

## Grading Benchmarks – FIRST GRADE

### READING

1) Reads at grade level.

Trimester	1	2	3	4
<b>1st</b>	Student has achieved reading success at Level B or below.	Student has achieved reading success at Level C or D.	Student has achieved reading success at Level E or F.	Student has achieved reading success at Level G or above.
<b>2nd</b>	Student has achieved reading success at Level E or below.	Student has achieved reading success at Level F.	Student has achieved reading success at Level G or H.	Student has achieved reading success at Level I or above.

*Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).*

2) Uses a variety of print strategies to decode (pictures, context, phonics).

Trimester	1	2	3	4
<b>1st</b>	<ul style="list-style-type: none"> <li>● Student is unable or rarely able to recognize and use beginning sounds.</li> <li>● Student is unable or rarely able to make sure reading makes sense.</li> <li>● Student is unable or rarely able to use internal parts of words with beginnings and endings.</li> <li>● Student is unable or rarely able to read high-frequency words automatically.</li> <li>● Student is unable or rarely able to notice errors and cross-check with unused sources of information.</li> <li>● Student is unable or rarely able to distinguish between information provided by</li> </ul>	<ul style="list-style-type: none"> <li>● Student is sometimes able to recognize and use beginning sounds.</li> <li>● Student sometimes checks to make sure reading makes sense.</li> <li>● Student sometimes uses internal parts of words with beginnings and endings.</li> <li>● Student sometimes reads high-frequency words automatically.</li> <li>● Student sometimes notices errors and cross-checks with unused sources of information.</li> <li>● Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently identifies and decodes using beginning sounds.</li> <li>● Student consistently checks to make sure reading makes sense.</li> <li>● Student consistently uses internal parts of words with beginnings and endings.</li> <li>● Student consistently reads high-frequency words automatically.</li> <li>● Student consistently notices errors and cross-checks with unused sources of information.</li> <li>● Student consistently distinguishes between information provided by</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently identifies and decodes using beginning and ending sounds.</li> <li>● Student consistently checks to make sure reading makes sense, in above-grade-level text.</li> <li>● Student consistently uses internal parts of words with beginnings and endings, in above-grade-level text.</li> <li>● Student consistently reads high-frequency words automatically, in above-grade-level text.</li> <li>● Student consistently notices errors, in above-grade-level text, and cross-checks with unused sources of information.</li> </ul>

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	pictures and information provided by words in a text.		pictures and information provided by words in a text.	<ul style="list-style-type: none"> <li>Student consistently distinguishes, in above-grade-level texts, between information provided by pictures and information provided by words.</li> </ul>
<b>2nd</b>	<ul style="list-style-type: none"> <li>Student is unable or rarely able to recognize and use beginning and ending sounds.</li> <li>Student is unable or rarely able to keep the accumulating story events (or content) in mind.</li> <li>Student is unable or rarely able to use meaning of accumulated text to figure out unfamiliar words.</li> <li>Student is unable or rarely able to stop and correct at the point of error.</li> </ul>	<ul style="list-style-type: none"> <li>Student is sometimes able to recognize and use beginning and ending sounds.</li> <li>Student sometimes keeps the accumulating story events (or content) in mind.</li> <li>Student sometimes uses meaning of accumulated text to figure out unfamiliar words.</li> <li>Student sometimes stops and corrects at the point of error.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently identifies and decodes using beginning and ending sounds.</li> <li>Student consistently keeps the accumulating story events (or content) in mind.</li> <li>Student consistently uses meaning of accumulated text to figure out unfamiliar words.</li> <li>Student consistently stops and corrects at the point of error.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds.</li> <li>Student consistently keeps the accumulating story events (or content) in mind, in above-grade-level text.</li> <li>Student consistently uses meaning of accumulated text to figure out unfamiliar words, in above-grade-level text.</li> <li>Student consistently stops and corrects at the point of error, in above-grade-level text.</li> </ul>

### 3) Recognizes sight words.

Trimester	1	2	3	4
<b>1st</b>	Student recognizes up to 74 sight words on Word Identification Assessment.	Student recognizes 75- 124 sight words on Word Identification Assessment.	Student recognizes 125 - 160 sight words on Word Identification Assessment.	Student recognizes 161 or more sight words on Word Identification Assessment.
<b>2nd</b>	Student recognizes up 150 sight words on Word Identification Assessment.	Student recognizes 151-174 sight words on Word Identification Assessment.	Student recognizes 175 - 199 sight words on Word Identification Assessment.	Student recognizes 200 or more sight words on Word Identification Assessment.

