



ARLINGTON PUBLIC SCHOOLS
DISCOVERY ELEMENTARY
EXPLORERS



October 15, 2025 PTA



Common Checks for Understanding

- Weekly in ELA and Math
- Include the standard and proficiency levels in words
- Send work home



COMMON CHECK

For Teacher Use: 3.NS.4a Determining a collection up to \$5.00 Developing Approaching Meeting

3.NS.4b Construct a set of bills & coins whose value is \$5.00 or less up to \$5.00

Developing Approaching Meeting

Name: _____

SOL: 3.NS.4ab Money

Directions: Answer the questions below.

SOL: 3.NS.4a

1) Jayden had the amount of money shown below. How much money does Jayden have? Write your answer on the line provided.



SOL: 3.NS.4a

2) Count the collection. Write the value on the line provided.





What's New?



Developing



Approaching



Meeting





What's New?



Developing



Approaching



Meeting



Extending



Universal Proficiency Scale

Standards-Based Assessment Proficiency Scale

Performance Level	4 Extending the Standard	3 Meeting the Standard	2 Approaching the Standard	1 Developing the Standard
		In addition to meeting the standard, the student shows in-depth understanding and application of the standard.	The student shows full understanding of the standard independently, including using appropriate vocabulary.	The student shows partial understanding of the standard independently. The student may demonstrate inconsistency.
Accommodations for Students with 504 , Students with Disabilities and English Learners are not considered supports in the scale. <input type="checkbox"/> Students can meet or extend the standard using their provided accommodation(s).				
Additional Indicators	<ul style="list-style-type: none"> The student has met the standard AND has been presented with instructional tasks to extend within the standard. The student demonstrates in-depth thinking and application related to the extension task(s). 	<ul style="list-style-type: none"> The student demonstrates understanding of the entire standard. The student must know and be able to do the entirety of the standard. 	<ul style="list-style-type: none"> The student sometimes demonstrates understanding of the standard. The student demonstrates the foundational knowledge needed to learn the target content. (This may require student use of visuals, manipulatives, graphic organizer, etc). The student has no major errors or omissions regarding the simpler details and processes, but major errors regarding the more complex ideas and processes. 	<ul style="list-style-type: none"> The student demonstrates initial, partial, or inconsistent knowledge of the standard with support. Scaffolds and teacher support are consistently needed to demonstrate knowledge of the standard.
SEL Standards	The student can generalize or apply learned SEL skills across multiple settings and content areas .	The student demonstrates understanding of the entire standard during explicit SEL instruction .	The student sometimes demonstrates partial understanding of the standard during explicit SEL instruction .	The student demonstrates initial, partial, or inconsistent knowledge of the standard with support during explicit SEL instruction with support .
Curriculum Map Notes for ELA & Math	See Learning Plan (Stage 3) for extending the learning for students who have already learned the content.	See Learning Plan (Stage 3) for the instructional sequence for specific learning targets of the standard.	See Learning Plan (Stage 3) for scaffolded supports.	See Learning Plan (Stage 3) for scaffolded supports.

- Streamlined, universal proficiency scale for **all** content areas
- New 4th Performance level: ***Extending the Standard***



What's New?

**Developing- with
teacher support**

**Extending- the
student shows in
depth thinking and
application of the
standard**





What does it mean to extend?

- **Small Group**



Oct. 25 9AM

- **Common Check**
- **Progress Report**



The New Progress Report



The Why

- It's 1 page not 6-7 pages
- It's translated into the top 4 languages
- Shows growth over time and not a snapshot in time.

Quarterly Progress Report



Standards-Based Progress Report – 3rd Grade

Student Name:	Student ID:	Teacher:	Grade:	Quarter:				
			Attendance	Q1	Q2	Q3	Q4	Total
			Days Tardy					
			Days Absent					

XXX Elementary School
 School Address
 Phone Number
 Principal:

Performance Level Descriptors	
4 Extending the Standard	In addition to meeting the standard, the student shows in-depth understanding and application of the standard.
3 Meeting the Standard	The student shows full and consistent understanding of the standard independently.
2 Approaching the Standard	The student shows partial and/or inconsistent understanding of the standard independently.
1 Developing the Standard	The student shows initial understanding of the standard with support.
NT Not taught this quarter	
IN Introduced but not assessed this quarter	

