

**1<sup>st</sup> Grade Report Card Benchmarks  
Jackson Township School District**

| <b>Language Arts Literacy - Grade 1</b>  |   |  |   |  |
|--|---|--|---|--|
| <b>Reading: Literature and Informational Text</b>  |   |  |   |  |
| <i>Asks and answers questions about key details in a text.</i>   |   |  |   |  |
| <b>Marking Period</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>   |
| <b>ALL</b>   | The student is not yet meeting grade level benchmark for the standard. The student demonstrates minimal understanding when asking and answering questions about details in a text.<br>Performance is inconsistent with support and interventions. | With prompting and support, the student occasionally asks and answers questions about details in a text  | Student consistently asks and answers questions about details in a text.  | Student consistently surpasses grade level benchmark for the standard asking and answering questions about details in a text.  |
| <i>Identifies the main topic, idea or central message of a story or text; retell stories.</i>  |   |  |   |  |
| <b>Marking Period</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>   |
| <b>ALL</b>   | The student is not yet meeting grade level benchmark for the standard when identifying the main topic / central message and the details that support it using text evidence. Performance is inconsistent with support and interventions.          | With prompting and support, the student occasionally meets grade level benchmark for the standard when identifying the main topic / central message and the details that support it using text evidence. | The student consistently identifies the main topic/central message and the details that support it using text evidence. | The student consistently surpasses the grade level benchmark for the standard when identifying the main topic/central message and the details that support it using text evidence. |
| <i>Describes connections between two individuals, events, ideas, pieces of information, characters, settings and/or major events in a story or text using key details.</i> |   |  |   |  |
| <b>Marking Period</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>   |

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| <b>ALL</b>   | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding of the relationship between two characters, events, or settings in a story or text. Performance is inconsistent with support and interventions.  | With prompting and support, the student occasionally meets grade level benchmarks for the standard of the relationship between two characters, events, or settings from a story or text.  | The student consistently meets grade level benchmarks for the standard of the relationship between two characters, events, or settings from a story or text.  | The student consistently surpasses grade level benchmarks for the standard of the relationship between two characters, events, or settings from a story or text by writing details about the relationship.   |
| <i>Asks and answers questions to help determine or clarify meaning of words and phrases in a text; identifies words and phrases that suggest feelings.</i> |   |   |   |  |
| <b>Marking Period</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>   |
| <b>ALL</b>   | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding when using clues in pictures and text to determine or clarify word meaning and using words or phrases to suggest feelings. Performance is inconsistent with support and interventions. | With prompting and support, the student occasionally meets grade level benchmarks for the standard by verbally asking and answering questions to help determine or clarify the meaning of words and phrases in text and identifies words and phrases that suggest feelings. | The student consistently meets grade level benchmarks for the standard by verbally asking and answering questions to help determine or clarify the meaning of words and phrases in text and identifies words and phrases that suggest feelings. | The student consistently surpasses the grade level benchmarks for the standard when asking and answering questions using clues in picture and text to determine or clarify meaning of words and phrases in a text; identifies words and phrases that suggest feelings. |
| <i>Explains differences between books of stories and books of information.</i>   |   |   |   |  |
| <b>Marking Period</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>   |
| <b>ALL</b>   | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding by using text features / or story elements to explain the differences between books that tell stories and books that give information. Performance is                                  | With prompting and support, the student occasionally meets grade level benchmarks for the standard by using text features / or story elements to explain the differences between books that tell stories and books that give information.                                   | The student consistently meets grade level benchmarks for the standard by using text features /or story elements to explain the differences between books that tell stories and books that give information.                                    | The student consistently surpasses grade level benchmarks for the standard by using text features / or story elements to explain the differences between books that tell stories and books that give information.  |

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|   | inconsistent with support and interventions.   |  |  |   |
| <i>Identifies who is telling the story.</i>   |  |  |  |   |
| <b>Marking Period</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  |
| <b>ALL</b>  | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding when identifying who is telling the story supported by examples of text evidence. Performance is inconsistent with support and interventions. | With prompting and support, the student occasionally meets grade level benchmarks for the standard by identifying who is telling the story supported by examples of text evidence. | The student consistently meets grade level benchmarks for the standard by identifying who is telling the story supported by examples of text evidence. | The student consistently surpasses grade level benchmarks for the standard by identifying in writing who is telling the story supported by examples of text evidence.         |
| <i>Uses illustration and details from a story to identify characters, settings or events.</i> |  |  |  |   |
| <b>Marking Period</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  |
| <b>ALL</b>  | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding when using details from the story to identify characters, settings and events. Performance is inconsistent with support and interventions.    | With prompting and support the student occasionally meets grade level benchmark for the standard by using details from the story to identify characters, settings and events.      | The student consistently meets grade level benchmarks for the standard by using details from the story to identify characters, settings and events.    | The student consistently surpasses grade level benchmarks for the standard by using details from the story to identify characters, settings and events in a written response. |
| <i>Identifies the reasons an author gives to support points in a text.</i>                    |  |  |  |   |
| <b>Marking Period</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  |