*Word recognition as indicated on the Dolch Word Lists for Primary Assessments.*

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4) Reads with comprehension.				
⇒ Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.				
Trimester	1	2	3	4
<b>1st</b>	Student has achieved reading success at Level B or below.	Student has achieved reading success at Level C or D.	Student has achieved reading success at Level E or F.	Student has achieved reading success at Level G or above.
<b>2nd</b>	Student has achieved reading success at Level E or below.	Student has achieved reading success at Level F.	Student has achieved reading success at Level G or H.	Student has achieved reading success at Level I or above.
<i>Reading level as indicated on the Teacher’s College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

5) Reads with fluency (expression, phrasing, rate, accuracy).				
⇒ Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
<b>1st</b>	Student reads many letters slowly and inaccurately; reads with little expression.	Student reads most letters accurately and fluently; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.
<b>2nd</b>	Student reads most letters accurately; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions, important ideas.

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6) Retells story with accuracy.

Trimester	1	2	3	4
<b>1st</b>	Student is unable or rarely able to retell big events from a story.	Student is sometimes able to retell big events from a story.	Student can consistently retell big events from a story.	Student can consistently retell events from a story in higher level books.
<b>2nd</b>	Student is unable or rarely able to retell big events from a story in sequence, beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell events from a story using details, including characters, setting, and problem solution.

7) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
<b>1st</b>	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for more than 15 minutes.
<b>2nd</b>	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for more than 20 minutes.

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### WRITING

1) Generates ideas.				
Trimester	1	2	3	4
<b>1st</b>	<ul style="list-style-type: none"> <li>Student does not generate ideas or sequence events.</li> <li>Student thinks, sketches, or writes a few unrelated ideas, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>Student generates a few ideas and sequences events from experience or imagination.</li> <li>Student thinks, sketches, and writes a few ideas, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>Student generates some ideas and sequences events for writing from experience or imagination.</li> <li>Student rehearses ideas with others when prompted.</li> <li>Student thinks, sketches, and writes some ideas, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>Student generates ideas and sequences events for writing from experience, imagination, or stories read together.</li> <li>Student rehearses ideas with others.</li> <li>Student thinks, sketches, and writes to tell a story related to the units of study.</li> </ul>
<b>2nd</b>	<ul style="list-style-type: none"> <li>Student generates a few ideas from experience or imagination.</li> <li>The topic is partially evident.</li> <li>Student thinks, sketches, and writes a few ideas, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>Student generates some ideas from experience or imagination.</li> <li>The topic is evident but too broad or too specific.</li> <li>Student thinks, sketches, and writes a few ideas, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>Student generates ideas for writing from experience, imagination, or stories read together.</li> <li>Student rehearses ideas with others.</li> <li>Student chooses and narrows the topic with support.</li> <li>Student thinks, sketches, and writes some ideas, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>Student generates interesting ideas for writing from experience, imagination, and stories read.</li> <li>Student rehearses ideas with others.</li> <li>Student chooses and narrows a topic.</li> <li>Student thinks, sketches, and writes a story with details about the narrowed topic, as taught in units of study.</li> </ul>