Mathematics	Q1	Q2	Q3	Q4
Number & Number Sense				
Reads, writes, and determines the place and value of each digit in a whole number, up to six digits				
Understands the base 10 system to compare and order whole numbers up to 9,999				
Uses reasoning and justification to represent and compare fractions and mixed numbers				
Solves problems that involve counting, comparing, representing, and making change for money amounts up to \$5.00				
Computation and Estimation				
Estimates, represents, solves, and justifies solutions to single-step and multistep problems using addition and subtraction with whole numbers				
Represents, solves, and justifies solutions to single-step problems using multiplication and division with whole numbers				
Recalls with automaticity multiplication and division facts through 10×10				
Measurement and Geometry				
Uses standard units with appropriate tools to estimate and measure objects by length, weight/mass, and liquid volume				
Uses multiple representations to estimate and solve problems involving area and perimeter				
Understands the concept of time to the nearest minute and solves single-step problems involving elapsed time				
Identifies, describes, classifies, compares, combines, and subdivides polygons				
Probability and Statistics				
Applies the data cycle with a focus on pictographs and bar graphs				
Patterns, Functions, and Algebra				
Identifies, describes, extends, and creates increasing and decreasing patterns using representations				
Strengths and Goals:				

Social-Emotional Learning	Q1	Q2	Q3	Q4
Self-Awareness: Understands one's own emotions, thoughts, and values and how they influence behavior				
Self-Management: Manages one's emotions, thoughts, and behaviors effectively in different situations				
Social-Awareness: Understands the perspectives of and empathizes with others				
Relationships: Establishes and maintains healthy and supportive relationships				
Decision-Making: Makes caring and constructive choices about personal behavior and social interactions				
Strengths and Goals:				

English Language Arts	Q1	Q2	Q3	Q4
Foundations for Reading				
Applies phonetic principles and word analysis skills to read words				
Reading and Vocabulary				
Builds vocabulary and word knowledge based on grade three content and texts heard or read				
Reading Literary Text and Informational Text				
Uses textual evidence to demonstrate comprehension and build knowledge from a variety of literary and informational texts read				
Foundations for Writing and Language Use				
Prints legibly in manuscript and cursive				
Spells grade-level words with accuracy				
Produces, expands, and rearranges simple and compound sentences				
Writing and Research				
Composes a variety of works linked to grade three content and texts				
Composes a well-developed paragraph				
Communication and Multimodal Literacies				
Develops effective oral communication and collaboration skills				
Strengths and Goals:				

Social Studies,
 Science, and
 Encore is on the
 back page.

Standards Based Reporting Refinements

2024-25 Standard Based Reporting Refinements

Refinements
Streamlined template - shift from 4-5 pages to 2 page document Template is translated into top 4 languages
Kindergarten will report progress quarterly
The template includes the essential standards or strands for each grade/content level We will report on them each quarter; grade to an end of year standard
Include a “Not taught this quarter” (NT) Include a “Introduced but not assessed this quarter” (IN)
Include a performance level beyond “meeting” Report using “Performance Levels (1-4), defined as: 4 - Extending the standard 3 - Meeting the standard 2 - Approaching the standard 1 - Developing the standard
Include a separate comment section for each content area Replace comment section with “Strengths and Goals” section

Additional Clarifications



- The marking of **“Not Taught”** (NT) will be selected by teachers during the open grading window.
 - NT should only be selected in the specific areas noted in the Reporting Strands and Related Standards Document
 - NT should not be marked for ELA.
- The marking of **“Introduced, not assessed this quarter”** (IN) means that content has been introduced but there has not been sufficient evidence collected yet.
 - This would be if a standard was introduced at the end of the quarter, a student misses a significant portion of instruction due to absence, or if there was a significant disruption in instruction (i.e. school closure for snow days)

Reporting Strands and Related

2024-2025 Progress Report Strands and Related Standards Definitions and Usage

Strand: A broad category that represents a main area of study within a subject.

The strands are static and will appear on the progress report to organize the standards.

Standard: A statement that describes specific knowledge and skills students will learn within a strand.

