

GRADE 1 GRADING BENCHMARK STATEMENTS

ELA: Reading: Literature and Informational Text: Grade 1: Statement #1:

Asks and answers questions about characters, settings, and major events in a story, using key details and illustrations.

Semester	1	2	3
1 & 2	<p>The student demonstrates a limited ability to answer teacher-directed questions about a text and may not recognize specific vocabulary, such as ask, answer, question or details.</p> <p>Evidence may include: The student may be able to decode texts at a variety of reading levels but has difficulty with answering questions at a variety of reading levels, anecdotal notes and reading conferences, read aloud responses and partner work</p>	<p>Student is able to answer teacher-directed questions about a text. Student recognizes or recalls specific vocabulary, such as ask, answer, question or details.</p> <p>Evidence may include: Running record “within the text” comprehension score of a 2 at the student’s independent reading level, anecdotal notes and reading conferences, read aloud responses and partner work</p>	<p>The student is able to ask and answer questions about characters, settings, and major events in a story, using key details and illustrations.</p> <p>Evidence may include: Running record “within the text” comprehension score of a 3 at the student’s independent reading level, anecdotal notes and reading conferences, read aloud responses and partner work</p>

ELA: Reading: Literature and Informational Text: Grade 1: Statement #2:

Retells stories, including key details, and demonstrates understanding of their central message or lesson.

Semester	1	2	3
1 & 2	<p>The student demonstrates a limited ability to retell or recall pieces of information and details from a text.</p> <p>Evidence may include: The student may be able to decode texts at a variety of reading levels but has difficulty with retelling at a variety of reading levels, anecdotal notes and reading conferences, read aloud responses and partner work</p>	<p>The student is able to retell and recall most pieces of information and details of a story.</p> <p>Evidence may include: Running record “within the text” comprehension score of a 2 at the student’s independent reading level, anecdotal notes and reading conferences, read aloud responses and partner work</p>	<p>The student is able to retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Evidence may include: Running record “within the text” comprehension score of a 3 at the student’s independent reading level, anecdotal notes and reading conferences, read aloud responses and partner work</p>

ELA: Reading: Literature and Informational Text: Grade 1: Statement #3:

Knows and uses various text features to locate key facts or information in a text.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student is unable to identify text features (headings, bold words, captions, glossaries and/or table of contents) and/or use text features to locate key facts or information in a text.</p> <p>Evidence may include: anecdotal notes and reading conferences</p>	<p>Student is able to identify some text features but may not be able to use text features (headings, bold words, captions, glossaries and/or table of contents) to locate key facts or information in a text.</p> <p>Evidence may include: anecdotal notes and reading conferences</p>	<p>Student will be able to know and use various text features (headings, bold words, captions, glossaries and table of contents) to locate key facts or information in a text.</p> <p>Evidence may include: anecdotal notes and reading conferences</p>

ELA: Reading: Foundational Skills: Grade 1: Statement #1:

Independently reads at or above the current grade level benchmark.

Semester	1	2	3
1	<p>Students have not yet met the current grade level independent reading benchmark.</p> <p>Evidence may include: Students will independently read at Level C or below.</p>	<p>Students are beginning to approach the current grade level independent reading benchmark.</p> <p>Evidence may include: Students will independently read at Level D or E.</p>	<p>Students will be able to independently read at or above the current grade level benchmark.</p> <p>Evidence may include: Students will independently read at Level F or above.</p>
2	<p>Students have not yet met the current grade level independent reading benchmark.</p> <p>Evidence may include: Students will independently read at G or below.</p>	<p>Students are beginning to approach the current grade level independent reading benchmark.</p> <p>Evidence may include: Students will independently read at Level H or I.</p>	<p>Students will be able to independently read at or above the current grade level benchmark.</p> <p>Evidence may include: Students will independently read at Level J or above.</p>

ELA: Reading: Foundational Skills: Grade 1: Statement #2:

Applies phonics and word analysis skills when decoding words.