2) Writes complete sentences.				
Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>Student does not understand that every sentence must be about something (subject) and tells something (predicate) about its subject.</li> <li>Student does not stretch ideas from words to complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Student rarely understands that every sentence must be about something (subject) and tells something (predicate) about its subject.</li> <li>Student rarely stretches ideas from words to complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Student understands that every sentence must be about something (subject) and tells something (predicate) about its subject.</li> <li>Student stretches ideas from words to complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently understands that every sentence must be about something (subject) and tells something (predicate) about its subject.</li> <li>Student consistently writes in complete and complex sentences.</li> </ul>

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### 3) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
<b>1st</b>	Student is unable or rarely able to write for 10 minutes.	Student is approaching a writing stamina of 10 minutes.	Student consistently writes for 10 minutes.	Student consistently writes for more than 10 minutes.
<b>2nd</b>	Student is unable or rarely able to write for 15 minutes.	Student is approaching a writing stamina of 15 minutes.	Student consistently writes for 15 minutes.	Student consistently writes for more than 15 minutes.

### 4) Uses punctuation appropriately.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>Student does not use end punctuation for sentences.</li> <li>Student does not use commas in dates and to separate single words and series.</li> </ul>	<ul style="list-style-type: none"> <li>Student rarely uses end punctuation for sentences.</li> <li>Student rarely uses commas in dates and to separate single words and series.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses end punctuation for sentences.</li> <li>Student uses commas in dates and to separate single words and series.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently uses end punctuation for sentences.</li> <li>Student consistently uses commas in dates and to separate single words and series.</li> </ul>

### 5) Uses capitalization appropriately.

Trimester	1	2	3	4
<b>ALL</b>	Student does not capitalize names, places, dates, the beginning of sentences, and the pronoun “I.”	Student rarely capitalizes names, places, dates, the beginning of sentences, and the pronoun “I.”	Student capitalizes names, places, dates, the beginning of sentences, and the pronoun “I.”	Student consistently capitalizes names, places, dates, the beginning of sentences, and the pronoun “I.”

### 6) Applies conventions of grammar and usage.

Trimester	1	2	3	4
<b>1st</b>	Student rarely applies grade-level grammar/usage, including: <ul style="list-style-type: none"> <li>“I” voice when using personal narrative.</li> <li>Action words.</li> <li>Match nouns and verbs (they hop; Bob hops).</li> </ul>	Student is beginning to apply grade-level grammar/usage, including: <ul style="list-style-type: none"> <li>“I” voice when using personal narrative.</li> <li>Action words.</li> </ul>	Student consistently applies grade-level grammar/usage, including: <ul style="list-style-type: none"> <li>“I” voice when using personal narrative.</li> <li>Action words.</li> <li>Match nouns and verbs (they hop, Bob hops).</li> </ul>	Student consistently applies above-grade-level grammar/usage, including: <ul style="list-style-type: none"> <li>“I” voice when using personal narrative.</li> <li>Action words.</li> </ul>

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	<ul style="list-style-type: none"> <li>Describing words.</li> </ul>	<ul style="list-style-type: none"> <li>Match nouns and verbs (they hop; Bob hops).</li> <li>Describing words.</li> </ul>	<ul style="list-style-type: none"> <li>Describing words.</li> </ul>	<ul style="list-style-type: none"> <li>Match nouns and verbs (they hop; Bob hops).</li> <li>Describing words.</li> </ul>
<b>2nd</b>	<p>Student rarely applies grade-level grammar/usage as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>Uses sequencing words to organize writing (first, next, then, finally).</li> <li>Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).</li> </ul>	<p>Student is beginning to apply grade-level grammar/usage as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>Uses sequencing words to organize writing (first, next, then, finally).</li> <li>Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).</li> </ul>	<p>Student consistently applies grade-level grammar/usage as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>Uses sequencing words to organize writing (first, next, then, finally).</li> <li>Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.</li> </ul>	<p>Student consistently applies above-grade-level grammar/usage as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>Uses sequencing words to organize writing (first, next, then, finally).</li> <li>Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.</li> </ul>

7) Learns and applies spelling patterns.				
Trimester	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	<ul style="list-style-type: none"> <li>Student does not use conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>Student does not use phonetic spelling for untaught words.</li> <li>Student does not write common sight words with automaticity.</li> </ul>	<ul style="list-style-type: none"> <li>Student rarely uses conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>Student rarely uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions.</li> <li>Student rarely writes common sight words with automaticity.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>Student uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions.</li> <li>Student writes common sight words with automaticity.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently uses conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>Student consistently uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions.</li> <li>Student consistently uses untaught sight words with automaticity.</li> </ul>

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8) Forms letters and numerals correctly.

