

Grading Benchmarks – FIRST GRADE

READING

1) Reads at grade level.

Trimester	1	2	3	4
1st	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.
2nd	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.
3rd	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H.	Student has achieved reading success at Level I or J.	Student has achieved reading success at Level K or above.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

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

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> ● Student is unable or rarely able to recognize and use beginning sounds. ● Student is unable or rarely able to make sure reading makes sense. ● Student is unable or rarely able to use internal parts of words with beginnings and endings. 	<ul style="list-style-type: none"> ● Student is sometimes able to recognize and use beginning sounds. ● Student sometimes checks to make sure reading makes sense. ● Student sometimes uses internal parts of words with beginnings and endings. ● Student sometimes reads high-frequency words automatically. 	<ul style="list-style-type: none"> ● Student consistently identifies and decodes using beginning sounds. ● Student consistently checks to make sure reading makes sense. ● Student consistently uses internal parts of words with beginnings and endings. 	<ul style="list-style-type: none"> ● Student consistently identifies and decodes using beginning and ending sounds. ● Student consistently checks to make sure reading makes sense, in above-grade-level text. ● Student consistently uses internal parts of words with beginnings and endings, in above-grade-level text.

Grading Benchmarks – FIRST GRADE

	<ul style="list-style-type: none"> ● Student is unable or rarely able to read high-frequency words automatically. ● Student is unable or rarely able to notice errors and cross-check with unused sources of information. ● Student is unable or rarely able to distinguish between information provided by pictures and information provided by words in a text. 	<ul style="list-style-type: none"> ● Student sometimes notices errors and cross-checks with unused sources of information. ● Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text. 	<ul style="list-style-type: none"> ● Student consistently reads high-frequency words automatically. ● Student consistently notices errors and cross-checks with unused sources of information. ● Student consistently distinguishes between information provided by pictures and information provided by words in a text. 	<ul style="list-style-type: none"> ● Student consistently reads high-frequency words automatically, in above-grade-level text. ● Student consistently notices errors, in above-grade-level text, and cross-checks with unused sources of information. ● Student consistently distinguishes, in above-grade-level texts, between information provided by pictures and information provided by words.
2nd	<ul style="list-style-type: none"> ● Student is unable or rarely able to recognize and use beginning and ending sounds. ● Student is unable or rarely able to keep the accumulating story events (or content) in mind. ● Student is unable or rarely able to use meaning of accumulated text to figure out unfamiliar words. ● Student is unable or rarely able to stop and correct at the point of error. 	<ul style="list-style-type: none"> ● Student is sometimes able to recognize and use beginning and ending sounds. ● Student sometimes keeps the accumulating story events (or content) in mind. ● Student sometimes uses meaning of accumulated text to figure out unfamiliar words. ● Student sometimes stops and corrects at the point of error. 	<ul style="list-style-type: none"> ● Student consistently identifies and decodes using beginning and ending sounds. ● Student consistently keeps the accumulating story events (or content) in mind. ● Student consistently uses meaning of accumulated text to figure out unfamiliar words. ● Student consistently stops and corrects at the point of error. 	<ul style="list-style-type: none"> ● Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds. ● Student consistently keeps the accumulating story events (or content) in mind, in above-grade-level text. ● Student consistently uses meaning of accumulated text to figure out unfamiliar words, in above-grade-level text. ● Student consistently stops and corrects at the point of error, in above-grade-level text.

Grading Benchmarks – FIRST GRADE

3rd	<ul style="list-style-type: none"> ● Student is unable or rarely able to recognize and use beginning, ending, and middle (vowel) sounds. ● Student is unable or rarely able to reread and self-correct at points of error. ● Student is unable or rarely able to monitor for all sources of information. ● Student is unable or rarely able to use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. ● Student is unable or rarely able to solve unknown words with relative ease. 	<ul style="list-style-type: none"> ● Student is sometimes able to recognize and use beginning, ending, and middle (vowel) sounds. ● Student sometimes rereads and self-corrects at points of error. ● Student sometimes monitors for all sources of information. ● Student sometimes uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. ● Student sometimes solves unknown words with relative ease. 	<ul style="list-style-type: none"> ● Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds. ● Student consistently rereads and self-corrects at points of error. ● Student consistently monitors for all sources of information. ● Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. ● Student consistently solves unknown words with relative ease. 	<ul style="list-style-type: none"> ● Student consistently decodes unknown and complex/multi-syllable words using all phonemes (blends, digraphs, diphthongs). ● Student consistently rereads and self-corrects at points of error, in above-grade-level text. ● Student consistently monitors for all sources of information, in above-grade-level text. ● Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through above-grade-level text. ● Student consistently solves unknown words with relative ease, in above-grade-level text.
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Grading Benchmarks – FIRST GRADE

3) Recognizes sight words.

Trimester	1	2	3	4
1st	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.
2nd	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.
3rd	Student recognizes up to 178 sight words on Word Identification Assessment.	Student recognizes 179 - 199 sight words on Word Identification Assessment.	Student recognizes 200-218 sight words on Word Identification Assessment.	Student recognizes 219 or more sight words on Word Identification Assessment.

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

4) Reads with comprehension.

⇒ Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.

