

Grade: First **Subject:** Reading

Phonological Awareness: understanding of syllables and sounds in spoken words

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards <i>(End of year standard not yet met)</i>	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A first grade student at this level requires extensive support to orally segment initial, medial vowel, <u>or</u> final phonemes (sounds) in spoken single-syllable words.</p>	<p>A first grade student at this level can:</p> <ul style="list-style-type: none">• orally segment initial, medial vowel, <u>or</u> final phonemes (sounds) in spoken single-syllable words;• orally produce single-syllable words by blending phonemes (sounds) with support.	<p>A first grade student at this level can:</p> <ul style="list-style-type: none">• orally segment and isolate initial, medial vowel, <u>and</u> final phonemes (sounds) in spoken single-syllable words;• orally produce single-syllable words by blending phonemes (sounds).	<p>A first grade student at this level can:</p> <ul style="list-style-type: none">• orally segment and isolate single-syllable words into their individual phonemes (sounds), including initial, medial vowel, and final sounds as well as consonant blends;• orally produce single-syllable words by blending phonemes (sounds);• distinguish long from short vowel sounds in spoken single-syllable words.

Grade: First **Subject:** Reading

Phonics: apply phonics skills to decode words

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to decode one syllable words.	A first grade student at this level can: <ul style="list-style-type: none">• decode regularly spelled one syllable words with support.	A first grade student at this level can: <ul style="list-style-type: none">• decode regularly spelled one syllable words;• know the spelling-sound correspondences for common consonant digraphs;• read words with introduced inflectional endings.	A first grade student at this level can: <ul style="list-style-type: none">• decode two syllable words;• know final -e and common vowel teams for• representing long vowel sounds;• read words with all grade appropriate inflectional endings (s, es, ed, ing).

Grade: First **Subject:** Reading

Word Recognition: read irregularly spelled words

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to read irregularly spelled words.	A first grade student at this level reads fewer grade- appropriate irregularly spelled words than expected.	A first grade student at this level is increasing recognition of grade- appropriate irregularly spelled words.	A first grade student at this level reads all 170 irregularly spelled words.

First 50 (No Excuse Words)			Next 125 (<i>Combination of the Fry sight word list and Foundations Trick Word List.</i>)				
the	they	When	out	write	find	place	great
of	I	your	many	go	long	years	where
and	at	can	then	see	down	live	help
a	be	said	them	number	day	me	through
to	this	there	these	no	did	back	much
In	have	use	so	way	get	give	before
is	from	an	some	could	come	most	line
you	or	each	her	people	made	very	right
that	one	which	would	my	may	after	too
it	had	she	make	than	part	things	means
he	by	so	like	first	over	our	old
was	words	how	him	water	new	just	any
for	But	their	into	been	sound	name	same
on	not	if	time	called	take	good	tell
are	what	will	has	who	only	sentence	boy
as	all	up	look	oil	little	man	follow
with	were	other	two	sit	work	think	came
his	we	about	more	now	know	say	want

Grade: First **Subject:** Reading

Fluency: utilize strategies to read accurately and fluently

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
The first grade student at this level requires extensive support to read a grade level text.	A first grade student at this level demonstrates fluency by reading grade level text with purpose and understanding, including: <ul style="list-style-type: none">• reading with little accuracy;• rarely reading with appropriate rate;• reading with little expression;• rarely reading to self-correct using context clues.	A first grade student at this level demonstrates fluency by reading grade level text with purpose and understanding, including: <ul style="list-style-type: none">• reading with some accuracy;• reading with appropriate rate some of the time;• reading with expression some of the time;• reading to self-correct using context clues some of the time.	A first grade student at this level demonstrates fluency by reading grade level text with purpose and understanding, including: <ul style="list-style-type: none">• reading with accuracy;• reading with appropriate rate;• reading with expression;• reading to self-correct using context clues.