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| <b>ALL</b> | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding when identifying reasons the author uses to convince the reader about a given topic. | With prompting and support, the student occasionally meets grade level benchmarks for the standard by identifying reasons the author uses to convince the reader about a given topic. | The student consistently meets grade level benchmarks for the standard by identifying reasons the author uses to convince the reader about a given topic. | The student consistently surpasses grade level benchmarks for the standard by identifying two reasons the author uses to convince the reader about a given topic. |
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*Compares and contrasts adventures and experiences of characters in stories, and between two texts on the same topic.*

| <b>Marking Period</b> | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>  |
|-----------------------|--|---|---|---|
| <b>ALL</b>            | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding when identifying similarities and differences between characters in a story. Performance is inconsistent with support and intervention. | With prompting and support, the student occasionally meets grade level benchmarks for the standard when identifying similarities and differences between characters in a story. | The student consistently meets grade level benchmarks for the standard by identifying similarities and differences between characters in a story. | The student consistently surpasses grade level benchmarks for the standard by identifying similarities and differences between characters in a story through a written response |

*With prompting and support, reads informational text appropriately complex for grade 1.*

| <b>Marking Period</b> | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   |
|-----------------------|--|--|--|--|
| <b>ALL</b>            | The student is not yet meeting grade level benchmark for the standard. | With prompting and support the student occasionally meets grade level benchmarks for the standard. | With prompting and support, the student consistently meets grade level benchmark for the standard. | The student exceeds grade level benchmarks for the standard. |

**Reading: Foundational Skills**

*Demonstrates the understanding and organization of basic features of print.*

| <b>Marking Period</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
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| <b>ALL</b> | The student is not yet meeting grade level benchmarks for the standard when demonstrating the understanding and organization of the basic feature of print in a narrative text. Student demonstrates minimal understanding when tracking print, identifying the title, author, and illustrator, responding to words that are written in various types of print and responding to punctuation while reading including commas, and dialogue. | With prompting and support, the student occasionally meets grade level benchmarks for the standard when demonstrating the understanding and organization of the basic features of print in narrative text including; tracking print, identifying the title, author, and illustrator, responding to words that are written in various types of print and responding to punctuation while reading including commas, and dialogue. | The student consistently meets grade level benchmarks for the standard when demonstrating an understanding and organization of the basic features of print in a narrative text including; tracking print, identifying the title, author, and illustrator, responding to words that are written in various types of print and responding to punctuation while reading including commas, and dialogue. | The student consistently surpasses grade level benchmarks for the standard when demonstrating an understanding and organization of the basic features of print in a narrative text including; tracking print, identifying the title, author, and illustrator, responding to words that are written in various types of print and responding to punctuation while reading including commas and dialogue. |
|------------|--|---|--|---|

*Recognizes features of a sentence.*

| Marking Period | 1   | 2  | 3   | 4  |
|----------------|---|--|---|--|
| <b>ALL</b>     | The student is not yet meeting grade level benchmarks for the standard. The student is not yet able to recognize the distinguishing features of a sentence, (eg. first word capitalization, end punctuation). Performance is inconsistent with support and interventions. | With prompting and support, the student occasionally meets grade level benchmarks for the standard by recognizing the distinguishing features of a sentence, (eg. first word capitalization, end punctuation). | The student consistently meets grade level benchmarks by recognizing the distinguishing features of a sentence, (eg. first word capitalization, end punctuation). | The student consistently surpasses grade level benchmarks for the standard by recognizing the distinguishing features of a sentence, (eg. first word capitalization, end punctuation). |

*Understands spoken words, syllables and sounds.*

| Marking Period | 1 | 2 | 3 | 4 |
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| <b>ALL</b>   | The student is not yet meeting grade level standards for the standard. The student is not yet able to distinguish long from short vowels in single syllable words. Blending and segmenting of single syllable words is inconsistent. Performance is inconsistent with support and interventions. | With prompting and support, the student occasionally distinguishes long from short vowels in single syllable words. Blending and segmenting of single syllable words is approaching standard. | The student consistently meets grade level benchmarks for the standard by consistently distinguishing long from short vowels in single syllable words. Is able to blend and segment single syllable words. | The student consistently surpasses grade level benchmarks for the standard by distinguishing long from short vowels in single syllable words. Is able to blend and segment single syllable words.  |
| <i>Distinguishes long from short vowel sounds.</i>   |  |   |  |  |
| <b>Marking Period</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>   |
| <b>ALL</b>   | The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of distinguishing between short vowel words and long vowel patterns in words. Performance is inconsistent with support and intervention.                                   | With prompting and support, the student occasionally meets grade level benchmarks for the standard by distinguishing between short vowel words and long vowel patterns in words.              | The student consistently meets grade level benchmarks for the standard by distinguishing between short vowel words and long vowel patterns in words.   | The student consistently surpasses grade level benchmarks for the standard by distinguishing between short vowel words and long vowel patterns in words. The student can also add words of their own to show transfer of knowledge.                  |
| <i>Knows and applies grade level phonics, word analysis, decoding, regularly spelled one syllable words.</i> |  |   |  |  |
| <b>Marking Period</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>   |
| <b>ALL</b>   | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding of regularly spelled CVC and common long vowel patterns for one syllable words. Performance is inconsistent with support and intervention.                                | With prompting and support, the student occasionally meets grade level benchmarks for the standard by decoding regularly spelled CVC and common long vowel patterns in one syllable words.    | The student consistently meets grade level benchmarks for the standard by decoding regularly spelled CVC and common long vowel patterns in one syllable words.   | The student consistently surpasses grade level benchmarks for the standard by decoding regularly spelled CVC and common long vowel patterns in one syllable words. In addition, the student can add words of their own that follow the same pattern. |
| <i>Recognizes and reads grade appropriate irregularly spelled words (sight words).</i>                       |  |   |  |  |