Trimester	1	2	3	4
1st	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.
2nd	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.
3rd	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H.	Student has achieved reading success at Level I or J.	Student has achieved reading success at Level K or above.

Reading level as indicated on the Teacher's College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

Grading Benchmarks – FIRST GRADE

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
1st	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.
2nd	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.
3rd	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.	Student reads long vowel words accurately; changes expression during reading.

6) Retells story with accuracy.

Trimester	1	2	3	4
1st	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.

Grading Benchmarks – FIRST GRADE

2nd	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.
3rd	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 consistently uses details including characters, setting, and problem solution while summarizing a story.	Student consistently uses details including characters, setting, and problem solution while summarizing a more complex story.

7) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	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.
2nd	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.
3rd	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.

Grading Benchmarks – FIRST GRADE

WRITING

1) Generates ideas.

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

Grading Benchmarks – FIRST GRADE

	<ul style="list-style-type: none"> ● Student chooses a topic that is somewhat clear. ● Student thinks, sketches, and writes a few ideas, as taught in units of study. 	<ul style="list-style-type: none"> ● Student chooses a clear topic. ● Student thinks, sketches, and writes some ideas, as taught in units of study. 	<ul style="list-style-type: none"> ● Student rehearses stories with others. ● Student chooses and narrows a topic. ● Student thinks, sketches, and writes to add ideas and details, as taught in units of study. 	<p>experience, imagination, and stories.</p> <ul style="list-style-type: none"> ● Student rehearses ideas independently. ● Student chooses a narrow, specific topic. ● Student thinks, sketches, and writes with many vivid ideas and details, as taught in units of study.
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2) Writes complete sentences.

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

3) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1st	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.

Grading Benchmarks – FIRST GRADE

2nd	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.
3rd	Student is unable or rarely able to write for 20 minutes.	Student is approaching a writing stamina of 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for more than 20 minutes.

4) Uses punctuation appropriately.

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

5) Uses capitalization appropriately.

Trimester	1	2	3	4
ALL	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.”

Grading Benchmarks – FIRST GRADE

6) Applies conventions of grammar and usage.

Trimester	1	2	3	4
1st	<p>Student rarely applies grade-level grammar/usage, including:</p> <ul style="list-style-type: none"> ● “I” voice when using personal narrative. ● Action words. ● Match nouns and verbs (they hop; Bob hops). ● Describing words. 	<p>Student is beginning to apply grade-level grammar/usage, including:</p> <ul style="list-style-type: none"> ● “I” voice when using personal narrative. ● Action words. ● Match nouns and verbs (they hop; Bob hops). ● Describing words. 	<p>Student consistently applies grade-level grammar/usage, including:</p> <ul style="list-style-type: none"> ● “I” voice when using personal narrative. ● Action words. ● Match nouns and verbs (they hop, Bob hops). ● Describing words. 	<p>Student consistently applies above-grade-level grammar/usage, including:</p> <ul style="list-style-type: none"> ● “I” voice when using personal narrative. ● Action words. ● Match nouns and verbs (they hop; Bob hops). ● Describing words.
2nd	<p>Student rarely applies grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> ● Uses sequencing words to organize writing (first, next, then, finally). ● Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory). 	<p>Student is beginning to apply grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> ● Uses sequencing words to organize writing (first, next, then, finally). ● Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory). 	<p>Student consistently applies grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> ● Uses sequencing words to organize writing (first, next, then, finally). ● Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions. 	<p>Student consistently applies above-grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> ● Uses sequencing words to organize writing (first, next, then, finally). ● Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.
3rd	<p>Student rarely applies grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p>	<p>Student is beginning to apply grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p>	<p>Student consistently applies grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p>	<p>Student consistently applies above-grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p>

Grading Benchmarks – FIRST GRADE

	<ul style="list-style-type: none"> ● Writers vary choice of describing words as a way to clarify meaning (big, gigantic). ● Common, proper, and possessive nouns. ● Uses conjunctions to expand ideas (and, but, so, or, because). 	<ul style="list-style-type: none"> ● Writers vary choice of describing words as a way to clarify meaning (big, gigantic). ● Common, proper, and possessive nouns. ● Uses conjunctions to expand ideas (and, but, so, or, because). 	<ul style="list-style-type: none"> ● Writers vary choice of describing words as a way to clarify meaning (big, gigantic). ● Common, proper, and possessive nouns. ● Uses conjunctions to expand ideas (and, but, so, or, because). 	<ul style="list-style-type: none"> ● Writers vary choice of describing words as a way to clarify meaning (big, gigantic). ● Common, proper, and possessive nouns. ● Uses conjunctions to expand ideas (and, but, so, or, because).
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7) Learns and applies spelling patterns.

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

Grading Benchmarks – FIRST GRADE

8) Forms letters and numerals correctly.

Trimester	1	2	3	4
ALL	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
ALL	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
ALL	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.

Grading Benchmarks – FIRST GRADE

LISTENING AND SPEAKING

1) Clearly expresses ideas orally.

