

**First Grade Benchmarks**

**Mathematical Practice**

Explains and expresses mathematical processes				
Marking Period	1	2	3	4
I (Nov/Dec)	N	N	N	N
II (March)	Does not explain or express mathematical response/s	Sometimes explains or expresses mathematical response/s	Accurately and independently explains or expresses mathematical response/s	Consistently elaborates and/or extends mathematical response/s
III (June)	Does not explain or express mathematical response/s	Sometimes explains or expresses mathematical response/s	Accurately and independently explains or expresses mathematical response/s	Consistently elaborates and/or extends mathematical response/s

Applies critical thinking strategies to solve problems				
Marking Period	1	2	3	4
I (Nov/Dec)	N	N	N	N
II (March)	Does not utilize given strategies to solve a problem	Sometimes utilizes a given strategy to solve a problem	Accurately and independently utilizes a given strategy to solve a problem	Consistently utilizes given strategies to solve a problem beyond grade-level expectations correctly
III (June)	Does not utilize given strategies to solve a problem	Sometimes utilizes a given strategy to solve a problem	Accurately and independently utilizes a given strategy to solve a problem	Consistently utilizes given strategies to solve a problem beyond grade-level expectations correctly

**First Grade Benchmarks**

**Operations and Algebraic Thinking**

<b>Demonstrates accuracy and efficiency in adding numbers within 10</b>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I (Nov/Dec)	Does not demonstrate accuracy and efficiency in adding numbers within 10 per the District Progress Monitoring Tool for Addition	Sometimes demonstrates accuracy and efficiency in adding numbers within 10 per the District Progress Monitoring Tool for Addition	Accurately and independently demonstrates accuracy and efficiency in adding numbers within 10 per the District Progress Monitoring Tool for Addition	Consistently demonstrates accuracy and efficiency in adding numbers within 10 fluently per the District Progress Monitoring Tool for Addition
II (March)	Does not demonstrate accuracy and efficiency in adding numbers within 10 per the District Progress Monitoring Tool for Addition	Sometimes demonstrates accuracy and efficiency in adding numbers within 10 per the District Progress Monitoring Tool for Addition	Accurately and independently demonstrates accuracy and efficiency in adding numbers within 10 per the District Progress Monitoring Tool for Addition	Consistently demonstrates accuracy and efficiency in adding numbers within 10 fluently per the District Progress Monitoring Tool for Addition
III (June)	Does not demonstrate accuracy and efficiency in adding numbers within 10 per the District Progress Monitoring Tool for Addition	Sometimes demonstrates accuracy and efficiency in adding numbers within 10 per the District Progress Monitoring Tool for Addition	Accurately and independently demonstrates accuracy and efficiency in adding numbers within 10 per the District Progress Monitoring Tool for	Consistently demonstrates accuracy and efficiency in adding numbers within 10 fluently per the District Progress Monitoring Tool for Addition



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Demonstrates accuracy and efficiency in subtracting numbers within 10				
Marking Period	1	2	3	4
I (Nov/Dec)	Does not demonstrate accuracy and efficiency in subtracting numbers within 10 per the District Progress Monitoring Tool for Subtraction	Sometimes demonstrates accuracy and efficiency in subtracting numbers within 10 per the District Progress Monitoring Tool for Subtraction	Accurately and independently demonstrates accuracy and efficiency in subtracting numbers within 10 per the District Progress Monitoring Tool for Subtraction	Consistently demonstrates accuracy and efficiency in subtracting numbers within 10 fluently per the District Progress Monitoring Tool for Subtraction
II (March)	Does not demonstrate accuracy and efficiency in subtracting numbers within 10 per the District Progress Monitoring Tool for Subtraction	Sometimes demonstrates accuracy and efficiency in subtracting numbers within 10 per the District Progress Monitoring Tool for Subtraction	Accurately and independently demonstrates accuracy and efficiency in subtracting numbers within 10 per the District Progress Monitoring Tool for Subtraction	Consistently demonstrates accuracy and efficiency in subtracting numbers within 10 fluently per the District Progress Monitoring Tool for Subtraction
III (June)	Does not demonstrate accuracy and efficiency in subtracting numbers within 10 per the District Progress Monitoring Tool for Subtraction	Sometimes demonstrates accuracy and efficiency in subtracting numbers within 10 per the District Progress Monitoring Tool for Subtraction	Accurately and independently demonstrates accuracy and efficiency in subtracting numbers within 10 per the District Progress Monitoring Tool for Subtraction	Consistently demonstrates accuracy and efficiency in subtracting numbers within 10 fluently per the District Progress Monitoring Tool for Subtraction

Utilizes addition and subtraction strategies to solve word problems within 20				
Marking Period	1	2	3	4
I (Nov/Dec)	N	N	N	N
II (March)	Does not attempt to utilize a strategy for addition and subtraction word problems	Sometimes utilizes a strategy for addition and subtraction word problems	Accurately and independently utilizes a strategy in addition and subtraction word problems	Consistently utilizes multiple strategies in addition and subtraction word problems
III (June)	Does not attempt to utilize a strategy for addition and subtraction word problems	Sometimes utilizes a strategy for addition and subtraction word problems	Accurately and independently utilizes a strategy in addition and subtraction word problems	Consistently utilizes multiple strategies in addition and subtraction word problems