Trimester	1	2	3	4
<b>ALL</b>	Student does not form letters and numerals correctly.	Student rarely forms letters and numerals correctly.	Student forms letters and numerals correctly.	Student consistently forms all letters and numerals correctly.

9) Spaces letters and words correctly.

Trimester	1	2	3	4
<b>ALL</b>	Student does not space letters correctly or write with appropriate spacing between words.	Student occasionally spaces letters correctly and writes with appropriate spacing between words.	Student spaces letters correctly and writes with appropriate spacing between words.	Student consistently writes with appropriate spacing of letters and between words.

10) Produces neat and legible work.

Trimester	1	2	3	4
<b>ALL</b>	Student does not produce neat and legible work.	Student occasionally produces neat and legible work.	Student produces neat and legible work.	Student consistently produces neat and legible work.



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### MATHEMATICS

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
<b>1st</b>	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> <li>• Student is unable to recognize, identify, and write numbers to 20.</li> <li>• Student is unable to count sets of numbers up to 20.</li> <li>• Student is unable to practices rote counting forward and backward from any number 1 to 30.</li> <li>• Student is unable to represent a teen number as a group of ten and some number of ones.</li> </ul> <p><u>Comparing and Ordering Numbers to 20:</u> Student is unable to compare two quantities up to 20 to see which is greater.</p> <p><u>Addition:</u></p> <ul style="list-style-type: none"> <li>• Student is unable to understand that addition can be recorded by an expression (6+3) or by an equation (6+3=9) that shows sums to 20.</li> <li>• Student is unable to understand, represent, and solve problems involving addition.</li> </ul>	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes recognizes, identifies, and write numbers to 20.</li> <li>• Student sometimes counts sets of numbers up to 20.</li> <li>• Student sometimes practices rote counting forward and backward from any number 1 to 30.</li> <li>• Student sometimes represents a teen number as a group of ten and some ones.</li> </ul> <p><u>Comparing and Ordering Numbers to 20:</u> Student sometimes compares two quantities up to 20 to see which is greater.</p> <p><u>Addition:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes understands that addition can be recorded by an expression (6+3) or by an equation (6+3=9) that shows sums to 20.</li> <li>• Student sometimes understands, represents, and</li> </ul>	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> <li>• Student consistently recognizes, identifies, and writes numbers to 20.</li> <li>• Student consistently counts sets of numbers up to 20.</li> <li>• Student consistently practices rote counting forward and backward from any number 1 to 30.</li> <li>• Student consistently represents a teen number as a group of ten and some number of ones.</li> </ul> <p><u>Comparing and Ordering Numbers to 20:</u> Student consistently compares two quantities up to 20 to see which is greater.</p> <p><u>Addition:</u></p> <ul style="list-style-type: none"> <li>• Student consistently understands that addition can be recorded by an expression (6+3) or by an equation (6+3=9) that shows sums to 20.</li> <li>• Student consistently understands, represents, and</li> </ul>	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> <li>• Student consistently recognizes, identifies, and writes numbers beyond 20.</li> <li>• Student consistently counts sets of numbers beyond 20.</li> <li>• Student consistently practices rote counting forward and backward from any number 1 to 30 using mental math.</li> <li>• Student consistently represent a two-digit number as a group of ten(s) and ones.</li> </ul> <p><u>Comparing and Ordering Numbers to 20:</u> Student consistently compares two quantities up to 20 and can elaborate their reasoning for which is greater.</p> <p><u>Addition:</u></p> <ul style="list-style-type: none"> <li>• Student consistently understands that addition can be recorded by an expression (6+3) or by an equation (6+3=9) that shows sums greater than 20.</li> <li>• Student consistently understands, represents, and</li> </ul>