The proficiency of each standard will be reported using one of the four performance levels: (4) Extending the standard, (3) Meeting the standard, (2) Approaching the standard, and (1) Developing the standard. The standards are static and will be reported on four times throughout the academic year.

Please refer to the [SBG Universal Proficiency Scale](#) for how to determine each proficiency level.

Parent and Child Standards by Quarter: The specific knowledge and skills related to the overall standard (noted in blue cells). The parent and child standards do not appear on the student progress report.

Social-Emotional Learning	Q1	Q2	Q3	Q4
Self-Awareness: Understands one's own emotions, thoughts, and values and how they influence behavior	SeA1 & SeA2	SeA1 & SeA2	SeA1 & SeA2	SeA1 & SeA2
Self-Management: Manages one's emotions, thoughts, and behaviors effectively in different situations	SeM1 & SeM2	SeM1 & SeM2	SeM1 & SeM2	SeM1 & SeM2
Social-Awareness: Understands the perspectives of and empathizes with others	SoA1 & SoA2	SoA1 & SoA2	SoA1 & SoA2	SoA1 & SoA2
Relationships: Establishes and maintains healthy and supportive relationships	ReS1 & ReS2	ReS1 & ReS2	ReS1 & ReS2	ReS1 & ReS2
Decision-Making: Makes caring and constructive choices about personal behavior and social interactions	DeM1 & DeM2	DeM1 & DeM2	DeM1 & DeM2	DeM1 & DeM2

Mathematics	Q1	Q2	Q3	Q4
Number & Number Sense				
Utilizes counting strategies to determine and describe quantities up to 100	K.NS.1 a - j	K.NS.1 a - j	K.NS.1 a - j	K.NS.1 a - j
Identifies, represents, and compares quantities up to 30	K.NS.2 a - g	K.NS.2 a - g	K.NS.2 a - g	K.NS.2 a - g

Computation and Estimation				
Recognizes and describes part/whole relationship for numbers up to 5	NT	K.CE.1 a - c	K.CE.1 a - c	K.CE.1 a - c
Composes and decomposes numbers less than or equal to 10 in multiple ways	NT	NT	K.CE.1 d - e	K.CE.1 d - e
Models and solves single-step problems using addition and subtraction with whole numbers within 10 using concrete objects	NT	K.CE.1f	K.CE.1f	K.CE.1f

Measurement and Geometry				
Makes comparisons between two objects or events using the attributes of length, height, weight, volume, and time	NT	NT	K.MG.1a	K.MG.1a
Identifies, describes, names, compares, and constructs plane figures	K.MG.2 a - f	K.MG.2 a - f	K.MG.2 a - f	K.MG.2 a - f
Describes the units of time represented in a calendar	NT	NT	NT	K.MG.3 a - e

Probability and Statistics				
Applies the data cycle with a focus on object graphs and picture graphs	K.PS.1 a - g	K.PS.1 a - g	K.PS.1 a - g	K.PS.1 a - g
Patterns, Functions, and Algebra				
Identifies, describes, extends, and creates simple repeating patterns using representations	NT	K.PFA.1 a - c	K.PFA.1 a - c	K.PFA.1 a - c

English Language Arts	Q1	Q2	Q3	Q4
Foundations for Reading				
Applies knowledge of how print is organized and read	K.FFR.1 a - f	K.FFR.1 a - f	K.FFR.1 a - f	K.FFR.1 a - f

Art	Q1	Q2	Q3	Q4
Creating: Creates works that convey personal meaning, independently uses tools and materials, and consistently participates and contributes	VA-CR.1.1.KA	VA-CR.1.1.KA	VA-CR.1.1.KA	VA-CR.1.1.KA
Presenting: Independently presents a work of art and describes personal reasons for valuing works of art	VA-PR.4.1.KA	VA-PR.4.1.KA	VA-PR.4.1.KA	VA-PR.4.1.KA
Responding: Independently describes and communicates meanings and feelings about artwork and recognizes the difference between personal opinion and informed judgment	VA-RE.8.1.KA	VA-RE.8.1.KA	VA-RE.8.1.KA	VA-RE.8.1.KA
Connecting: Identifies how history, culture, and visual art influence each other; consistently interacts as an artist	VA-Cn.10.1.1.KA	VA-Cn.10.1.1.KA	VA-Cn.10.1.1.KA	VA-Cn.10.1.1.KA