Semester	1	2	3
1	<p>Student demonstrates limited success at applying phonics and word analysis skills when decoding words.</p> <p>Evidence may include: Students will score:</p> <ul style="list-style-type: none">• 6 or below on task 5.• 6 or below on task 6.• 6 below on task 8.• 1 or below on task 9. <p>Running records, reading conference notes</p>	<p>Student demonstrates partial success at applying phonics and word analysis skills when decoding words.</p> <p>Evidence may include: Students will score at least:</p> <ul style="list-style-type: none">• 7+ on task 5.• 7+ on task 6.• 7+ on task 8.• 2/15 on task 9. <p>Running records, reading conference notes</p>	<p>Student will be able to apply phonics and word analysis skills when decoding words.</p> <p>Evidence may include: Students will score at least:</p> <ul style="list-style-type: none">• 14/15 on task 5.• 14/15 on task 6.• 14/15 on task 8.• 7/15 on task 9. <p>Running records, reading conference notes</p>
2	<p>Student demonstrates limited success at applying phonics and word analysis skills when decoding words.</p> <p>Evidence may include: Students will score:</p> <ul style="list-style-type: none">• 9 or below on task 5.• 9 or below on task 6.• 9 or below on task 8.• 9 or below on task 9. <p>Running records, reading conference notes</p>	<p>Student demonstrates partial success at applying phonics and word analysis skills when decoding words.</p> <p>Evidence may include: Students will score at least:</p> <ul style="list-style-type: none">• 10+ on task 5.• 10+ on task 6.• 10+ on task 8.• 10+ on task 9. <p>Running records, reading conference notes</p>	<p>Student will be able to apply phonics and word analysis skills when decoding words.</p> <p>Evidence may include: Students will score at least:</p> <ul style="list-style-type: none">• 14/15 on task 5.• 14/15 on task 6.• 14/15 on task 8.• 14/15 on task 9. <p>Running records, reading conference notes</p>

ELA: Reading: Foundational Skills: Grade 1: Statement #3:

Reads with accuracy, fluency, and expression to support reading comprehension on grade level texts.

Semester	1	2	3
1	<p>The student demonstrates limited success at reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running record fluency score of 0-1 and accuracy score of 96%+ on Level C or below,, reading conferences, and anecdotal notes</p>	<p>The student demonstrates partial success at reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running record fluency score of 2 and accuracy score of 96%+ on Level D-E, reading conferences, and anecdotal notes</p>	<p>The student will be able to read with accuracy, fluency, and expression to support reading comprehension on grade level texts.</p> <p>Evidence may include: Running record fluency score of 3 and accuracy score of 96%+ on Level F or above, reading conferences, and anecdotal notes</p>
2	<p>The student demonstrates limited success at reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running record fluency score of 0-1 and accuracy score of 96%+ on Level G or below, reading conferences, and anecdotal notes</p>	<p>The student demonstrates partial success at reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running record fluency score of 2 and accuracy score of 96%+ on Level H-I, reading conferences, and anecdotal notes</p>	<p>The student will be able to read with accuracy, fluency, and expression to support reading comprehension on grade level texts.</p> <p>Evidence may include: Running record fluency score of 3 and accuracy score of 96%+ on Level J or above, reading conferences, and anecdotal notes</p>

ELA: Reading: Foundational Skills: Grade 1: Statement #4:

Recognizes high-frequency words.

Semester	1	2	3
1	The student recognizes and reads few high-frequency words. Evidence may include: Students will know 49 or below sight words on the TC Sight Word Assessment.	The student recognizes and reads some high-frequency words. Evidence may include: Students will know 50-89 sight words on the TC Sight Word Assessment.	The student will be able to recognize high-frequency words. Evidence may include: Students will know 90+ sight words on the TC Sight Word Assessment.
2	The student recognizes and reads few high-frequency words. Evidence may include: Students will know 124 or below sight words on the TC Sight Word Assessment.	The student recognizes and reads some high-frequency words. Evidence may include: Students will know 125-139 sight words on the TC Sight Word Assessment.	The student will be able to recognize high-frequency words. Evidence may include: Students will know 140+ sight words on the TC Sight Word Assessment.

ELA: Language: Grade 1: Statement #1:

Uses appropriate capitalization and punctuation.

Semester	1	2	3
1 & 2	Student demonstrates limited success at using appropriate capitalization and punctuation. Evidence may include: Scores two or more levels below on on-demand writing task for the sub-category punctuation and uses capitalization and punctuation inconsistently or not at all in independent writing.	Student demonstrates partial success at using appropriate capitalization and punctuation. Evidence may include: Scores one grade level below on the on-demand writing task for the sub-category punctuation and uses capitalization and punctuation inconsistently in independent writing.	The student uses appropriate capitalization and punctuation. Evidence may include: Scores at grade level on the on-demand writing task for the sub-category punctuation and uses capitalization and punctuation consistently in independent writing.

ELA: Language: Grade 1: Statement #2:

Generalizes learned spelling patterns when writing words.