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	<p><u>Subtraction:</u></p> <ul style="list-style-type: none"> <li>● Student is unable to understand that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences up through 20.</li> <li>● Student is unable to understand that subtraction is finding the difference.</li> <li>● Student is unable to understand, represent, and solve problems involving subtraction.</li> </ul> <p><u>Geometry:</u></p> <ul style="list-style-type: none"> <li>● Student is unable to sort and compare 2-dimensional figures according to attributes.</li> <li>● Student is unable to compose and decompose 2D shapes out of models.</li> <li>● Student is unable to describe shapes' size and the correlation to fewer or more within an outline.</li> <li>● Student is unable to construct triangles and quadrilaterals of different types and sizes.</li> </ul>	<p>solves problems involving addition.</p> <p><u>Subtraction:</u></p> <ul style="list-style-type: none"> <li>● Student sometimes understands that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences up through 20.</li> <li>● Student sometimes understands that subtraction is finding the difference.</li> <li>● Student sometimes understands, represents, and solves problems involving subtraction.</li> </ul> <p><u>Geometry:</u></p> <ul style="list-style-type: none"> <li>● Student sometimes sorts and compares 2-dimensional figures according to attributes.</li> <li>● Student sometimes composes and decomposes 2D shapes out of models.</li> <li>● Student sometimes describes shapes' size and the correlation to fewer or more within an outline.</li> <li>● Student sometimes constructs triangles and quadrilaterals of different types and sizes.</li> </ul>	<p>solves problems involving addition.</p> <p><u>Subtraction:</u></p> <ul style="list-style-type: none"> <li>● Student consistently understands that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences up through 20.</li> <li>● Student consistently understands that subtraction is finding the difference.</li> <li>● Student consistently understands, represents, and solves problems involving subtraction.</li> </ul> <p><u>Geometry:</u></p> <ul style="list-style-type: none"> <li>● Student consistently sorts and compares 2-dimensional figures according to attributes.</li> <li>● Student consistently composes and decomposes 2D shapes out of models.</li> <li>● Student consistently describes shapes' size and the correlation to fewer or more within an outline.</li> <li>● Student consistently constructs triangles and quadrilaterals of different types and sizes.</li> </ul>	<p>solves problems involving addition in a variety of ways.</p> <p><u>Subtraction:</u></p> <ul style="list-style-type: none"> <li>● Student consistently understands that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences beyond 20.</li> <li>● Student consistently understands that subtraction is finding the difference. and can be shown through a variety of ways.</li> <li>● Student consistently understands, represents, and solves problems involving subtraction in a variety of ways.</li> </ul> <p><u>Geometry:</u></p> <ul style="list-style-type: none"> <li>● Student consistently sorts and compares 2-dimensional figures according to attributes in multiple ways.</li> <li>● Student consistently composes and decomposes 2D shapes out of model in multiples ways.</li> <li>● Student consistently describes shapes' size, name and the correlation to fewer or more within an outline.</li> <li>● Student consistently constructs and compares triangles and quadrilaterals of different types and sizes.</li> </ul>
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## Grading Benchmarks – FIRST GRADE