Trimester	1	2	3	4
ALL	Student rarely expresses ideas and comments in clear language and in complete sentences, using correct verb tenses.	Student occasionally expresses ideas and comments in clear language and in complete sentences, using correct verb tenses.	Student consistently expresses ideas and comments in clear language and in complete sentences using correct verb tenses.	Student has achieved grade-level expectations and extends ideas in complete sentences, using correct subject-verb agreement and correct use of irregular plural nouns.

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> ● Student rarely responds to comments of others through multiple exchange. ● Student rarely asks questions about information presented orally in order to deepen understanding. 	<ul style="list-style-type: none"> ● Student occasionally responds to comments of others through multiple exchange. ● Student occasionally asks questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> ● Student consistently responds to comments of others through multiple exchanges. ● Student asks and answers questions about information presented orally or visually in order to deepen understanding. 	Student has achieved grade-level expectations, restates key elements, and answers questions about information to deepen understanding or clarify comprehension.

3) Participates in group discussions actively and appropriately.

Trimester	1	2	3	4
ALL	Student rarely participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student occasionally participates in group discussions and follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student consistently participates in group discussions and follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	<ul style="list-style-type: none"> ● Student has achieved grade-level expectations and stays on topic by linking his/her own additions to the conversation or previous remarks of others. ● Student extends his/her ideas and understanding in light of the discussion.

Grading Benchmarks – FIRST GRADE

MATHEMATICS

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
1st	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> • Student is unable to recognize, identify, and write numbers to 20. • Student is unable to count sets of numbers up to 20. • Student is unable to practices rote counting forward and backward from any number 1 to 30. • Student is unable to represent a teen number as a group of ten and some number of ones. <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"> • 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. 	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> • Student sometimes recognizes, identifies, and write numbers to 20. • Student sometimes counts sets of numbers up to 20. • Student sometimes practices rote counting forward and backward from any number 1 to 30. • Student sometimes represents a teen number as a group of ten and some ones. <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"> • 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. 	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> • Student consistently recognizes, identifies, and writes numbers to 20. • Student consistently counts sets of numbers up to 20. • Student consistently practices rote counting forward and backward from any number 1 to 30. • Student consistently represents a teen number as a group of ten and some number of ones. <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"> • 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. 	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> • Student consistently recognizes, identifies, and writes numbers beyond 20. • Student consistently counts sets of numbers beyond 20. • Student consistently practices rote counting forward and backward from any number 1 to 30 using mental math. • Student consistently represent a two-digit number as a group of ten(s) and ones. <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"> • 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.

Grading Benchmarks – FIRST GRADE

<ul style="list-style-type: none"> • Student is unable to understand, represent, and solve problems involving addition. <p><u>Subtraction:</u></p> <ul style="list-style-type: none"> • 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. • Student is unable to understand that subtraction is finding the difference. • Student is unable to understand, represent, and solve problems involving subtraction. <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student is unable to sort and compare 2-dimensional figures according to attributes. • Student is unable to compose and decompose 2D shapes out of models. • Student is unable to describe shapes' size and the correlation to fewer or more within an outline. 	<ul style="list-style-type: none"> • Student sometimes understands, represents, and solves problems involving addition. <p><u>Subtraction:</u></p> <ul style="list-style-type: none"> • 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. • Student sometimes understands that subtraction is finding the difference. • Student sometimes understands, represents, and solves problems involving subtraction. <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student sometimes sorts and compares 2-dimensional figures according to attributes. • Student sometimes composes and decomposes 2D shapes out of models. • Student sometimes describes shapes' size and the correlation to fewer or more within an outline. 	<ul style="list-style-type: none"> • Student consistently understands, represents, and solves problems involving addition. <p><u>Subtraction:</u></p> <ul style="list-style-type: none"> • 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. • Student consistently understands that subtraction is finding the difference. • Student consistently understands, represents, and solves problems involving subtraction. <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student consistently sorts and compares 2-dimensional figures according to attributes. • Student consistently composes and decomposes 2D shapes out of models. • Student consistently describes shapes' size and the correlation to fewer or more within an outline. 	<ul style="list-style-type: none"> • Student consistently understands, represents, and solves problems involving addition in a variety of ways. <p><u>Subtraction:</u></p> <ul style="list-style-type: none"> • 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. • Student consistently understands that subtraction is finding the difference and can be shown through a variety of ways. • Student consistently understands, represents, and solves problems involving subtraction in a variety of ways. <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student consistently sorts and compares 2-dimensional figures according to attributes in multiple ways. • Student consistently composes and decomposes 2D shapes out of a model in multiples ways. • Student consistently describes shapes' size, name
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Grading Benchmarks – FIRST GRADE