General Music	Q1	Q2	Q3	Q4
Singing: Develops and demonstrates skills in singing with increasing complexity (to include basic harmony and larger singing ranges)	K.TA.13 a-d	K.TA.13 a-d	K.TA.13 a-d	K.TA.13 a-d
Movement: Responds to music through movement	K.TA.17 a-d	K.TA.17 a-d	K.TA.17 a-d	K.TA.17 a-d
Playing Instruments: Accurately performs music using a variety of instruments	K.TA.14 a-c	K.TA.14 a-c	K.TA.14 a-c	K.TA.14 a-c
Music Literacy and Vocabulary: Accurately uses music terminology and demonstrate music reading and notation skills	K.TA.12	K.TA.12	K.TA.12	K.TA.12
Contribution: Demonstrates good citizenship and contributes to success in the music classroom	K.CT.4.5 a-c	K.CT.4.5 a-c	K.CT.4.5 a-c	K.CT.4.5 a-c

Health and Physical Education	Q1	Q2	Q3	Q4
Motor Skill Development				
Performs locomotor skills (i.e., walking, running, hopping, galloping, and jumping)	K.1 a, f	K.1 a, f	K.1 a, f	K.1 a, f
Performs non-locomotor skills (i.e., bending, pushing, turning, balancing, and rolling)	K.1 b, g	K.1 b, g	K.1 b, g	K.1 b, g
Performs directional movements (i.e., moving forward, sideways, low, high, and traveling in curving and zigzag pathways)	K.1 c, d, e	K.1 c, d, e	K.1 c, d, e	K.1 c, d, e
Performs manipulative skills (i.e., eye-hand coordination skills, striking with short/long implements, and foot-eye coordination skills)	K.1 h, i	K.1 h, i	K.1 h, i	K.1 h, i
Performs motor skills related to rhythm (i.e. jumping rope, moving to a beat and rhythmic patterns in personal and general space)	K.1 j, k	K.1 j, k	K.1 j, k	K.1 j, k

Writing and Research

composes various pieces linked to grade five content and texts

5.W.1 a

Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s).

5.W.1 b

Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically.

5.W.1 c

Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information.

5.W.1 d

Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped.

composes well-developed paragraphs

5.W.2.A i

Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing.

5.W.2.A ii

Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice.

5.W.2.A iii

Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

5.W.2.A iv

Providing a concluding statement or section.

5.W.3 a

With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice.

5.W.3 b

Self- and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

Use inverse relationships to write the related facts

Apply strategies when multiplying and dividing whole numbers

Create an equation to represent the mathematical relationship between equivalent expressions using multiplication and/or division facts



Computation and Estimation Standard
(2nd row on Progress Report)

Represents, solves, and justifies solutions to single-step problems using multiplication and division using whole numbers.

Represent multiplication and division of whole numbers through 10×10 , including in a contextual situation, using a variety of approaches and models

Represent, solve, and justify solutions to single-step contextual problems that involve multiplication and division

Demonstrate fluency with multiplication facts through 10×10

Recall with automaticity the multiplication facts through 10×10

Mathematics	Q1		Q2	
	Standards Taught	Standards Reported	Standards Taught	Standards Reported
Number & Number Sense				
Reads, writes, and identifies the place and value of each digit in a nine-digit whole number	4.NS.1abc	Standard Fully taught		Quarter 1 Proficiency Level unless additional evidence
Compares and orders whole numbers up to seven digits	4.NS.2ab	Standard Fully taught		Quarter 1 Proficiency Level unless additional evidence
Represents, compares, and orders fractions	NT	NT	NT	NT
Represents, compares, and orders decimals	NT	NT	NT	NT
Identifies and represent equivalencies between fractions and decimals	NT	NT	NT	NT
Computation and Estimation				
Estimates, represents, solves, and justifies solutions to problems using addition and subtraction with whole numbers	4.CE.1abcd	Standard Fully taught		Quarter 1 Proficiency Level unless additional evidence
Estimates, represents, solves, and justifies solutions to problems using multiplication and division with whole numbers	NT	NT	4.CE.2acdefghijk	Standard Fully taught
Recalls with automaticity the multiplication and division facts through 12 X 12	NT	NT	4.CE.2b	Standard Fully taught