Grade: First Subject: Literary Reading

Key Ideas and Details: demonstrates comprehension with text evidence

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>With extensive prompting and support, a first grade student at this level is not able to retell or answer questions about the text</p>	<p>A first grade student at this level can:</p> <ul style="list-style-type: none"> ask and answer questions about details in a text; retell a story using minimal details. 	<p>A first grade student at this level can read a text of appropriate complexity and:</p> <ul style="list-style-type: none"> ask and answer questions about details in a text; retell and analyze a story using details that include characters, setting and events; identify the literal meaning of the lesson of a story; activate prior knowledge to make text-to-self or text-to-text connections and comparisons. 	<p>A first grade student at this level can independently read a text of appropriate complexity and:</p> <ul style="list-style-type: none"> ask and answer questions about key details in a text retell and analyze a story using key details that include characters, setting and major events; demonstrate understanding of the lesson of a story; activate prior knowledge to make meaningful text-to-self or text-to-text connections and comparisons.

Grade: First Subject: Literary Reading

Craft and Structure: differentiate between types of text and who is telling a story

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to identify books that tell stories and books that inform.	A first grade student at this level can: <ul style="list-style-type: none">• identify books that tell stories and books that inform.	A first grade student at this level can read a text of appropriate complexity and: <ul style="list-style-type: none">• explain the differences between books that tell stories and books that inform;• identify who is telling a story in a text.	A first grade student at this level can read a text of appropriate complexity and: <ul style="list-style-type: none">• explain the differences between books that tell stories and books that inform;• identify who is telling a story at various points in a text;• identify words and phrases in stories and poems that appeal to the senses.

Grade: First Subject: Literary Reading

Integration of Knowledge and Ideas: describe, compare and contrast story elements

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level can: requires extensive support to identify characters, setting, or events.	A first grade student at this level can: <ul style="list-style-type: none">• use illustrations and details in a story to identify characters, setting, or events with support.	A first grade student at this level can: <ul style="list-style-type: none">• use illustrations and details in a story to describe its characters, setting, or events. or <ul style="list-style-type: none">• compare and contrast the adventures and experiences of characters in stories.	A first grade student at this level can: <ul style="list-style-type: none">• use illustrations and details in a story to describe its characters, setting, or events;• compare and contrast the adventures and experiences of characters in stories.

Grade: First Subject: Informational Reading

Key Ideas and Details: demonstrates comprehension with text evidence

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
With extensive prompting and support, a first grade student at this level is not able to retell or answer questions from the text.	A first grade student at this level requires increased support to: <ul style="list-style-type: none">• ask and answer questions about details in a text;• identify the main topic;• retell with minimal details.	A first grade student at this level requires some support to: <ul style="list-style-type: none">• ask and answer questions about details in a text;• retell and analyze information;• identify the main topic;• make connections between two pieces of information in a text.	A first grade student at this level can independently read a text of appropriate complexity and: <ul style="list-style-type: none">• ask and answer questions about key details in a text;• identify the main topic and retell key details of a text;• describe the connection between two or more pieces of information in a text.

Grade: First Subject: Informational Reading

Craft and Structure: uses nonfiction text features to determine meaning

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level can: <ul style="list-style-type: none">• know and use some text features to determine meaning and locate key facts from pictures and text with extensive support.	A first grade student at this level can: <ul style="list-style-type: none">• know and use some text features to determine meaning and locate key facts from pictures and text with support.	A first grade student at this level can: <ul style="list-style-type: none">• ask and answer some questions about words/phrases to help clarify meaning with support;• know and use some text features to determine meaning and locate key facts from pictures and text.	A first grade student at this level can: <ul style="list-style-type: none">• ask and answer questions about words/phrases to help clarify meaning;• know and use various text features to determine meaning and locate key facts from pictures and text.

Grade: First Subject: Informational Reading

Craft and Structure: Determine and clarify meanings of unknown words and phrases

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level is unable to determine and clarify meanings of words and phrases.	A first grade student at this level requires teacher guidance to determine and clarify meanings of words and phrases using strategies in isolation.	A first grade student at this level can: <ul style="list-style-type: none">• determine and clarify meanings of words and phrases using at least one strategy within a text.	A first grade student at this level can: <ul style="list-style-type: none">• independently determine and clarify meanings of words and phrases using a variety of strategies within a text.