| Marking Period   | 1  | 2   | 3  | 4  |
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| ALL  | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding when reading the Fountas and Pinnell Grade 1 sight words. Performance is inconsistent with support and interventions.                                     | The student is progressing towards grade level benchmarks for the standard when reading all Fountas and Pinnell Grade 1 sight words.  | With limited prompting and support, the student consistently meets grade level benchmarks for the standard by reading the Fountas and Pinnell Grade 1 sight words.   | The student consistently surpasses grade level benchmarks for the standard by reading the Fountas and Pinnell Grade 1 sight words and 100 of the Fountas and Pinnell grade 2 sight words with 100% accuracy.   |
| <i>Reads with grade level accuracy and fluency for comprehension.</i>  |  |   |  |  |
| Marking Period   | 1  | 2   | 3  | 4  |
| ALL  | The student is not yet meeting grade level benchmarks for the standard. Performance is inconsistent with support and interventions.  | The student is approaching grade level benchmarks for the standard.   | The student is consistently meeting grade level benchmarks for the standard.   | The student is exceeding grade level benchmarks for the standard.  |
| <b>Writing: Opinion</b>  |  |   |  |  |
| <i>Writes an opinion piece in which they introduce the topic, state an opinion, supplies a reason, and a sense of closure.</i> |  |   |  |  |
| Marking Period   | 1  | 2   | 3  | 4  |
| MP 3   | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding of concepts and skills. The writer introduces a topic and states an opinion using picture or words. The writing may contain a reason or sense of closure. | With prompting and support, the student occasionally meets grade level benchmarks for the standard by introducing the topic, stating an opinion, supplying a reason, using transition words such as because and stating a sense of closure. | With limited support, the student meets grade level benchmarks for the standard by introducing the topic, stating an opinion, supplying a reason, using transition words such as because and stating a sense of closure. | The student consistently surpasses grade level benchmarks for the standard by introducing their opinion and setting readers up to expect that the writing would try to convince them of it. The writer supplies multiple reasons to support their topic along with several sentences explaining their reason. In addition, transition words such as also, another, and because |

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|  |  |  |  | are incorporated into the writing. The writer's ending spirals back reminding the reader of the initial opinion.  |
| <i>With guidance and support from adults and peers focuses on a topic, responds to questions and suggestions from peers, and adds details to strengthen writing.</i> |  |  |  |   |
| <b>Marking Period</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  |
| <b>ALL</b>   | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions. | With prompting and support, the student occasionally meets grade level benchmarks for the standard by rereading his/her writing to self, teacher or partner and revises to make writing look and sound better. | With limited support, the student consistently meets grade level benchmarks for the standard by rereading his/her writing to self, teacher or partner and revises to make writing look and sound better. | The Student consistently surpasses grade level benchmarks for the standard by independently rereading his/her writing to self, teacher or partner and revises to make writing look and sound better.  |
| <b>Writing: Informative/Explanatory</b>  |  |  |  |   |
| <i>Writes informative or explanatory text in which they name a topic, supply facts, and provide closure.</i>   |  |  |  |   |
| <b>Marking Period</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  |
| <b>MP 2</b>  | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions. | With prompting and support, the student occasionally meets grade level benchmarks for the standard by naming a topic, supplying facts / labels and providing closure across three or more pages.               | With limited support, the student consistently meets grade level benchmarks for the standard by naming a topic, supplying facts / labels and providing closure across three or more pages.               | The writer consistently surpasses grade level benchmarks for the standard by naming a topic and getting the reader's attention, writing important information about the topic, including definitions, details, steps and tips to show he/she is an expert on the subject and provides a closure to wrap up the piece. |
| <i>Participates in shared research and writing projects.</i>   |  |  |  |   |



| Marking Period | 1  | 2  | 3  | 4  |
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| MP2            | The student is not yet meeting grade level benchmarks for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions. | With significant prompting and support, the student occasionally meets grade level benchmarks for the standard by sometimes working cooperatively and sharing ideas about writing and research with peers. | With limited prompting and support, the student consistently meets grade level benchmarks for the standard by frequently working cooperatively and sharing ideas about writing and research projects with peers. | The student consistently surpasses grade level benchmarks for the standard by frequently initiating research and writing projects in addition to working cooperatively and sharing ideas about writing and research projects with peers. |

*With guidance and support from adults, gathers information from provided sources to answer a question.*

| Marking Period | 1   | 2  | 3   | 4  |
|----------------|---|--|---|--|
| ALL            | The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions. | With significant prompting and support from adults, the student occasionally meets grade level benchmarks for the standard by sometimes incorporating information from resources into a writing project. | With limited prompting and support from adults, the student consistently meets grade level benchmarks for the standard by frequently incorporating information from resources into a writing project. | The student consistently surpasses grade level benchmarks for the standard by independently gathering information from provided sources to answer a question after an initial explanation from an adult. |

