 5.PS1.B.1; 5.ETS1.A.1; 5.ETS1.B.1 Topic: Physical Science
End of Year Learning Goal: I can understand and apply big concepts of **physical science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify the properties of mixtures and solutions and apply appropriate methods to separate the components. 2. I understand that the total weight of matter stays the same regardless of the change (phase changes, dissolving, mixing) that occurs. 3. I can observe and identify key evidence (heat, sound, color, smell, and/or phase change) of two or more substances combining and if it results in a new substance being created (chemical change).	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 5th Grade Essential Standard Report Out:	Standards Addressed: 5.ESS1.B.1; 5.ESS1.B.2; 5.ESS2.A.1; 5.ESS2.C.1; 5.ESS3.C.1; 5.ETS1.A.1; 5.ETS1.B.1 Topic: Earth Science
End of Year Learning Goal: I can understand and apply big concepts of **earth science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can collect and represent data to show patterns of daily changes in length of shadows and length of day/night in relation to the season. 2. I can identify ways communities use science ideas to protect the Earth's resources and environment (ie. water, energy, recycling). 3. I can describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Science Proficiency Scale (updated May 2019)

Grade Level: 5th Grade Essential Standard Report Out:	Standards Addressed: 5.LS1.C.1; 5.LS2.B.1; 5.ETS1.A.1; 5.ETS1.B.1 Topic: Life Science
End of Year Learning Goal: I can understand and apply big concepts of **life science**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can describe the movement of matter among plants, animals, decomposers, and the environment. 2. I can describe how plants get the materials (ie. carbon dioxide, water, sunlight) they need to grow and how they support ecosystems.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

5th Grade Social Studies

(Click Buttons Below)

Civics & Government

History

Geography

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 5th Grade Essential Standard Report Out:	Standards Addressed: 5.PC.1.A.a; 5.PC.1.B.a; 5.PC.1.C.a; 5.PC.1.D.a; 5.GS.2.C.a; 5.GS.2.D.a Topic: Civics & Government
End of Year Learning Goal: I can understand and apply big concepts of **civics & government**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify the significance and impact on our daily lives as a result of: a. the Declaration of Independence, b. the U.S. Constitution, and c. the Bill Rights. 2. I can identify and explain the functions of local, state, and national government.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated May 2019)

Grade Level: 5th Grade Essential Standard Report Out:	Standards Addressed: 5.H.3.E.a; 5.H.3.G.a; 5.H.3.H.a; 5.H.3.I.a; 5.H.3.I.b Topic: History
End of Year Learning Goal: I can understand and apply big concepts of **history**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can identify the political, economic, and social causes and consequences of significant events in American history, such as: a. the Civil War. b. World War I, c. the Great Depression, and d. World War II.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Social Studies Proficiency Scale (updated August 2019)

Grade Level: 5th Grade Essential Standard Report Out:	Standards Addressed: 5.EG.5.A.a; 5.EG.5.A.b; 5.EG.5.B.a; 5.EG.5.B.b; 5.EG.5.C.a; 5.EG.5.C.b; 5.EG.5.D.a; 5.EG.5.F.a Topic: Geography
End of Year Learning Goal: I can understand and apply big concepts of **geography**.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can use geographic sources to acquire information, answer questions, and solve problems. 2. I can name and locate states in the United States. 3. I can locate and describe real places using absolute and relative location.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

PROFICENCY SCALES

5th Grade Special Areas

(Click Buttons Below)

Art

Music

Physical Education

Innovations & Technology

Orchard Farm Art Proficiency Scale (updated May 2020)

Grade Level: 5th Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. CREATES: I can experiment and develop skills in multiple art-making techniques and approaches through practice. 2. RESPONDS: I can compare one's own interpretation of a work of art with the interpretation of others. 3. CONNECTS: I can identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. 4. PRESENTS: I can cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Music Proficiency Scale (updated May 2020)

Grade Level: 5th Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can perform alone, and with others, a varied repertoire of music, including: a. + sixteenth notes & rest, b. +ti 2. I can show knowledge of musical literacy, including: a. +sixteenth notes & rest, b. +ti, and c. treble/bass clef 3. I can show musical knowledge, including: a. tempo, b. +crescendo/decrescendo, c. form, d. percussion family, e. Nutcracker, and f. an instrument of choice (ukulele/boomwhackers)	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	

Orchard Farm Physical Education Proficiency Scale (updated May 2019)

Grade Level: 5th Grade

Descriptor	Proficiency Scale		Standard Extended
Meeting	**The student independently, accurately, and consistently:**		**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
	Skill Development 1. I can control my body and objects during physical activities. 2. I can identify rules of play during physical activity. 3. I can determine when to apply cooperative strategies and when to apply offensive and defensive strategies. 4. I can name the benefits of being healthy. 5. I can evaluate and improve my fitness level. 6. I can identify basic systems of the human body. 7. I can set personal fitness goals.	*Effort* 1. I can participate in games by playing by the rules. 2. I can work alone during physical activities. 3. I can actively participate in physical activity without adult intervention. 4. I can work cooperatively with a partner or a group during physical activity. 5. I can demonstrate sportsmanship and cooperation by following rules while participating in physical activity. 6. I can be responsible for my actions during physical activity.	
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**		
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**		
Not Yet	**Even with help, not successful at this time.**		

Orchard Farm Technology & Innovations Proficiency Scale (updated May 2021)

Grade Level: Fifth Grade

Descriptor	Proficiency Scale	Standard Extended
Meeting	**The student independently, accurately, and consistently:** 1. I can attach documents and post links to my assignments in Canvas. 2. I can code a program correctly using "if/then" statements. 3. I can create original artwork and/or animations for my coded program. 4. I can create a website in Google Sites with multiple pages, text, and images.	**In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard.**
Approaching	**The student with support and prompting is demonstrating he/she is nearing the learning goal by understanding and demonstrating the more simple details, concepts, and processes, and some of the more complex concepts and processes.**	
Beginning	**The student with ongoing support and prompting is beginning to demonstrate success with the more simple concepts and processes.**	
Not Yet	**Even with help, not successful at this time.**	