Integration of Knowledge and Ideas: uses key facts to compare and contrast nonfiction text

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to use illustrations and details in a text to describe key ideas.	A first grade student at this level can: <ul style="list-style-type: none">• use illustrations and details in a text to describe key ideas with support;• identify a reason an author gives to support points in a text with support.	A first grade student at this level can: <ul style="list-style-type: none">• use illustrations and details in a text to describe ideas;• identify a reason an author gives to support points in a text.	A first grade student at this level can: <ul style="list-style-type: none">• use illustrations and details in a text to describe key ideas;• identify the reasons an author gives to support points in a text;• compare and contrast two informational texts on the same topic.

Structures Opinion Writing: state an opinion and supply a reason for the opinion

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to write opinion pieces.	A first grade student at this level can write opinion pieces that: <ul style="list-style-type: none">• state an opinion;• supply a reason.	A first grade student at this level can write opinion pieces that: <ul style="list-style-type: none">• introduce the topic they are writing about and/or provide a sense of closure;• state an opinion;• supply a reason.	A first grade student at this level can write opinion pieces that: <ul style="list-style-type: none">• introduce the topic they are writing about;• express an opinion;• supply a reason for the opinion;• provide some sense of closure.

Structures Informative Writing: name a topic, supply facts, and provide closure

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to write an informative/explanatory text.	A first grade student at this level can write informative/explanatory text that: <ul style="list-style-type: none"> names a topic; supplies a fact about the topic. 	A first grade student at this level can write informative/explanatory text that: <ul style="list-style-type: none"> names a topic; supplies some facts about the topic; may provide some sense of closure. 	A first grade student at this level can write informative/explanatory text that: <ul style="list-style-type: none"> names a topic; supplies some facts about the topic from shared research, information gathered, or experiences; provides some sense of closure.

Grade: First **Subject:** Writing

Structures Narrative Writing: narrates two or more sequenced events

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to write a narrative that includes two or more sequenced events.	A first grade student at this level can write narratives that: <ul style="list-style-type: none">● recount one or more events;● include minimal details.	A first grade student at this level can write narratives that: <ul style="list-style-type: none">● recount two or more appropriately sequenced events;● include few details regarding what happened;● may provide some sense of closure.	A first grade student at this level can write narratives that: <ul style="list-style-type: none">● recount two or more appropriately sequenced events;● includes some details regarding what happened for most events;● use transition (temporal) words to signal event order;● provide some sense of closure.

Grade: First **Subject:** Writing

Production of Writing: Demonstrates command of capitalization, punctuation, and spelling through writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to use and apply spelling patterns, sight words, capitalization, and punctuation.	<p>With support, first grade students at this level are able to occasionally use and apply:</p> <ul style="list-style-type: none">● learned spelling patterns and sight words;● complete sentences;● capitalization;● ending punctuation. <p>Punctuation, capitalization, and spelling may be done in isolation and may interfere with meaning of writing.</p>	<p>In their everyday writing, first grade students at this level inconsistently use and apply:</p> <ul style="list-style-type: none">● learned spelling patterns and sight words;● complete sentences;● capitalization;● ending punctuation and commas. <p>While inconsistent, punctuation, capitalization, and spelling do not interfere with meaning in writing.</p>	<p>In their everyday writing, first grade students at this level are able to consistently use and apply:</p> <ul style="list-style-type: none">● learned spelling patterns and sight words;● complete sentences;● capitalization;● ending punctuation and commas <p>Punctuation, capitalization, and spelling do not interfere with meaning in writing.</p>

Grade: First **Subject:** Writing

Production of Writing: Revises and edits to improve writing by responding to guidance and using digital tools

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive teacher support to revise, improve, and publish writing.	A first grade student at this level requires increased teacher support to revise, improve, and publish writing.	A first grade student at this level can: <ul style="list-style-type: none">● revise, improve, and publish writing with additional teacher support.	A first grade student at this level can: <ul style="list-style-type: none">● revise, strengthen and publish writing with guidance and support;● use a variety of digital resources to produce or publish their work with guidance and support.