**Writing: Narrative**

*Writes narratives to recount two or more appropriately sequenced events including some details, temporal words for event order, and provides closure.*

| Marking Period | 1  | 2  | 3  | 4   |
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| MP1            | The student is not yet meeting grade level benchmarks for the standard. The writer demonstrates minimal understanding of writing a narrative. There may be some writing and a place where they tried to write words. | With significant prompting and support, the writer occasionally meets grade level benchmarks for the standard by sometime writing a narrative story showing what happened in the beginning, the middle and the end. The story also indicated who was there, what they did and how the characters felt. | With limited prompting and support, the student consistently meets grade level benchmarks for the standard by writing a narrative about a time when they did something, across at least three pages. The story should include a beginning, middle and end indicating who was there, what they did and how they felt. | The writer consistently surpasses grade level benchmark for the standard by writing about a time when they did something. The writer should choose talk, action or setting for the beginning, use words such as when, then and after and choose the action, talk or feeling that would make a good ending across three or more pages. In addition, characters are |

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|  |  |  |  | brought to life with details, talk and actions. |
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**Writing Process and Publishing**

*Plans, revises, edits and publishes written work.*

| Marking Period | 1   | 2  | 3  | 4   |
|----------------|---|--|--|---|
| <b>ALL</b>     | The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills when rereading his or her writing to self, teacher and writing partner. Minimal understanding occurs when the student revised to make the writing look and sound better. Performance is inconsistent with support and interventions. | With significant prompting and support, the student occasionally meets grade level standards by rereading his or her writing to self, teacher and writing partner. Student revises to make writing look and sound better by adding, deleting, and changing some words and details. Student rereads writing to self, teacher, and writing partner to edit for capitalization and punctuation. Student attempts to edit independently by consulting reference materials to check and correct spelling. | With limited prompting and support, the student consistently meets grade level standards by rereading his or her writing to self, teacher and writing partner. Student revises to make writing look and sound better by adding, deleting, and changing some words and details. Student rereads writing to self, teacher, and writing partner to edit for capitalization and punctuation. Student attempts to edit independently by consulting reference materials to check for correct spelling. | Student consistently surpasses grade level standards by rereading his or her writing to self, teacher and writing partner. Student revises to make writing look and sound better by adding, deleting, and changing some words and details. Student rereads writing to self, teacher, and writing partner to edit for capitalization and punctuation. Student edits independently by consulting reference materials to check for correct spelling. |

*With guidance and support from adults, uses a variety of tools to produce and publish writing, including in collaboration with peers.*

| Marking Period | 1 | 2 | 3 | 4 |
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| <b>ALL</b>   | The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.  | With significant prompting and support, the student demonstrates minimal understanding of concepts and skills.   | With guidance and support the student consistently meets grade level expectations for the standard.   | The student independently meets grade level expectations for the standard.   |
| <b>Language</b>  |  |  |   |  |
| <i>Conventions of Standard English: Demonstrates a command of the convention of standard English grammar and usage when writing or speaking.</i>                                     |  |  |   |  |
| <b>Marking Period</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   |
| <b>ALL</b>   | The student is not yet meeting grade level benchmarks for this standard. The student may demonstrate an appropriate grammar / usage, but has a minimal understanding of varying the choice of describing words as a way to clarify meaning(big,gigantic) along with common,proper, and possessive nouns, and conjunctions to expand ideas (and, but, so, or, because). | With prompting and support, the student consistently applies grade-level benchmarks to the standard by continuing to apply the grammar/usage while also varying the choice of describing words as a way to clarify meaning(big,gigantic) along with common,proper, and possessive nouns, and conjunctions to expand ideas (and, but, so, or, because). | The student consistently applies grade-level benchmarks for the standard by continuing to apply the grammar/usage while also varying the choice of describing words as a way to clarify meaning(big,gigantic) along with common,proper, and possessive nouns, and conjunctions to expand ideas (and, but, so, or, because). | The student consistently surpasses grade level benchmarks for the standard by continuing to apply grade-level grammar / usage in addition to varying the 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). |
| <i>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</i> |  |  |   |  |
| <b>Marking Period</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   |

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| <b>ALL</b>   | The student is not yet meeting with grade level benchmarks for the standard. The student may demonstrate an understanding of the strategies, but has minimal understanding of these strategies: think about what's happening, think what kind of word would fit it, read it part by part, use words you know, try it many ways and check if it's a snap word. Performance is inconsistent with support and intervention. | With prompting and support, the student occasionally meets grade level benchmarks for the standard by using the strategies to determine the meaning of unknown words in addition to these strategies: think about what's happening, think what kind of word would fit it, read it part by part, use words you know, try it many ways and check if it's a snap word. | The student consistently meets grade level benchmarks for the standard when using the strategies to determine the meaning of unknown words in addition to these strategies: think about what's happening, think what kind of word would fit it, read it part by part, use words you know, try it many ways and check if it's a snap word. | The student consistently surpasses grade level benchmarks for the standard when using the strategies to determine the meaning of unknown words in addition to these strategies: think about what's happening, think what kind of word would fit it, read it part by part, use words you know, try it many ways and check if it's a snap word. |
| <b>Math - Grade 1</b>  |  |   |   |   |
| <b>Operations and Algebraic Thinking</b>                                 |  |   |   |   |
| <i>Represents and solve problems involving addition and subtraction.</i> |  |   |   |   |
| <b>Marking Period</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>  |
| <b>MP1</b>   | Student is not yet able to use strategies (counting on, making 10, decomposing a number, doubles) with sums through 12. Student is not yet able to use strategies (related addition, drawings, concrete items) with differences through 12.  | Student occasionally uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 12. Student occasionally uses strategies (related addition, drawings, concrete items) with differences through 12.   | Student consistently uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 12. Student consistently uses strategies (related addition, drawings, concrete items) with differences through 12.   | Student consistently internalizes sums and differences through 12 without using strategies.   |
| <b>MP2</b>   | Student is not yet able to identify and use patterns to solve problems.  | Student occasionally identifies and uses patterns to solve problems.  | Student consistently identifies and uses patterns to solve problems.  | Student identifies and uses patterns in everyday situations. Student makes insightful connections to other ideas and concepts independently.  |