Semester	1	2	3
1 & 2	Does not apply learned spelling patterns when writing words. Evidence may include: Scores less than 2 on spelling section on on-demand writing rubrics and rarely uses learned spelling patterns when writing independently, as evidenced by student's writing folder.	Inconsistently uses learned spelling patterns when writing words. Evidence may include: Scores a 2+ on spelling section on on-demand writing rubrics and attempts to use learned spelling patterns when writing independently, as evidenced by writing folder.	Generalizes learned spelling patterns when writing words. Evidence may include: Scores at least a 3 on spelling section on on-demand writing rubrics and consistently and correctly uses learned spelling patterns when writing independently, as evidenced by writing folder.

ELA: Writing: Grade 1: Statement #1:

Writes opinion pieces by stating the topic, supplies a reason for their opinion and provides closure.

Semester	1	2	3
1	N/A	N/A	N/A
2	The student demonstrates limited success at writing opinion pieces. Evidence may include: Meets few or none of Grade 1 indicators under the structure and development sections on the Opinion Learning Progression and writing conference notes.	The student demonstrates partial success at writing opinion pieces which include a topic, a reason for their opinion and/or closure. Evidence may include: Meets some of Grade 1 indicators under the structure and development sections on the Opinion Learning Progression and writing conference notes.	The student is able to write opinion pieces by stating the topic, supplying a reason for their opinion and providing closure. Evidence may include: Meets all or almost all of Grade 1 indicators under the structure and development sections on the Opinion Learning Progression and writing conference notes.

ELA: Writing: Grade 1: Statement #2:

Writes informative/explanatory texts about a specific topic, which includes facts about that topic and provides closure.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>The student demonstrates limited success at writing informative/explanatory texts.</p> <p>Evidence may include: Meets few or none of Grade 1 indicators under the structure and development sections on the Information Learning Progression and writing conference notes.</p>	<p>The student demonstrates partial success at writing informative/explanatory texts in which they name a topic, include facts about that topic and provide closure.</p> <p>Evidence may include: Meets some of Grade 1 indicators under the structure and development sections on the Information Learning Progression and writing conference notes.</p>	<p>The student is able to write informative/explanatory texts in which they name a topic, include facts about that topic and provide closure.</p> <p>Evidence may include: Meets all or almost all of Grade 1 indicators under the structure and development sections on the Information Learning Progression and writing conference notes.</p>

ELA: Writing: Grade 1: Statement #3:

Writes narrative texts that tells a story in order using details.

Semester	1	2	3
1 & 2	<p>The student demonstrates limited success at writing narrative texts.</p> <p>Evidence may include: Meets few or none of Grade 1 indicators under the structure and development sections on the Narrative Learning Progression and writing conference notes.</p>	<p>The student demonstrates partial success at writing narrative texts that tell a story in order and may include details.</p> <p>Evidence may include: Meets some of Grade 1 indicators under the structure and development sections on the Narrative Learning Progression and writing conference notes.</p>	<p>The student is able to write narrative texts that tell a story in order using details.</p> <p>Evidence may include: Meets all or almost all of Grade 1 indicators under the structure and development sections on the Narrative Learning Progression and writing conference notes.</p>

Math: Grade 1: Statement #1:

Fluently solves addition facts within 10.

Semester	1	2	3
1	Student score of 0-49% on the fact fluency assessment version 2.	Student score of 50-89% on the fact fluency assessment version 2.	Student score of 90-100% on the fact fluency assessment version 2.
2	Student score of 0-49% on the fact fluency assessment version 4.	Student score of 50-89% on the fact fluency assessment version 4.	Student score of 90-100% on the fact fluency assessment version 4.

Math: Grade 1: Statement #2:

Fluently solves subtraction facts within 10.

Semester	1	2	3
1	Student score of 0-49% on the fact fluency assessment version 2.	Student score of 50-89% on the fact fluency assessment version 2.	Student score of 90-100% on the fact fluency assessment version 2.
2	Student score of 0-49% on the fact fluency assessment version 4.	Student score of 50-89% on the fact fluency assessment version 4.	Student score of 90-100% on the fact fluency assessment version 4.

Math: Grade 1: Statement #3:

Identifies the set that has more, fewer, same, greater than or less than another number.

Semester	1	2	3
1	Not yet able, or shows limited success when identifying the the set that has more, fewer, same, greater than or less than another number. Evidence may include: Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.	Shows partial success when identifying the the set that has more, fewer, same, greater than or less than another number. Evidence may include: Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.	Able to identify the the set that has more, fewer, same, greater than or less than another number. Evidence may include: Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.
2	Not yet able, or shows limited success when identifying the the set that has more, fewer, same, greater than or less than another number. Evidence may include: End of Year Benchmark Assessments, in addition to supplemental classroom assessments.	Shows partial success when identifying the the set that has more, fewer, same, greater than or less than another number. Evidence may include: End of Year Benchmark Assessments, in addition to supplemental classroom assessments.	Able to identify the the set that has more, fewer, same, greater than or less than another number. Evidence may include: End of Year Benchmark Assessments, in addition to supplemental classroom assessments.