Computation and Estimation	Q1	Q2	Q3	Q4
Estimates, represents, solves, and justifies solutions to single-step and multistep problems using addition and subtraction with whole numbers				
Represents, solves, and justifies solutions to single-step problems using multiplication and division with whole numbers				
Recalls with automaticity multiplication and division facts through 10×10				

3.CE.2 The student will recall with automaticity multiplication and division facts through 10×10 ; and represent, solve, and justify solutions to single step contextual problems using multiplication and division with whole numbers.

Students will demonstrate the following Knowledge and Skills:

- Represent multiplication and division of whole numbers through 10×10 , including in a contextual situation, using a variety of approaches and models (e.g., repeated addition/subtraction, equal-sized groups/sharing, arrays, equal jumps on a number line, using multiples to skip count).
- Use inverse relationships to write the related facts connected to a given model for multiplication and division of whole numbers through 10×10 .
- Apply strategies (e.g., place value, the properties of multiplication and/or addition) when multiplying and dividing whole numbers.
- Demonstrate fluency with multiplication facts through 10×10 by applying reasoning strategies (e.g., doubling, add-a-group, subtract-a-group, near squares, and inverse relationships).
- Represent, solve, and justify solutions to single-step contextual problems that involve multiplication and division of whole numbers through 10×10 .
- Recall with automaticity the multiplication facts through 10×10 and the corresponding division facts.
- Create an equation to represent the mathematical relationship between equivalent expressions using multiplication and/or division facts through 10×10 (e.g., $4 \times 3 = 14 - 2$, $35 \div 5 = 1 \times 7$).

Quarter 1

Quarter 4



2024 Math Notable Revisions

- Many new changes - some grade levels have more than others (ie many in 1st, not as many in 5th)
- Emphasis in K-5 around the data cycle and not just a unit
- Foundational skills in K and 1 emphasized (ie repeating patterns, counting by 5s and 10s forward and backwards, counting collections in 10s and 1s to strengthen their conceptual understanding of place value)
- Grade 1-Grade 3 - support from APS around fluency progression to solidify mastery of basic facts



Revisions

- Highlight and provide clarity on the expectations for foundational literacy skills.
- Include the addition of ‘Developing Skilled Readers’ and ‘Building Reading Stamina Strands’.
- Provide some clarity for grade level expectations around text complexity.
- Ensure coherence within a grade level between the strands, and vertically across grade levels.

Overview of Revisions to Strands

2017
Strands
Communications
Reading
Writing
Research

2024
Strands
Foundations for Reading
Developing Skilled Readers & Building Reading Stamina
Reading and Vocabulary
Reading Literary Text
Reading Informational Text
Foundations for Writing
Writing
Language Usage
Communications
Research

Strands and Substrands for 2024

Foundations for Reading	Phonics and Word Analysis
Developing Skilled Readers & Building Reading Stamina	Text Complexity, Fluency, Reading Strategies
Reading and Vocabulary	Vocabulary Development and Word Analysis
Reading Literary Text	Key Ideas and Plot Details, Craft and Style, Integration of Concepts
Reading Informational Text	Key Ideas and Confirming Details, Craft and Style, Integration of Concepts
Foundations for Writing	Handwriting and Spelling
Writing	Modes & Purposes for Writing, Organization and Composition, Usage & Mechanics
Language Usage	Grammar and Mechanics
Communications	Communication, Listening & Collaboration, Speaking & Presentation of Ideas, Integrating Multimodal Literacies, Examining Media Messages
Research	Evaluation and Synthesis of Information



Standards Based Grading Hub

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
ELA Standards	ELA Standards	ELA Standards	ELA Standards	ELA Standards	ELA Standards Data Collection Example
<u>Math Standards Taught vs Reported by Quarter SY24-25</u> <u>ELA Reporting Standards Aligned to Blue Buckets All Subjects</u>					
Kinder Math Data Collection Example	1st Math Data Collection Example	2nd Math Data Collection Example	3rd Math Data Collection Example Taylor Data Collection Example	4th Math Data Collection Example	5th Math Data Collection Example