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| <b>MP3</b>   | Student is not yet able to use strategies (doubles, doubles +1, doubles +2, making tens) with sums to 20. Student is unable or rarely able to use strategies (related facts, fact families) with differences to 20.  | Student occasionally uses strategies (doubles, doubles +1, doubles +2, making tens) with sums to 20. Student occasionally uses strategies (related facts, fact families) with differences to 20.  | Student consistently uses strategies doubles, doubles +1, doubles +2, making tens) with sums to 20. Student consistently uses strategies (related facts, fact families) with differences to 20.   | Student consistently internalizes sums and differences through 20 without using strategies.  |
| <i>Understands and applies properties of operations and the relationship between addition and subtraction.</i> |  |   |   |  |
| <b>Marking Period</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>   |
| <b>ALL</b>   | Student is not yet able to apply properties of operations to add and subtract. Student is not yet able to understand subtraction as an unknown-addend problem. Student is not yet able to solve equations with missing whole numbers in any position or determine if addition and subtraction equations are true or false. | Student occasionally applies properties of operations to add and subtract. Student occasionally understands subtraction as an unknown-addend problem. Student is occasionally able to solve equations with missing whole numbers in any position and determine if addition and subtraction equations are true or false. | Student consistently applies properties of operations to add and subtract. Student consistently understands subtraction as an unknown-addend problem. Student is consistently able to solve equations with missing whole numbers in any position and determine if addition and subtraction equations are true or false. | Student independently applies properties of operations to add and subtract. Student independently understands subtraction as an unknown-addend problem. Student demonstrates an understanding of addition and subtraction equations to solve complex and non-routine problems, explains mathematical thinking, and interprets the mathematical thinking of others. |
| <i>Adds and subtracts within 20.</i>   |  |   |   |  |
| <b>Marking Period</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>   |
| <b>MP1</b>   | Student is not yet able to add with addition facts through 10 using counters, ten-frames, and doubles facts.   | Student occasionally is able to add with addition facts through 10 using counters, ten-frames, and doubles facts.   | Student is consistently able to add with addition facts through 10 using counters, ten-frames, and doubles facts.   | Student is consistently able to add with addition facts through 20 using counters, ten-frames, and doubles facts.  |

|   |  |   |   |  |
|---|--|---|---|--|
| <b>MP2</b>  | Student is not yet able to use the inverse relationship between addition and subtraction to find subtraction facts (using addition to 12).   | Student occasionally uses the inverse relationship between addition and subtraction to find subtraction facts (using addition to 12).   | Student consistently uses the inverse relationship between addition and subtraction to find subtraction facts (using addition to 12).   | Student uses the inverse relationship between addition and subtraction to find subtraction facts (using addition to 20).   |
| <b>MP3</b>  | Student is not yet able to add facts to 20 by using doubles facts, ten frames, counters, and changing to an equivalent fact with 10. Student is not yet able to use part-part-whole model to show related addition and subtraction facts. Student is not yet able to subtract 2-digit numbers. Student is not yet able to mentally find 10 less than any 2-digit number. | Student can occasionally add facts to 20 by using doubles facts, ten-frames, counters, and changing to an equivalent fact with 10. Student occasionally uses part part-whole model to show related addition and subtraction facts. Student occasionally is able to subtract 2-digit numbers. Student occasionally is able to mentally find 10 less than any 2-digit number. | Student can consistently add facts to 20 by using doubles facts, ten-frames, counters, and changing to an equivalent fact with 10. Student consistently uses part-part-whole model to show related addition and subtraction facts. Student consistently is able to subtract 2-digit numbers. Student consistently is able to mentally find 10 less than any 2-digit number. | Student can consistently add facts beyond 20 using a variety of strategies. Student uses part-part-whole model to show related addition and subtraction facts. Student is able to independently subtract 3-digit numbers. Student is able to mentally find 10 and 100 less than a 3-digit number.                                |
| <i>Works with addition and subtraction equations.</i> |  |   |   |  |
| <b>Marking Period</b>                                 | 1  | 2   | 3   | 4  |
| <b>MP 2 &amp; 3</b>                                   | Student is not yet able to demonstrate the understanding of the meaning of the equal sign and determine if equations involving addition and subtraction through 20 are true or false. Student is not yet able to determine the unknown whole number in an addition or subtraction equation through 20 relating to three whole numbers.                                   | Student can occasionally demonstrate the understanding of the meaning of the equal sign and determine if equations involving addition and subtraction through 20 are true or false. Student can occasionally determine the unknown whole number in an addition or subtraction equation through 20 relating to three whole numbers.  | Student can consistently demonstrate the understanding of the meaning of the equal sign and determine if equations involving addition and subtraction through 20 are true or false. Student can consistently determine the unknown whole number in an addition or subtraction equation through 20 relating to three whole numbers.  | Student can consistently demonstrate the understanding of the meaning of the equal sign and determine if equations involving addition and subtraction beyond 20 are true or false. Student can consistently determine the unknown whole number in an addition or subtraction equation beyond 20 relating to three whole numbers. |
| <b>Numbers and Operations in Base Ten</b>             |  |   |   |  |