Grade: First **Subject:** Speaking and Listening

Clearly communicates ideas orally

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level is unable to apply grade-level speaking and listening skills in order to communicate clearly.	A first grade students at this level can: <ul style="list-style-type: none">● follow agreed upon rules for discussions.	A first grade students at this level can: <ul style="list-style-type: none">● follow agreed upon rules for discussions;● produce complete sentences when appropriate to task and situation.	A first grade students at this level can: <ul style="list-style-type: none">● follow agreed upon rules for discussions;● produce complete sentences when appropriate to task and situation;● ask or answer questions about information from a speaker.

Grade: First

Subject: Mathematics

Represent and solve problems involving addition and subtraction.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to solve word problems within 20 by adding, subtracting, or drawing a picture and writing a number sentence to represent an addition and subtraction word problem.	A first grade student at this level can: <ul style="list-style-type: none">• add or subtract with increased support;• draw pictures and write number sentences with increased support.	A first grade student at this level can: <ul style="list-style-type: none">• add and subtract;• draw pictures and write number sentences.	A first grade student at this level can: <ul style="list-style-type: none">• add and subtract;• use objects, drawing pictures (which shows the mathematical thinking) and writing number sentences;• solve addition word problems with 3 numbers;• identify and solve for unknown numbers in all positions.

In first grade, students are expected to use addition and subtraction within 20 to solve word problems.

Grade: First

Subject: Mathematics

Understand and apply properties of operation and the relationships of addition

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
The student requires extensive support to solve problems using the commutative property of addition and subtraction.	A first grade student at this level can: <ul style="list-style-type: none">• solve problems using the commutative property of addition and subtraction with support.	A first grade student at this level can: <ul style="list-style-type: none">• solve problems using the commutative property of addition and subtraction.	A first grade student at this level can: <ul style="list-style-type: none">• solve problems using the commutative property of addition and subtraction;• add three numbers within 20 by making a 10 first using the associative property;• understand the relationship between addition and subtraction.

Grade: First

Subject: Mathematics

Add and subtract within 20, fluently within 10

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to add and subtract within 20 with extensive support.	A first grade student at this level can: <ul style="list-style-type: none">• use strategies to add and subtract within 20 with support.	A first grade student at this level can: <ul style="list-style-type: none">• use strategies to add and subtract within 20;• add and subtract facts within 10 with increased fluency	A first grade student at this level can: <ul style="list-style-type: none">• use multiple strategies to add and subtract within 20, demonstrating fluency within 10;• relate counting to addition and subtraction.

Fluency is flexibility, accuracy, and efficiency. Fluency does not imply timed tests. Memorization of sums of single digit numbers is expected by the end of second grade.

Grade: First

Subject: Mathematics

Work with addition and subtraction equations.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires <i>extensive</i> support to: <ul style="list-style-type: none">• determine if equations involving addition or subtraction are true or false;• determine the unknown addend in an addition equation.	A first grade student at this level can: <ul style="list-style-type: none">• determine if equations involving addition <i>or</i> subtraction are true or false with support;• determine the unknown addend in an addition equation with support.	A first grade student at this level can: <ul style="list-style-type: none">• determine if equations involving addition <i>or</i> subtraction are true or false;• determine the unknown addend in an addition equation.	A first grade student at this level can: <ul style="list-style-type: none">• determine if equations involving addition and subtraction are true or false;• determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Grade: First

Subject: Mathematics

Extend the counting sequence.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level needs extensive support to work towards: <ul style="list-style-type: none">• counting to 100;• reading and write numerals.	A first grade student at this level can: <ul style="list-style-type: none">• count to 100 starting at 1;• read and write numerals with support.	A first grade student at this level is working toward: <ul style="list-style-type: none">• Counting to 120, starting at any number;• reading and writing numerals from 0-120;• representing a number of objects with a written numeral.	A first grade student at this level can: <ul style="list-style-type: none">• count to 120, starting at any number less than 120;• read and write numerals from 0-120;• represent a number of objects with a written numeral.