	<ul style="list-style-type: none"> Student is unable to construct triangles and quadrilaterals of different types and sizes. 	<ul style="list-style-type: none"> Student sometimes constructs triangles and quadrilaterals of different types and sizes. 	<ul style="list-style-type: none"> Student consistently constructs triangles and quadrilaterals of different types and sizes. 	<p>and the correlation to fewer or more within an outline.</p> <ul style="list-style-type: none"> Student consistently constructs and compares triangles and quadrilaterals of different types and sizes.
2nd	<p><u>Counting and Number Patterns to 100:</u></p> <ul style="list-style-type: none"> Student is unable or rarely able to read and write numbers to 120. Student is unable or rarely able to identify and continue place value patterns. <p><u>Tens and Ones:</u></p> <ul style="list-style-type: none"> Student is unable or rarely able to count by tens and add ones for a total. Student is unable or rarely able to read and write 2-digit numbers in multiple ways. <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>Counting and Number Patterns to 120:</u></p> <ul style="list-style-type: none"> Student can sometimes read and write numbers to 120. Student can sometimes identify and continue place value patterns. <p><u>Tens and Ones:</u></p> <ul style="list-style-type: none"> Student can sometimes count by tens and add ones for a total. Student can sometimes read and write 2-digit numbers in multiple ways. <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>Counting and Number Patterns to 120:</u></p> <ul style="list-style-type: none"> Student can consistently read and write numbers to 120. Student can consistently identify and continue place value patterns. <p><u>Tens and Ones:</u></p> <ul style="list-style-type: none"> Student can consistently count by tens and add ones for a total. Student can consistently read and write 2-digit numbers in multiple ways. <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>Counting and Number Patterns to 120:</u></p> <ul style="list-style-type: none"> Student can read and write numbers beyond 120. Student can consistently identify and continue place value patterns beyond 120. <p><u>Tens and Ones:</u></p> <ul style="list-style-type: none"> Student can consistently count by tens and add ones beyond 120. Student can read and write 3-digit numbers in multiple ways. <p><u>Comparing and Ordering Numbers to 120:</u></p> <ul style="list-style-type: none"> Student is consistently able to use place value to compare and order numbers beyond 120. Student can explain number relationships, especially on a 120 chart and in location to the next multiple of 10.

Grading Benchmarks – FIRST GRADE

	<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>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>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>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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3rd	<p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to organize, represent, and interpret data using a variety of graphs. • Student is unable or rarely able to problem-solve using graphs. <p><u>Adding and Subtracting with Tens and Ones:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to add and subtract tens to a 2-digit number. • Student is unable or rarely able to add multiples of 10 to a 2-digit number by skip counting. 	<p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> • Student sometimes organizes, represents, and interprets data using a variety of graphs. • Student sometimes problem-solves using graphs. <p><u>Adding and Subtracting with Tens and Ones:</u></p> <ul style="list-style-type: none"> • Student is sometimes able to add and subtract tens to a 2-digit number. • Student is sometimes able to add multiples of 10 to a 2- 	<p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> • Student consistently organizes, represents, and interprets data using a variety of graphs. • Student consistently problem-solves using graphs. <p><u>Adding and Subtracting with Tens and Ones:</u></p> <ul style="list-style-type: none"> • Student consistently is able to add and subtract tens to a 2-digit number. • Student is consistently able to add multiples of 10 to a 2-digit number by skip counting. 	<p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> • Student consistently organizes, represents, and interprets data using a variety of graphs. • Student problem-solves using graphs. • Student makes predictions based upon data and probability outcomes. <p><u>Adding and Subtracting with Tens and Ones:</u> Student is able to consistently add and subtract any combination of 2-digit and 3-digit numbers.</p>
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Grading Benchmarks – FIRST GRADE

	<ul style="list-style-type: none"> • Student is unable or rarely able to add 1-digit numbers to 2-digit numbers with and without regrouping. • Student is unable or rarely able to subtract a 1-digit number from a 2-digit number with and without regrouping. <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use geometric language to describe and identify defining attributes of familiar 3-D shapes. • Student is unable or rarely able to compose 3-D shapes. • Student is unable or rarely able to match a 2-D representation of a 3-D shape to the outline of one of its faces. <p><u>Time:</u> Student is unable or rarely able to tell time from an analog clock in hours and half-hours.</p>	<p>digit number by skip counting.</p> <ul style="list-style-type: none"> • Student is sometimes able to add 1-digit numbers to 2-digit numbers with and without regrouping. • Student is sometimes able to subtract a 1-digit number from a 2-digit number with and without regrouping. <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student can sometimes use geometric language to describe and identify defining attributes of familiar 3-D shapes. • Student can sometimes compose 3-D shapes. • Student can sometimes match a 2-D representation of a 3-D shape to the outline of one of its faces. <p><u>Time:</u> Student can sometimes tell time from an analog clock in hours and half-hours.</p>	<ul style="list-style-type: none"> • Student is consistently able to add 1-digit numbers to 2-digit numbers with and without regrouping. • Student consistently is able to subtract a 1-digit number from a 2-digit number with and without regrouping. <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student can consistently use geometric language to describe and identify defining attributes of familiar 3-D shapes. • Student can consistently compose 3-D shapes. • Student can consistently match a 2-D representation of a 3-D shape to the outline of one of its faces. <p><u>Time:</u> Student can consistently tell time from an analog clock in hours and half-hours.</p>	<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student can consistently and independently use geometric language to describe and identify defining attributes of familiar 3-D shapes. • Student can consistently and independently compose 3-D shapes. • Student can consistently and independently match a 2-D representation of a 3-D shape to the outline of one of its faces. <p><u>Time:</u> Student can tell time from an analog clock in hours, half-hours, quarter-hours, and minutes.</p>
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Grading Benchmarks – FIRST GRADE

2) Recalls math facts with accuracy.