| <i>Extends the counting sequence.</i> |  |   |  |   |
|---------------------------------------|--|---|--|---|
| <b>Marking Period</b>                 | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  |
| <b>MP2 &amp; 3</b>                    | Student is not yet able to read and write numbers to 100. Student is not yet able to identify and continue place value patterns.   | Student can occasionally read and write numbers to 120. Student can occasionally identify and continue place value patterns.  | Student can consistently read and write numbers to 100. Student can consistently identify and continue place value patterns. Student can consistently count to 120 starting at any number.   | Student can read and write numbers beyond 100. Student can identify and continue place value patterns. Student can use understanding of numbers to 120 to solve complex and non-routine problems, explain mathematical thinking, and interpret the mathematical thinking of others.   |
| <i>Understands Place Value</i>        |  |   |  |   |
| <b>Marking Period</b>                 | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  |
| <b>MP2 &amp; 3</b>                    | Student is not yet able to demonstrate the understanding that the two digits of a two-digit number represent amounts of tens and ones including knowing a bundle of 10 ones is a “ten”, the numbers 11 to 19 are composed of one ten and one, two, three, four, five, six, seven, eight or nine ones, the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and zero ones. Student is not yet able to compare two two-digit numbers based on meanings of tens and ones digits and record the results of the comparison with the symbols $>$ , $<$ , $=$ . | Student can occasionally demonstrate the understanding that the two digits of a two-digit number represent amounts of tens and ones including knowing a bundle of 10 ones is a “ten”, the numbers 11 to 19 are composed of one ten and one, two, three, four, five, six, seven, eight or nine ones, the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and zero ones. Student is occasionally able to compare two two-digit numbers based on meanings of tens and ones digits and record the results of the comparison with the symbols $>$ , $<$ , $=$ . | Student can consistently demonstrate the understanding that the two digits of a two-digit number represent amounts of tens and ones including knowing a bundle of 10 ones is a “ten”, the numbers 11 to 19 are composed of one ten and one, two, three, four, five, six, seven, eight or nine ones, the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and zero ones. Student can consistently compare two two-digit numbers based on meanings of tens and ones digits and record the results of the comparison with the symbols $>$ , $<$ , $=$ . | Student can consistently demonstrate the understanding that the two digits of a two-digit number represent amounts of tens and ones including knowing a bundle of 10 ones is a “ten”, the numbers 11 to 19 are composed of one ten and one, two, three, four, five, six, seven, eight or nine ones, the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and zero ones. Student can consistently apply this understanding to three digit numbers. Student can consistently compare two two-digit numbers based on meanings of tens and ones digits and record the results of the comparison |

|   |   |   |   |   |
|---|---|---|---|---|
|   |   |   |   | with the symbols $>$ , $<$ , $=$ . Student can consistently apply this understanding to three digit numbers.                  |
| <i>Uses place value understanding and properties of operations to add and subtract.</i> |   |   |   |   |
| <b>Marking Period</b>   | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  |
| <b>MP2 &amp; 3</b>  | Student is not yet able to add and subtract tens to a 2-digit number. Student is not yet able to add multiples of 10 to a 2-digit number by skip counting. Student is not yet able to add 1-digit numbers to 2-digit numbers with and without regrouping. Student is not yet able to subtract a 1-digit number from a 2-digit number with and without regrouping. | Student is occasionally able to add and subtract tens to a 2-digit number. Student is occasionally able to add multiples of 10 to a 2-digit number by skip counting. Student is occasionally able to add 1-digit numbers to 2-digit numbers with and without regrouping. Student is occasionally able to subtract a 1-digit number from a 2-digit number with and without regrouping. | Student is consistently 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. Student is consistently able to add 1-digit numbers to 2-digit numbers with and without regrouping. Student is consistently able to subtract a 1-digit number from a 2-digit number with and without regrouping. | Student is able to independently add and subtract any combination of 2-digit and 3-digit numbers.                             |
| <b>Measurement and Data</b>   |   |   |   |   |
| <i>Measures lengths indirectly and by iterating length units.</i>                       |   |   |   |   |
| <b>Marking Period</b>   | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  |
| <b>MP3</b>  | Student is not yet able to compare and order objects by size and length.  | Student is occasionally able to compare and order objects by size and length.   | Student is consistently able to compare and order objects by size and length.   | Student is consistently able to compare and order objects by size and length using standard and nonstandard units of measure. |
| <i>Tells and writes time.</i>   |   |   |   |   |
| <b>Marking Period</b>   | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  |