Math: Grade 1: Statement #4:

Uses addition and subtraction within 20 to solve word problems using objects, drawings, and equations with a symbol.

Semester	1	2	3
1	<p>Not yet able, or shows limited success when using addition or subtraction to solve word problems.</p> <p>Evidence may include: Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.</p>	<p>Shows partial success when using addition or subtraction to solve word problems.</p> <p>Evidence may include: Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.</p>	<p>Able to use addition and subtraction to solve word problems successfully.</p> <p>Evidence may include: Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.</p>
2	<p>Not yet able, or shows limited success when using addition or subtraction to solve word problems.</p> <p>Evidence may include: Word Problem Structure and Modeling and End of Year Benchmark Assessments, in addition to supplemental classroom assessments.</p>	<p>Shows partial success when using addition or subtraction to solve word problems.</p> <p>Evidence may include: Word Problem Structure and Modeling and End of Year Benchmark Assessments, in addition to supplemental classroom assessments.</p>	<p>Able to use addition and subtraction to solve word problems successfully.</p> <p>Evidence may include: Word Problem Structure and Modeling and End of Year Benchmark Assessments, in addition to supplemental classroom assessments.</p>

Math: Grade 1: Statement #5:

Identifies and composes 2-D and 3-D shapes based on their attributes.

Semester	1	2	3
1	<p>Student is not yet able, or showing limited success when identifying or composing 2-D or 3-D shapes based on their attributes.</p> <p>Evidence may include: Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student demonstrates partial success when Identifying or composing 2-D and 3-D shapes based on their attributes.</p> <p>Evidence may include: Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student identifies and composes 2-D and 3-D shapes based on their attributes consistently.</p> <p>Evidence may include: Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>
2	<p>Student is not yet able, or showing limited success when identifying or composing 2-D or 3-D shapes based on their attributes.</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student demonstrates partial success when Identifying or composing 2-D and 3-D shapes based on their attributes.</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student identifies and composing 2-D and 3-D shapes based on their attributes consistently.</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Math: Grade 1: Statement #6:

Partitions circles and rectangles into two and four equal shares (halves, fourths).

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student is not yet able to partition circles and rectangles into equal shares.</p> <p>Evidence may include: End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>	<p>Student attempts to partition circles and rectangles into equal shares with limited success.</p> <p>Evidence may include: End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>	<p>Student partitions circles and rectangles into equal shares consistently.</p> <p>Evidence may include: End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>

Math: Grade 1: Statement #7:

Models and compares 2-digit numbers using groups of tens and ones.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student is not yet able, or shows limited success when modeling and comparing two-digit numbers.</p> <p>Evidence may include: Mid Year Benchmark Assessment and End of Year Benchmark Assessments, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when modeling and comparing two-digit numbers.</p> <p>Evidence may include: Mid Year Benchmark Assessment and End of Year Benchmark Assessments, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully model and compare two-digit numbers.</p> <p>Evidence may include: Mid Year Benchmark Assessment and End of Year Benchmark Assessments, in addition to supplemental classroom assessments</p>

Math: Grade 1: Statement #8:

Measures the length of objects using non-standard units.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Not yet able, or showing limited success when using non-standard units of measurement correctly.</p> <p>Evidence may include: End of Year Benchmark Assessment Questions, in addition to supplemental classroom assessments</p>	<p>Demonstrates partial success in using non-standard units of measurement.</p> <p>Evidence may include: End of Year Benchmark Assessment Questions, in addition to supplemental classroom assessments</p>	<p>Consistently uses non-standard units of measurement.</p> <p>Evidence may include: End of Year Benchmark Assessment Questions, in addition to supplemental classroom assessments</p>

Math: Grade 1: Statement #9:

Records, reads, and interprets data in varying graphs.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student is not yet able to, or showing limited success when recording, reading and interpreting data in varying graphs.</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student demonstrates partial success when recording, reading and interpreting data in varying graphs.</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student records, reads and interprets data in varying graphs consistently.</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Math: Grade 1: Statement #10:

Uses place value understanding, models, and strategies to add and subtract within 100.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student is not yet able, or shows limited success when using place value, models, and strategies to add and subtract within 100.</p> <p>Evidence may include: End of Year Benchmark Assessments, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when using place value, models, and strategies to add and subtract within 100.</p> <p>Evidence may include: End of Year Benchmark Assessments, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully use place value, models, and strategies to add and subtract within 100.</p> <p>Evidence may include: End of Year Benchmark Assessments, in addition to supplemental classroom assessments</p>