Grade: First

Subject: Mathematics

Understand place value.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level needs extensive support to understand place value.	With teacher support, a first grade student at this level can; <ul style="list-style-type: none">• use a manipulative or place value chart to demonstrate an understanding of place value.	A first grade student at this level can; <ul style="list-style-type: none">• use a manipulative or place value chart to demonstrate an understanding of place value;• compare two-digit numbers and record with the symbols $>$, $<$, $=$.	A first grade student at this level can; <ul style="list-style-type: none">• demonstrate an understanding of place value, representing numbers as tens and ones;• compare two-digit numbers and record with the symbols $>$, $<$, $=$.

Grade: First

Subject: Mathematics

Use place value understanding and properties of operations to add and subtract.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A first grade student at this level needs extensive support to:</p> <ul style="list-style-type: none">• add within 100.	<p>With support, A first grade student at this level can:</p> <ul style="list-style-type: none">• add a two-digit and a one-digit number within 100 using concrete models or drawings and strategies;• use counting or tools to find 10 more or 10 less.	<p>A first grade student at this level can:</p> <ul style="list-style-type: none">• add a two-digit and a one-digit number within 100 using concrete models or drawings and strategies;• find 10 more or 10 less without counting.	<p>A first grade student at this level can:</p> <ul style="list-style-type: none">• add a two-digit and a one-digit number within 100 using concrete models or drawings and strategies and explain the reasoning used• find 10 more or 10 less without counting;• subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete models or drawings and strategies and explain the reasoning used.

Grade: First

Subject: Mathematics

Measure lengths indirectly and by iterating length units

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level demonstrates limited understanding of measurement and requires extensive support.	With support, a first grade student at this level can: <ul style="list-style-type: none">• order three objects by length;• compare the lengths of two objects indirectly by using a third object; .	A first grade student at this level can: <ul style="list-style-type: none">• order three objects by length;• compare the lengths of two objects indirectly by using a third object;• measure objects in whole units with some inaccuracies.	A first grade student at this level can: <ul style="list-style-type: none">• order three objects by length;• compare the lengths of two objects indirectly by using a third object;• accurately measure objects in whole units.

Grade: First

Subject: Mathematics

Work with time and money.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level demonstrates limited understanding of telling time and/or identifying money.	With support, a first grade student at this level can: <ul style="list-style-type: none">• tell time to the nearest hour;• identify pennies by name and value.	A first grade student at this level with support can: <ul style="list-style-type: none">• tell and write time in hours and half hours using both analog and digital clocks;• identify pennies or dimes by name and value.	A first grade student at this level can: <ul style="list-style-type: none">• tell and write time in hours and half hours using both analog and digital clocks;• identify pennies and dimes by name and value.

Grade: First

Subject: Mathematics

Represent and interpret data.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to interpret data.	A first grade student at this level can: <ul style="list-style-type: none">• collect data but needs support to organize and interpret data.	A first grade student at this level can: <ul style="list-style-type: none">• organize and interpret data;• answer “how many” questions about data.	A first grade student at this level can: <ul style="list-style-type: none">• organize, represent and interpret data up to three categories;• ask and answer “how many” and “how many more/less” questions about data.

Grade: First

Subject: Mathematics

Reason with shapes and their attributes.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to build and draw shapes based on their attributes (sides, shape) and/or divide circles and rectangles into halves and fourths with extensive support.	With support, a first grade student at this level can: <ul style="list-style-type: none">● build and draw shapes based on their attributes (sides, shape);● partition circles and rectangles into halves.	A first grade student at this level can: <ul style="list-style-type: none">● build and draw based on their attributes (sides, shape);● use shapes to compose other 2-D and 3-D shapes;● partition circles and rectangles into halves and fourths/quarters.	A first grade student at this level can: <ul style="list-style-type: none">● build and draw shapes based on their defining attributes (sides, shape);● use shapes to compose other 2-D and 3-D shapes;● partition circles and rectangles into halves and fourths/ quarters;● if taken from the same whole, identify that decomposing into more equal shares creates smaller shares.