|  |   |   |   |   |
|--|---|---|---|---|
| <b>MP3</b>                                       | Student is not yet able to tell time from a digital and an analog clock in hours and half-hours.  | Student can occasionally tell time from a digital and an analog clock in hours and half-hours.  | Student can consistently tell time from a digital and an analog clock in hours and half hours.  | Student can independently tell time from a digital and an analog clock in hours and half hours. Student can independently identify elapsed time.            |
| <i>Represents and interprets data.</i>           |   |   |   |   |
| <b>Marking Period</b>                            | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  |
| <b>MP3</b>                                       | Student is not yet able to represent and interpret data.  | Student is occasionally able to represent and interpret data.   | Student can consistently represent and interpret data.  | Student can independently present and interpret data.   |
| <b>Geometry</b>                                  |   |   |   |   |
| <i>Reasons with shapes and their attributes.</i> |   |   |   |   |
| <b>Marking Period</b>                            | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  |
| <b>MP3</b>                                       | Student is unable or rarely able to name and sort 2- and 3-dimensional figures according to attributes. Student is not yet able to understand that shapes can be joined together or taken apart to form other shapes. Student is not yet able to compose 2-D and 3D shapes out of models. | Student can occasionally name and sort 2- and 3-dimensional figures according to attributes. Student can occasionally understand that shapes can be joined together or taken apart to form other shapes. Student can occasionally compose 2-D and 3-D shapes out of models. | Student can consistently name and sort 2- and 3-dimensional figures according to attributes. Student can consistently understand that shapes can be joined together or taken apart to form other shapes. Student can consistently compose 2-D and 3-D shapes out of models. | Student can independently compare and contrast attributes of different 3-D shapes. Student can independently identify shapes that form a repeating pattern. |
| <b>Social Studies - Grade 1</b>                  |   |   |   |   |
| <i>Understands and applies key vocabulary.</i>   |   |   |   |   |
| <b>Marking Period</b>                            | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  |

|            |  |   |  |  |
|------------|--|---|--|--|
| <b>ALL</b> | Student is not yet able to understand or use basic social studies terms or topic-related vocabulary from units of study. | Student occasionally understands and uses basic social studies terms and topic-related vocabulary from units of study | Student consistently understands and uses basic social studies terms and topic-related vocabulary from units of study. | Student Is able to define and apply all social studies terms and topic-related vocabulary from units of study. |
|------------|--|---|--|--|

*Demonstrates an understanding of content knowledge.*

| Marking Period | 1  | 2  | 3  | 4   |
|----------------|--|--|--|---|
| <b>ALL</b>     | Student does not yet demonstrate understanding of key concepts. Student is not yet able to identify or describe relevant ideas and information. Student is not yet able to make connections between content or concepts studied. | Student occasionally demonstrate understanding of key concepts. Student occasionally identifies and describes relevant ideas and information. Student occasionally makes connections between content and concepts studied. | Student consistently demonstrate understanding of key concepts. Student consistently identifies and describes relevant ideas and information. Student consistently makes connections between content and concepts studied. | Student independently demonstrates an understanding of the concepts and independently applies them to other learning situations. Student extends thinking to analyze and evaluate relationships between information, ideas and concepts. Student draws conclusions and makes generalizations. |

*Utilizes social studies skills to maximize understanding.*

| Marking Period | 1  | 2  | 3  | 4  |
|----------------|--|--|--|--|
| <b>ALL</b>     | Student is not yet able to collect, organize, explain, or interpret information from various sources. Student is not yet able to clearly communicate relevant ideas and information. Student is not yet able to explain relationships orally and in writing. | Student occasionally collects, organizes, explains, or interprets information from various sources. Student is occasionally able to clearly communicate relevant ideas and information. Student is occasionally able to explain relationships orally and in writing. | Student consistently collects, organizes, explains, or interprets information from various sources. Student is consistently able to clearly communicate relevant ideas and information. Student is consistently able to explain relationships orally and in writing. | Student independently collects, organizes, and analyzes relevant information from multiple sources. Student creatively communicates information, relationships, ideas, and concepts orally and in writing. |

**Science - Grade 1  
All Units**

*Content: Demonstrates an understanding of content knowledge*

| Marking Period | 1   | 2  | 3  | 4  |
|----------------|---|--|--|--|
| ALL            | The student is able to recognize and describe the core ideas. | The student is able to summarize core ideas, and apply that knowledge to accurately explain observed phenomenon. | The student is able to use core ideas to accurately explain natural phenomenon, and can make reasonable predictions about future events based upon this knowledge. | The student is able to make connections between different core ideas to create or evaluate solutions to real world problems, or uses the connections between core ideas to justify a new hypothesis. |

*Science/Engineering Notebook: Creates a well organized, complete and accurate Science and Engineering Notebook with illustrations*

| Marking Period | 1  | 2   | 3   | 4   |
|----------------|--|---|---|---|
| ALL            | The student is not yet able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations. | The student is able to occasionally write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations. | The student is consistently able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations. | The student can independently write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations. |

*Design Process: Participates and engages in the presentation, reflection and collaboration components of the Design Process*

| Marking Period | 1   | 2  | 3  | 4  |
|----------------|---|--|--|--|
| ALL            | The student is not yet able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group. | The student is able to occasionally present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group. | The student is consistently able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group. | The student can independently present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group. |

*Performance Expectations: Satisfies performance expectations for the Design Challenge*