<b>2nd</b>	<p><u>Patterns:</u> Student rarely describes patterns, uses patterns to predict, or extends patterns.</p> <p><u>Counting and Number Patterns to 100:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to read and write numbers to 120.</li> <li>• Student is unable or rarely able to identify and continue place value patterns.</li> </ul> <p><u>Tens and Ones:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to count by tens and add ones for a total.</li> <li>• Student is unable or rarely able to read and write 2-digit numbers in multiple ways.</li> </ul> <p><u>Comparing and Ordering Numbers to 120:</u> Student is unable or rarely able to use place value to compare and order numbers.</p> <p><u>Measurement:</u> Student is unable or rarely able to compare and order objects by size, length, capacity, weight, and temperature.</p> <p><u>Time:</u> Student is unable or rarely able to tell time from an analog clock in hours and half-hours.</p> <p><u>Fractional Parts:</u> Student is unable or rarely able to identify the equal division of a region into halves, thirds, and quarters.</p>	<p><u>Patterns:</u> Student sometimes describes patterns, uses patterns to predict, and extends patterns.</p> <p><u>Counting and Number Patterns to 120:</u></p> <ul style="list-style-type: none"> <li>• Student can sometimes read and write numbers to 120.</li> <li>• Student can sometimes identify and continue place value patterns.</li> </ul> <p><u>Tens and Ones:</u></p> <ul style="list-style-type: none"> <li>• Student can sometimes count by tens and add ones for a total.</li> <li>• Student can sometimes read and write 2-digit numbers in multiple ways.</li> </ul> <p><u>Comparing and Ordering Numbers to 120:</u> Student is sometimes able to use place value to compare and order numbers.</p> <p><u>Measurement:</u> Student is sometimes able to compare and order objects by size, length, capacity, weight, and temperature.</p> <p><u>Time:</u> Student can sometimes tell time from an analog clock in hours and half-hours.</p> <p><u>Fractional Parts:</u> Student is sometimes able to identify the equal division of a region into halves, thirds, and quarters.</p>	<p><u>Patterns:</u> Student consistently describes patterns, uses patterns to predict, and extends patterns.</p> <p><u>Counting and Number Patterns to 120:</u></p> <ul style="list-style-type: none"> <li>• Student can consistently read and write numbers to 120.</li> <li>• Student can consistently identify and continue place value patterns.</li> </ul> <p><u>Tens and Ones:</u></p> <ul style="list-style-type: none"> <li>• Student can consistently count by tens and add ones for a total.</li> <li>• Student can consistently read and write 2-digit numbers in multiple ways.</li> </ul> <p><u>Comparing and Ordering Numbers to 120:</u> Student is consistently able to use place value to compare and order numbers.</p> <p><u>Measurement:</u> Student is consistently able to compare and order objects by size, length, capacity, weight, and temperature.</p> <p><u>Time:</u> Student can consistently tell time from an analog clock in hours and half-hours.</p> <p><u>Fractional Parts:</u> Student can consistently identify the equal division of a region into halves, thirds, and quarters.</p>	<p><u>Patterns:</u> Student consistently identifies and uses patterns in everyday situations, and makes connections to other ideas and concepts independently.</p> <p><u>Counting and Number Patterns to 120:</u></p> <ul style="list-style-type: none"> <li>• Student can read and write numbers beyond 120.</li> <li>• Student can identify and continue place value patterns.</li> </ul> <p><u>Tens and Ones:</u></p> <ul style="list-style-type: none"> <li>• Student can count by tens and add ones for a total.</li> <li>• Student can read and write 3-digit numbers in multiple ways.</li> </ul> <p><u>Comparing and Ordering Numbers to 120:</u></p> <ul style="list-style-type: none"> <li>• Student is able to use place value to compare and order numbers.</li> <li>• Student can explain number relationships, especially on a 100 chart and in location to the next multiple of 10.</li> </ul> <p><u>Measurement:</u> Student is able to construct similar and dissimilar objects using various attributes.</p> <p><u>Time:</u> Student can tell time from an analog clock in hours, half-hours, quarter-hours, and minutes.</p> <p><u>Fractional Parts:</u> Student is able to consistently identify the equal division of a region into halves, thirds, quarters, sixths, and eighths.</p>
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## Grading Benchmarks – FIRST GRADE