Trimester	1	2	3	4
1st	<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>
2nd	<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>
3rd	<p>Student is unable or rarely able to add within sums of 20.</p> <p>Student is unable or rarely able to subtract from 20</p>	<p>Student can sometimes add within sums of 20.</p> <p>Student can sometimes subtract from 20.</p>	<p>Student can consistently add within sums of 20.</p> <p>Student can consistently subtract within 20</p>	<p>Student is able to consistently add 1-digit numbers beyond 20.</p> <p>Student is able to consistently subtract 1-digit numbers beyond 20.</p>

3) Uses a variety of strategies to solve problems.

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> Student is unable or rarely able to use strategies (counting on, making 10, decomposing a number, doubles) with sums through 20. 	<ul style="list-style-type: none"> Student sometimes uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 20. 	<ul style="list-style-type: none"> Student consistently uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 20. 	<p>Student consistently internalizes sums and differences through 20 without using strategies.</p>

Grading Benchmarks – FIRST GRADE

	<ul style="list-style-type: none"> Student is unable or rarely able to use strategies (related addition, drawings, concrete items) with differences through 20. 	<ul style="list-style-type: none"> Student sometimes uses strategies (related addition, drawings, concrete items) with differences through 20. 	<ul style="list-style-type: none"> Student uses strategies (related addition, drawings, concrete items) with differences through 20. 	
2nd	Student is unable or rarely able to identify and use patterns to solve problems.	Student sometimes identifies and uses patterns to solve problems.	Student consistently identifies and uses patterns to solve problems.	<ul style="list-style-type: none"> Student identifies and uses patterns in everyday situations. Student makes insightful connections to other ideas and concepts independently.
3rd	Student is unable or rarely able to identify and use patterns to solve problems.	Student sometimes identifies and uses patterns to solve problems.	Student consistently identifies and uses patterns to solve problems.	<ul style="list-style-type: none"> Student identifies and uses patterns in everyday situations. Student makes insightful connections to other ideas and concepts independently.

4) Demonstrates understanding of addition.

Trimester	1	2	3	4
1st	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.
2nd	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).

Grading Benchmarks – FIRST GRADE

3rd	Student does not understand and cannot explain properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums greater than 20 by using representations (objects, drawings, story contexts).
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5) Demonstrates understanding of subtraction.

Trimester	1	2	3	4
1st	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 consistently 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.
2nd	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).
3rd	Student does not understand and cannot explain properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts greater than 20 by using representations (objects, drawings, story contexts).

6) Demonstrates understanding of numbers up to 100.

Grading Benchmarks – FIRST GRADE

Trimester	1	2	3	4
1st	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 and order numbers up to 12 using “greater than” and “less than” vocabulary.	Student is consistently able to compare and order numbers up to 12 using “greater than” and “less than” vocabulary.	Student is consistently able to compare and order numbers greater than 12 using “greater than” and “less than” vocabulary.
2nd	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 100 using position words.	Student is consistently able to compare and order 3 or more numbers up to 100 using position words.	Student is consistently able to compare and order 5 or more numbers up to 100 using position words.
3rd	<ul style="list-style-type: none"> • Student is unable or rarely able to add and subtract 10 from a 2-digit number. • Student is unable or rarely able to subtract a 1-digit number from a 2-digit number with renaming a ten to ones. 	<ul style="list-style-type: none"> • Student is sometimes able to add and subtract 10 from a 2-digit number. • Student is sometimes able to subtract a 1-digit number from a 2-digit number with renaming a ten to ones. 	<ul style="list-style-type: none"> • Student is consistently able to add and subtract 10 from a 2-digit number. • Student is consistently able to subtract a 1-digit number from a 2-digit number with renaming a ten to ones. 	<ul style="list-style-type: none"> • Student is consistently able to add and subtract 10 from a 2-digit and 3-digit number. • Student is consistently able to subtract a 1-digit and 2-digit number from a 2-digit or 3-digit number with renaming a ten to ones.

Grading Benchmarks – FIRST GRADE

SCIENCE

1) Demonstrates understanding of concepts.

⇒ EARTH SCIENCE: Earth and Space

Trimester	1	2	3	4
1st	<p>Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> ● Identify what causes the pattern of day and night. ● Explain what causes the seasons. ● Communicate why the moon seems to change. ● Describe the sun and stars. 	<p>Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> ● Identify what causes the pattern of day and night. ● Explain what causes the seasons. ● Communicate why the moon seems to change. ● Describe the sun and stars. 	<p>Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> ● Identify what causes the pattern of day and night. ● Explain what causes the seasons. ● Communicate why the moon seems to change. ● Describe the sun and stars. 	<p>Student consistently and independently extends understanding through application of the following:</p> <ul style="list-style-type: none"> ● Identify what causes the pattern of day and night. ● Explain what causes the seasons. ● Communicate why the moon seems to change. ● Describe the sun and stars.