**First Grade Benchmarks**
**Numbers and Operations in Base Ten**

<b>Demonstrates understanding of place value</b>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I (Nov/Dec)	N	N	N	N
II (March)	Does not demonstrate understanding of place value	Sometimes demonstrates an understanding of ones or tens	Accurately and independently demonstrates an understanding of ones and tens	Consistently demonstrates understanding of ones, tens, hundreds, and beyond
III (June)	Does not demonstrate understanding of place value	Sometimes demonstrates understanding of ones, tens, or hundreds	Accurately and independently demonstrates an understanding of ones, tens, and hundreds	Consistently demonstrates understanding of ones, tens, hundreds, and beyond

Recognizes, writes, and counts numbers within 120				
Marking Period	1	2	3	4
I (Nov/Dec)	Does not recognize, count, and write numbers within 120	Sometimes recognizes, counts, or writes numbers within 20	Accurately and independently recognizes, counts, and writes numbers within 20	Consistently recognizes, counts, and writes numbers past 120
II (March)	Does not recognize, count, and write numbers within 120	Sometimes recognizes, counts, and writes numbers within 50	Accurately and independently recognizes, counts, and writes numbers within 100	Consistently recognizes, counts, and writes numbers past 120
III (June)	Does not recognize, count, and write numbers within 120	Sometimes recognizes, counts, and writes numbers within 100	Accurately and independently recognizes, counts, and writes numbers within 120	Consistently recognizes, counts, and writes numbers past 120



Utilizes strategies to add and subtract numbers within 100				
Marking Period	1	2	3	4
I (Nov/Dec)	N	N	N	N
II (March)	Does not utilize strategies taught to add and subtract within 100	Sometimes utilizes taught strategies to add and subtract within 100	Accurately and independently utilizes strategies taught to add and subtract within 100	Consistently utilizes a combination of strategies to add and subtract within 100
III (June)	Does not utilize strategies taught to add and subtract within 100	Sometimes utilizes strategies taught to add and subtract within 100	Accurately and independently utilizes strategies taught to add and subtract within 100	Consistently utilizes a combination of strategies to add and subtract within 100

**First Grade Benchmarks**
**Measurement and Data Literacy**

Interprets data from graphs				
Marking Period	1	2	3	4
I (Nov/Dec)	Does not read or utilize data in charts or graphs	Sometimes reads or utilizes data in tally charts	Accurately and independently reads and utilizes data to answer questions about tally charts	Consistently organizes, represents, and interprets data in charts and graphs with more than three categories
II (March)	Does not read or utilize data in charts or graphs	Sometimes organizes and utilizes data in tally charts or bar graphs	Accurately and independently organizes and utilizes data to answer questions about tally charts and bar graphs	Consistently organizes, represents, and interprets data in charts and graphs with more than three categories
III (June)	Does not read or utilize data in charts or graphs	Sometimes organizes and utilizes data in tally charts or bar graphs	Accurately and independently organizes and utilizes data to answer questions about tally charts and bar graphs with up to three categories	Consistently organizes, represents, and interprets data in charts and graphs with more than three categories

Uses standard and nonstandard tools to measure length				
Marking Period	1	2	3	4
I (Nov/Dec)	N	N	N	N
II (March)	Does not order objects by length	Sometimes orders two or three objects by length	Accurately and independently orders three objects by length	Consistently orders four or more objects by length; uses tools to measure and compare the lengths of four or more objects
III (June)	Does not order objects by length; does not measure or compare the lengths of objects	Sometimes orders two or three objects by length; sometimes, measures and compares the lengths of objects	Accurately and independently orders three objects by length and uses tools to measure and compare the lengths of objects	Consistently orders four or more objects by length; uses tools to measure and compare the lengths of four or more objects

Recognizes and writes time to the whole and half hour				
Marking Period	1	2	3	4
I (Nov/Dec)	N	N	N	N
II (March)	N	N	N	N
III (June)	Does not tell or write time to the whole and/or half-hour	Sometimes tells and writes time to the whole hour or half-hour using digital or analog clocks	Accurately and independently tells and writes time to the whole and half-hour using digital and analog clocks	Consistently tells and writes time and solves problems involving intervals of time beyond the whole and half hour

Recognizes equal parts of a whole				
Marking Period	1	2	3	4
I (Nov/Dec)	N	N	N	N
II (March)	N	N	N	N
III (June)	Does not recognize equal parts of a whole	Sometimes recognizes equal parts of a whole-length measurement	Accurately and independently recognizes equal parts of a whole-length measurement	Consistently recognizes equal parts of a whole-length measurement in standard units

Identifies and solves word problems using money				
Marking Period	1	2	3	4
I (Nov/Dec)	N	N	N	N
II (March)	N	N	N	N
III (June)	Does not identify and know the value of coins; solves word problems involving quarters, dimes, nickels, and pennies using dollar/cent signs appropriately	Sometimes identifies and knows the values of coins; solves word problems involving quarters, dimes, nickels, and pennies using dollar/cent signs appropriately	Accurately and independently identifies and knows the values of coins; solves word problems involving quarters, dimes, nickels, and pennies using dollar/cent signs appropriately	Consistently identifies and knows the values of coins; solves word problems involving quarters, dimes, nickels, and pennies using dollar/cent signs appropriately

**First Grade Benchmarks**

**Geometry**

<b>Recognizes 2-dimensional and 3-dimensional shapes</b>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I (Nov/Dec)	N	N	N	N
II (March)	N	N	N	N
III (June)	Does not build or recognize two- and three-dimensional shapes with specified attributes	Sometimes builds or recognizes two-dimensional or three-dimensional shapes	Accurately and independently builds and recognizes two and three-dimensional shapes based on defining attributes	Consistently recognizes and draws shapes with attributes beyond grade level expectations (i.e., angles, equal faces, etc.)