2) Recalls math facts with accuracy.				
Trimester	1	2	3	4
<b>1st</b>	<p>Student is unable or rarely able to add with 1 more and 2 more fluently within 10.</p> <p>Student is unable or rarely able to subtract with 1 less and 2 less fluently within 10.</p>	<p>Student can sometimes add with 1 more and 2 more fluently within 10.</p> <p>Student can sometimes subtract with 1 less and 2 less fluently within 10.</p>	<p>Student can consistently add with 1 more and 2 more fluently within 10.</p> <p>Student can consistently subtract with 1 less and 2 less fluently within 10.</p>	<p>Student can consistently add with 1 more and 2 more fluently beyond 10.</p> <p>Student can consistently subtract 1 less and 2 less fluently beyond 10.</p>
<b>2nd</b>	<p>Student is unable or rarely able to add within sums of 18.</p> <p>Student is unable or rarely able to subtract from 18.</p>	<p>Student can sometimes add within sums of 18.</p> <p>Student can sometimes subtract from 18.</p>	<p>Student can consistently add within sums of 18.</p> <p>Student can consistently subtract within 18.</p>	<p>Student is able to consistently add 1-digit numbers beyond 18.</p> <p>Student is able to consistently subtract 1-digit numbers beyond 18.</p>

3) Uses a variety of strategies to solve problems.				
Trimester	1	2	3	4
<b>1st</b>	<ul style="list-style-type: none"> <li>Student is unable or rarely able to use strategies (counting on, making 10, decomposing a number, doubles) with sums through 20.</li> <li>Student is unable or rarely able to use strategies (related addition, drawings, concrete items) with differences through 20.</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 20.</li> <li>Student sometimes uses strategies (related addition, drawings, concrete items) with differences through 20.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 20.</li> <li>Student uses strategies (related addition, drawings, concrete items) with differences through 20.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently internalizes sums and differences through 20 without using strategies.</li> </ul>
<b>2nd</b>	<p>Student is unable or rarely able to identify and use patterns to solve problems.</p>	<p>Student sometimes identifies and uses patterns to solve problems.</p>	<p>Student consistently identifies and uses patterns to solve problems.</p>	<ul style="list-style-type: none"> <li>Student identifies and uses patterns in everyday situations.</li> <li>Student makes insightful connections to other ideas and concepts independently.</li> </ul>

## Grading Benchmarks – FIRST GRADE

### 4) Demonstrates understanding of addition.

Trimester	1	2	3	4
<b>1st</b>	Student does not understand and cannot explain properties of addition using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student understands and explains some properties of addition using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student consistently understands and explains properties of addition using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student consistently understands and explains properties of addition with sums greater than 10 by using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.
<b>2nd</b>	Student does not understand and cannot explain properties of addition with sums up to 18 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of addition with sums up to 18 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums up to 18 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums greater than 18 by using representations (objects, drawings, story contexts).

### 5) Demonstrates understanding of subtraction.

Trimester	1	2	3	4
<b>1st</b>	Student does not understand and cannot explain properties of subtraction using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student understands and explains some properties of subtraction using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student understands and explains properties of subtraction using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student consistently understands and explains properties of subtraction with missing parts greater than 10 using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.
<b>2nd</b>	Student does not understand and cannot explain properties of subtraction with missing parts up to 18 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of subtraction with missing parts up to 18 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts up to 18 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts greater than 18 by using representations (objects, drawings, story contexts).

## Grading Benchmarks – FIRST GRADE

6) Demonstrates understanding of numbers up to 100.				
Trimester	1	2	3	4
<b>1st</b>	Student is unable or rarely able to compare numbers up to 20 using “greater than” and “less than” vocabulary.	Student is sometimes able to compare numbers up to 20 using “greater than” and “less than” vocabulary.	Student is consistently able to compare numbers up to 20 using “greater than” and “less than” vocabulary.	Student is consistently able to compare numbers beyond 20 using “greater than” and “less than” vocabulary.
<b>2nd</b>	Student is unable or rarely able to compare and order 3 or more numbers up to 120 using position words.	Student is sometimes able to compare and order 3 or more numbers up to 120 using position words.	Student is consistently able to compare and order 3 or more numbers up to 120 using position words.	Student is consistently able to compare and order 5 or more numbers up to 120 using position words.