Grading Benchmarks – FIRST GRADE

⇒ PHYSICAL SCIENCE: Sound Energy, Light Energy, and Use Energy to Communicate

Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> ● Describe how sound is made. ● Explain how sound changes. ● Identify what is light. ● Communicate how light travels through different materials. ● Describe how light bounces off objects. ● Explain how we can use light and sound to communicate. ● Identify how communication changed over time. 	<p>Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> ● Describe how sound is made. ● Explain how sound changes. ● Identify what is light. ● Communicate how light travels through different materials. ● Describe how light bounces off objects. ● Explain how we can use light and sound to communicate. ● Identify how communication changed over time. 	<p>Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> ● Describe how sound is made. ● Explain how sound changes. ● Identify what is light. ● Communicate how light travels through different materials. ● Describe how light bounces off objects. ● Explain how we can use light and sound to communicate. ● Identify how communication changed over time. 	<p>Student consistently and independently extends understanding through application of the following:</p> <ul style="list-style-type: none"> ● Describe how sound is made. ● Explain how sound changes. ● Identify what is light. ● Communicate how light travels through different materials. ● Describe how light bounces off objects. ● Explain how we can use light and sound to communicate. ● Identify how communication changed over time.

Grading Benchmarks – FIRST GRADE

⇒ LIFE SCIENCE: Plants and Animals, Offspring and Their Parents

Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> ● Describe how living and nonliving things are different. ● Explain how different parts of a plant help it live. ● Identify how body parts help animals. ● Communicate how plant and animal parts help solve human problems. ● Describe how plants grow and change. ● Explain how plants are like their parents. ● Identify how animals are alike and different. ● Communicate how young animals are alike and unlike their parents. ● Describe how animal offspring survive. 	<p>Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> ● Describe how living and nonliving things are different. ● Explain how different parts of a plant help it live. ● Identify how body parts help animals. ● Communicate how plant and animal parts help solve human problems. ● Describe how plants grow and change. ● Explain how plants are like their parents. ● Identify how animals are alike and different. ● Communicate how young animals are alike and unlike their parents. ● Describe how animal offspring survive. 	<p>Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> ● Describe how living and nonliving things are different. ● Explain how different parts of a plant help it live. ● Identify how body parts help animals. ● Communicate how plant and animal parts help solve human problems. ● Describe how plants grow and change. ● Explain how plants are like their parents. ● Identify how animals are alike and different. ● Communicate how young animals are alike and unlike their parents. ● Describe how animal offspring survive. 	<p>Student consistently and independently extends understanding through application of the following:</p> <ul style="list-style-type: none"> ● Describe how living and nonliving things are different. ● Explain how different parts of a plant help it live. ● Identify how body parts help animals. ● Communicate how plant and animal parts help solve human problems. ● Describe how plants grow and change. ● Explain how plants are like their parents. ● Identify how animals are alike and different. ● Communicate how young animals are alike and unlike their parents. ● Describe how animal offspring survive.

Grading Benchmarks – FIRST GRADE

SOCIAL STUDIES

1) Demonstrates understanding of concepts.

⇒ UNIT 1: Communities and Our Role in Them

Trimester	1	2	3	4
1st	<p>Student rarely demonstrates understanding of key concepts of our communities and our role in them, including:</p> <ul style="list-style-type: none"> ● Identifying the communities to which they belong. ● Making observations with maps and interpreting them. ● Identifying and illustrating urban, suburban, and rural communities. ● Comparing and contrasting urban, suburban, and rural communities. ● Drawing conclusions and developing logical arguments related to whether a situation is fair or unfair. ● Synthesizing information learned about conflict resolution in order to handle conflicts throughout the year. 	<p>Student is beginning to demonstrate understanding of key concepts of our communities and our role in them, including:</p> <ul style="list-style-type: none"> ● Identifying the communities to which they belong. ● Making observations with maps and interpreting them. ● Identifying and illustrating urban, suburban, and rural communities. ● Comparing and contrasting urban, suburban, and rural communities. ● Drawing conclusions and developing logical arguments related to whether a situation is fair or unfair. ● Synthesizing information learned about conflict resolution in order to handle conflicts throughout the year. 	<p>Student demonstrates understanding of key concepts of our communities and our role in them, including:</p> <ul style="list-style-type: none"> ● Identifying the communities to which they belong. ● Making observations with maps and interpreting them. ● Identifying and illustrating urban, suburban, and rural communities. ● Comparing and contrasting urban, suburban, and rural communities. ● Drawing conclusions and developing logical arguments related to whether a situation is fair or unfair. ● Synthesizing information learned about conflict resolution in order to handle conflicts throughout the year. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>