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|---|
|----------------|---|---|---|---|

|   |  |  |  |   |
|---|--|--|--|---|
| <b>ALL</b>  | Students have designed a solution that did not follow any of the criteria and constraints of the design challenge. | Students have designed a solution that did not follow one or more of the criteria and constraints of the design challenge.       | Students have successfully designed a solution that has met all of the criteria and constraints of the design challenge. | Students have successfully designed a solution that has met all of the criteria and constraints of the design challenge, and considers real world applications. |
| <b>Art - 1st Grade</b>  |  |  |  |   |
| Identifies and demonstrates an understanding of skills and concepts, including the Elements of Art, to complete two and three dimensional works of art. |  |  |  |   |
| <b>Marking Period</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  |
| <b>ALL</b>  | Student is unable to complete 2 and 3-dimensional works of art using basic elements and principles of art.         | Student is developing the skills needed to complete 2 and 3-dimensional works of art using basic elements and principles of art. | Student is able to complete 2 and 3-dimensional works of art using basic elements and principles of art.                 | Student is consistently able to complete 2 and 3-dimensional works of art using basic elements and principles of art.   |
| <i>Participates with effort, cooperates, and follows directions.</i>  |  |  |  |   |
| <b>Marking Period</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  |
| <b>ALL</b>  | Student rarely listens in class, and does not respect rules, routines, procedures, nor focuses on a given task.    | Student sometimes listens in class, focuses on a given task, and respects rules, routines and procedures.                        | Student listens in class, focuses on a given task, and respects rules, routines and procedures.                          | Student consistently listens in class, focuses on a given task, and respects rules, routines and procedures.  |
| <b>Music - 1st Grade</b>  |  |  |  |   |
| <i>Demonstrates and understands skills and concepts.</i>  |  |  |  |   |

| Marking Period | 1   | 2   | 3  | 4   |
|----------------|---|---|--|---|
| ALL            | <p>Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is unable to sing on pitch.</li> <li>● Student is unable to echo the teacher.</li> <li>● Student is unable to keep a steady beat</li> </ul> | <p>Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is developing the ability to sing on pitch.</li> <li>● Student is developing the ability to echo the teacher.</li> <li>● Student is developing the ability to keep a steady beat.</li> </ul> | <p>Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is able to sing on pitch.</li> <li>● Student is able to echo the teacher.</li> <li>● Student is able to keep a steady beat.</li> </ul> | <p>Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is consistently able to sing on pitch.</li> <li>● Student is consistently able to echo the teacher.</li> <li>● Student is consistently able to keep a steady beat.</li> </ul> |

*Participates with effort, cooperates, and follows directions.*

| Marking Period | 1   | 2  | 3  | 4  |
|----------------|---|--|--|--|
| ALL            | <p>Student rarely listens in class and does not respect rules, routines, procedures, nor focuses on a given task.</p> | <p>Student sometimes listens in class, respects rules, routines, procedures and focuses on a given task.</p> | <p>Student listens in class, respects rules, routines, procedures and focuses on a given task.</p> | <p>Student consistently listens in class, respects rules, routines, procedures and focuses on a given task</p> |

**Physical Education - 1st Grade**

*Participates and engages in moderate to vigorous age-appropriate activities.*

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|---|
|----------------|---|---|---|---|

|            |  |   |   |  |
|------------|--|---|---|--|
| <b>ALL</b> | Rarely participates in activities and is not able to engage in moderate to vigorous physical activity. Lacks effort and/or motivation. | Occasionally participates in activities and engages in moderate to vigorous activities. Lacks motivation. Comes to class unprepared at times. | Frequently participates in activities and engages in moderate to vigorous activities. Is prepared for class most of the time. | Consistently participates with enthusiasm and engages in moderate to vigorous activity. Is able to work independently with little or no supervision. |
|------------|--|---|---|--|

*Demonstrates good sportsmanship and appropriate behavior as both a player and an observer.*

| Marking Period | 1  | 2  | 3   | 4   |
|----------------|--|--|---|---|
| <b>ALL</b>     | Rarely displays good sportsmanship, and/or needs frequent reminders on appropriate behavior in class | Occasionally displays good sportsmanship, and/or needs some reminders on appropriate behavior during class | Frequently displays good sportsmanship and appropriate behavior during class. | Consistently displays good sportsmanship and is able to explain why it is important. Demonstrates positive behavior, and always follows safety rules. |

**Media and Technology - 1st Grade**

*Follows basic rules of the library/technology setting.*

| Marking Period | 1  | 2  | 3   | 4  |
|----------------|--|--|---|--|
| <b>ALL</b>     | Rarely meets the expectation set by the rubric | Sometimes meets the expectation set by the benchmark | Demonstrates understanding of concepts and skills | Independently and consistently uses skills |

*Refers to different parts of a book/computer.*

| Marking Period | 1   | 2  | 3   | 4   |
|----------------|---|--|---|---|
| <b>All</b>     | Rarely meets the expectation set by the rubric. | Sometimes meets the expectation set by the benchmark | Demonstrates understanding of concepts and skills | Independently and consistently uses skills. |

*Logs in and out consistently of a computer.*

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|---|
|----------------|---|---|---|---|

|  |   |  |   |   |
|--|---|--|---|---|
| <b>All</b>   | Rarely meets the expectation set by the rubric  | Sometimes meets the expectation set by the benchmark | Demonstrates understanding of concepts and skills | Independently and consistently uses skills. |
| <i>Chooses appropriate books and internet resources.</i>     |   |  |   |   |
| <b>Marking Period</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>                                    |
| <b>ALL</b>   | Rarely meets the expectation set by the rubric  | Sometimes meets the expectation set by the benchmark | Demonstrates understanding of concepts and skills | Independently and consistently uses skills  |
| <i>Engages in independent reading and technology skills.</i> |   |  |   |   |
| <b>Marking Period</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>                                    |
| <b>ALL</b>   | Rarely meets the expectation set by the rubric. | Sometimes meets the expectation set by the benchmark | Demonstrates understanding of concepts and skills | Independently and consistently uses skills. |