Math: Grade 1: Statement #11:

Tell and write time in hours and half-hours using analog and digital clocks.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student is not yet able to, or showing limited success when telling time to the hour or half hour when using analog and digital clocks..</p> <p>Evidence may include: End of Year Assessment, in addition to supplemental classroom assessments</p>	<p>Student demonstrates partial success when telling time to the hour or half hour when using analog and/or digital clocks</p> <p>Evidence may include: End of Year Assessment, in addition to supplemental classroom assessments</p>	<p>Student tells time to the hour and half hour consistently using analog and digital clocks</p> <p>Evidence may include: End of Year Assessment, in addition to supplemental classroom assessments</p>

Science: Grade 1: Statement #1:

Student is able to communicate information through class conversations, drawings, and writings.

Semester	1	2	3
1 & 2	<p>Student is not yet able to, or shows limited success when communicating their ideas to others.</p> <p>Evidence may include: Teacher anecdotes, and student journals, and classroom experiences.</p>	<p>Student shows partial success when communicating their ideas to others.</p> <p>Evidence may include: Teacher anecdotes, and student journals, and classroom experiences.</p>	<p>Student is successfully able to communicate their ideas to others.</p> <p>Evidence may include: Teacher anecdotes, and student journals, and classroom experiences.</p>

Science: Grade 1: Statement #2:

Studying the observable properties of sound and light.

Semester	1	2	3
1	<p>Students are not yet able to identify that sound can make matter vibrate and vibrating matter can make sound.</p> <p>Evidence may include: “I used to believe...but now I understand” assessment piece, engineering task, teacher anecdotes, student journals, and classroom experiences.</p>	<p>Students are able to identify that sound can make matter vibrate and vibrating matter can make sound with teacher support</p> <p>Evidence may include: “I used to believe...but now I understand” assessment piece, engineering task, teacher anecdotes, and student journals, and classroom experiences.</p>	<p>Students successfully identify that sound can make matter vibrate and vibrating matter can make sound independently.</p> <p>Evidence may include: “I used to believe...but now I understand” assessment piece, engineering task, teacher anecdotes, and student journals, and classroom experiences.</p>
2	N/A	N/A	N/A

Science: Grade 1: Statement #3:

Recognizes that patterns of the sun, moon, and stars can be predicted throughout the year.

Semester	1	2	3
1 & 2	<p>Not yet able to predict patterns of the sun, moon, and stars and student is unable to recognize that seasons bring different patterns.</p> <p>Evidence may include: “I used to believe...but now I understand” assessment piece, communication checklist, teacher anecdotes, student journals, and classroom experiences.</p>	<p>Shows some understanding of patterns of the sun, moon, and stars and is able to explain that seasons bring different patterns with some guidance.</p> <p>Evidence may include: “I used to believe...but now I understand” assessment piece, communication checklist, teacher anecdotes, student journals, and classroom experiences.</p>	<p>Successfully recognizes the patterns of the sun, moon, and stars, and is able to explain that seasons bring different patterns.</p> <p>Evidence may include: “I used to believe...but now I understand” assessment piece, communication checklist, teacher anecdotes, student journals, and classroom experiences.</p>

Science: Grade 1: Statement #4:

Identifies that organisms use different parts of their body to help them survive and grow.

Semester	1	2	3
1	N/A	N/A	N/A
2	Students are not able to identify how parts of an organism help them to survive and grow. Evidence may include: “I used to believe...but now I understand” assessment piece, engineering task, teacher anecdotes, and student journals, and classroom experiences.	Student is able to identify how parts of an organism help them to survive and grow with teacher guidance. Evidence may include: “I used to believe...but now I understand” assessment piece, engineering task, teacher anecdotes, and student journals, and classroom experiences.	Student is successfully able to identify how parts of an organism help them to survive and grow with independence. Evidence may include: “I used to believe...but now I understand” assessment piece, engineering task, teacher anecdotes, and student journals, and classroom experiences.

Science: Grade 1: Statement #5:

Able to create a simple model in order to solve a presented problem.

Semester	1	2	3
1	N/A	N/A	N/A
2	Student is not yet able to create a simple model in order to solve a presented problem. Evidence may include: Engineering task, teacher anecdotes, and student journals, and classroom experiences.	Student is able to create a simple model in order to solve a presented problem with teacher support. Evidence may include: Engineering task, teacher anecdotes, and student journals, and classroom experiences.	Can create a simple model in order to solve a presented problem independently or within a peer group. Evidence may include: Engineering task, teacher anecdotes, and student journals, and classroom experiences.