Grading Benchmarks – FIRST GRADE

⇒ UNIT 2: Cultures and Celebrations Across Time and Place

Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates understanding of key concepts of cultures and celebrations across time and place, including:</p> <ul style="list-style-type: none"> ● Identifying the culture(s) to which they belong and the characteristics of those cultures. ● Identifying the celebrations of those cultures. ● Making observations with and interpreting maps and globes. ● Identifying the countries of their ancestors on a map. ● Comparing and contrasting their own culture(s) with the cultures of classmates. ● Drawing conclusions as to how time and places cause cultures and celebrations to change. ● Synthesizing information learned about cultures in order to appreciate differences and get along better. 	<p>Student is beginning to demonstrate understanding of key concepts of cultures and celebrations across time and place, including:</p> <ul style="list-style-type: none"> ● Identifying the culture(s) to which they belong and the characteristics of those cultures. ● Identifying the celebrations of those cultures. ● Making observations with and interpreting maps and globes. ● Identifying the countries of their ancestors on a map. ● Comparing and contrasting their own culture(s) with the cultures of classmates. ● Drawing conclusions as to how time and places cause cultures and celebrations to change. ● Synthesizing information learned about cultures in order to appreciate differences and get along better. 	<p>Student demonstrates understanding of key concepts of cultures and celebrations across time and place, including:</p> <ul style="list-style-type: none"> ● Identifying the culture(s) to which they belong and the characteristics of those cultures. ● Identifying the celebrations of those cultures. ● Making observations with and interpreting maps and globes. ● Identifying the countries of their ancestors on a map. ● Comparing and contrasting their own culture(s) with the cultures of classmates. ● Drawing conclusions as to how time and places cause cultures and celebrations to change. ● Synthesizing information learned about cultures in order to appreciate differences and get along better. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>

Grading Benchmarks – FIRST GRADE

⇒ UNIT 3: Making Changes Past and Present

Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts about how the world has changed over time, and how people from the past made changes that affect and improve our lives today, including:</p> <ul style="list-style-type: none"> ● Identifying that history is the story of change. ● Identifying historical people and events from our country. ● Making observations of changes within our community over time. ● Comparing and contrasting fictional characters and historical figures who have made changes. ● Drawing conclusions on how to make changes in their lives and the community. ● Synthesizing information learned to appreciate how our world is a better place because of the changes people made. 	<p>Student is beginning to demonstrate knowledge of facts and understanding of key concepts about how the world has changed over time, and how people from the past made changes that affect and improve our lives today, including:</p> <ul style="list-style-type: none"> ● Identifying that history is the story of change. ● Identifying historical people and events from our country. ● Making observations of changes within our community over time. ● Comparing and contrasting fictional characters and historical figures who have made changes. ● Drawing conclusions on how to make changes in their lives and the community. ● Synthesizing information learned to appreciate how our world is a better place because of the changes people made. 	<p>Student demonstrates knowledge of facts and understanding of key concepts about how the world has changed over time, and how people from the past made changes that affect and improve our lives today, including:</p> <ul style="list-style-type: none"> ● Identifying that history is the story of change. ● Identifying historical people and events from our country. ● Making observations of changes within our community over time. ● Comparing and contrasting fictional characters and historical figures who have made changes. ● Drawing conclusions on how to make changes in their lives and the community. ● Synthesizing information learned to appreciate how our world is a better place because of the changes people made. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>

Grading Benchmarks – FIRST GRADE

ART

1) Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
ALL	<p><u>Elements and Principles of Art:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> ● Student is unable to create 2- and 3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, and pattern. <p><u>Art History/Art Appreciation:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> ● Student rarely identifies basic characteristics of artists’ styles. ● Student rarely identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional. 	<p><u>Elements and Principles of Art:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is developing the skills needed to create 2- and 3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, and pattern. <p><u>Art History/Art Appreciation:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is beginning to identify basic characteristics of artists’ styles. ● Student is beginning to identify and apply visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional. 	<p><u>Elements and Principles of Art:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is able to create 2- and 3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, and pattern. <p><u>Art History/Art Appreciation:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is able to identify characteristics of artists’ styles. ● Student is able to identify and apply visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional. 	<p><u>Elements and Principles of Art:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is able to create 2- and 3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, and pattern. <p><u>Art History/Art Appreciation:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> ● Student consistently identifies basic characteristics of artists’ styles. ● Student consistently identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional.

Grading Benchmarks – FIRST GRADE

<ul style="list-style-type: none"> ● Student rarely identifies the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> ● Student rarely applies use of elements of art and basic media in his/her artwork. ● Student rarely demonstrates the application of visual literacy. ● Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. 	<ul style="list-style-type: none"> ● Student is beginning to identify the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is beginning to apply use of elements of art and basic media in his/her artwork. ● Student is beginning to demonstrate the application of visual literacy. ● Student is beginning to create works of art based on observation of the physical world that illustrates how art is a part of everyday life. 	<ul style="list-style-type: none"> ● Student is able to identify the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> ● Student applies use of elements of art and basic media in his/her artwork. ● Student understands and demonstrates the application of visual literacy. ● Student can create works of art based on observation of the physical world that illustrates how art is a part of everyday life. 	<ul style="list-style-type: none"> ● Student consistently identifies the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> ● Student consistently applies use of elements of art and basic media in his/her artwork. ● Student consistently demonstrates the application of visual literacy. ● Student consistently creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. ● Student consistently demonstrates creative expression of ideas.
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Grading Benchmarks – FIRST GRADE

MUSIC

1) Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
ALL	<p><u>Performance:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> ● Student is unable to echo the teacher by singing in patterns, calls, and chants. ● Student is unable to add the steady beat through movement, clapping, and performing on instruments. ● Student is unable to play simple patterns on non-pitched and barred/mallet instruments. <p><u>Listen and Respond:</u> Student needs support in the following areas:</p>	<p><u>Performance:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is developing the ability to sing music of a variety of styles and cultures, alone and with others. ● Student is developing the ability to echo the teacher by singing in patterns, calls, and chants. ● Student is developing the ability to add the steady beat through movement, clapping, and performing on instruments. ● Student is developing the ability to play simple patterns on non-pitched and barred/mallet instruments. <p><u>Listen and Respond:</u> Student is approaching standards in the following areas:</p>	<p><u>Performance:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is able to sing music of a variety of styles and cultures. alone and with others. ● Student is able to echo the teacher by singing in patterns, calls, and chants. ● Student is able to add the steady beat through movement, clapping, and performing on instruments. ● Student is able to play simple patterns on non-pitched and barred/mallet instruments. <p><u>Listen and Respond:</u> Student meets standards in the following areas:</p>	<p><u>Performance:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is consistently able to sing music of a variety of styles and cultures. alone and with others. ● Student is consistently able to echo the teacher by singing in patterns, calls, and chants. ● Student is consistently able to add steady beat through movement, clapping, and performing on instruments. ● Student is consistently able to play simple patterns on non-pitched and barred/mallet instruments. <p><u>Listen and Respond:</u> Student exceeds standards in the following areas:</p>

Grading Benchmarks – FIRST GRADE

<ul style="list-style-type: none"> ● Student is unable to match pitch when singing alone or when echoing the teacher. ● Student is unable to differentiate between music that is loud/soft, fast/slow, and high/low. ● Student is unable to identify simple musical elements. ● Student is unable to critique grade-level-appropriate musical performance. <p><u>Create:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> ● Student is unable to add musically appropriate, 4-beat rhythmic patterns. ● Student is unable to create movement and dramatization to follow song narrative and story. ● Student is unable to create melodic patterns on a pentatonic scale. <p><u>Reading and Notating:</u> Student needs support in the following areas:</p>	<ul style="list-style-type: none"> ● Student is beginning to match pitch when singing alone or when echoing the teacher. ● Student is learning how to differentiate between music that is loud/soft, fast/slow, and high/low. ● Student is beginning to identify simple musical elements. ● Student is beginning to critique grade-level-appropriate musical performance. <p><u>Create:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is beginning to add musically appropriate, 4-beat rhythmic patterns. ● Student is beginning to create movement and dramatization to follow song narrative and story. ● Student is beginning to create melodic patterns on a pentatonic scale. <p><u>Reading and Notating:</u> Student is approaching standards in the following areas:</p>	<ul style="list-style-type: none"> ● Student is able to match pitch when singing alone or when echoing the teacher. ● Student is able to listen and differentiate between music that is loud/soft, fast/slow, and high/low. ● Student is able to identify simple musical elements. ● Student is able to critique grade-level-appropriate musical performance. <p><u>Create:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is able to add musically appropriate, 4-beat rhythmic patterns. ● Student is able to create movement and dramatization to follow song narrative and story. ● Student is able to create melodic patterns on a pentatonic scale. <p><u>Reading and Notating:</u> Student meets standards in the following areas:</p>	<ul style="list-style-type: none"> ● Student consistently matches pitch when singing alone or when echoing the teacher. ● Student consistently listens to and differentiates between music that is loud/soft, fast/slow, and high/low. ● Student is consistently able to identify simple musical elements. ● Student is consistently able to critique grade-level-appropriate musical performance. <p><u>Create:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is consistently able to add musically appropriate, 4beat rhythmic patterns. ● Student is consistently able to create movement and dramatization to follow song narrative and story. ● Student is consistently able to create melodic patterns on a pentatonic scale. <p><u>Reading and Notating:</u> Student exceeds standards in the following areas:</p>
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Grading Benchmarks – FIRST GRADE

<ul style="list-style-type: none"> ● Student is unable to notate the beat with graphics or shapes. ● Student is unable to identify quarter notes, quarter rests, and paired eighth notes. ● Student is unable to identify the symbols for the staff, lines, and spaces. ● Student is unable to sing sol-mi-la solfege syllables with pitch accuracy. ● Student is unable to match sol-mi-la solfege syllables with corresponding Kodaly hand signs. 	<ul style="list-style-type: none"> ● Student is beginning to notate the beat with graphics or shapes. ● Student is beginning to identify quarter notes, quarter rests, and paired eighth notes. ● Student is beginning to identify the symbols for the staff, lines, and spaces. ● Student is developing the ability to sing sol-mi-la solfege syllables with pitch accuracy. ● Student is developing the ability to match sol-mi-la solfege syllables with corresponding Kodaly hand signs. 	<ul style="list-style-type: none"> ● Student is able to notate the beat with graphics or shapes. ● Student is able to identify quarter notes, quarter rests, and paired eighth notes. ● Student is able to identify the symbols for the staff, lines, and spaces. ● Student is able to sing sol-mi-la solfege syllables with pitch accuracy. ● Student is able to match sol-mi-la solfege syllables with corresponding Kodaly hand signs. 	<ul style="list-style-type: none"> ● Student is consistently able to notate the beat with graphics or shapes. ● Student is consistently able to identify quarter notes, quarter rests, and paired eighth notes. ● Student is consistently able to identify the symbols for the staff, lines, and spaces. ● Student is able to sing sol-mi-la solfege syllables consistently with pitch accuracy. ● Student is able to match sol-mi-la solfege syllables consistently with corresponding Kodaly hand signs.
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