

GRADING BENCHMARKS - FIRST GRADE

READING

1) Reads at grade level.

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

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

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

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	able to distinguish between information provided by pictures and information provided by words in a text.		Information provided by pictures and information provided by words in a text.	distinguishes, in above-grade-level texts, between information provided by pictures and information provided by words.
2nd	<ul style="list-style-type: none"> * Student is unable or rarely able to recognize and use beginning and ending sounds. * Student is unable or rarely able to keep the accumulating story events (or content) in mind. * Student is unable or rarely able to use meaning of accumulated text to figure out unfamiliar words. * Student is unable or rarely able to stop and correct at the point of error. 	<ul style="list-style-type: none"> * Student is sometimes able to recognize and use beginning and ending sounds. * Student sometimes keeps the accumulating story events (or content) in mind. * Student sometimes uses meaning of accumulated text to figure out unfamiliar words. * Student sometimes stops and corrects at the point of error. 	<ul style="list-style-type: none"> * Student consistently identifies and decodes using beginning and ending sounds. * Student consistently keeps the accumulating story events (or content) in mind. * Student consistently uses meaning of accumulated text to figure out unfamiliar words. * Student consistently stops and corrects at the point of error. 	<ul style="list-style-type: none"> * Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds. * Student consistently keeps the accumulating story events (or content) in mind, in above-grade-level text. * Student consistently uses meaning of accumulated text to figure out unfamiliar words, in above—grade-level text. * Student consistently stops and corrects at the point of error, in above-grade-level text.
3rd	<ul style="list-style-type: none"> * Student is unable or rarely able to recognize and use beginning, ending, and middle (vowel) sounds. * Student is unable or rarely able to reread and self-correct at points of error. * Student is unable or rarely able to monitor for all sources of information. * Student is unable or rarely able to use an increasingly more challenging repertoire of graphophonic/visual strategies 	<ul style="list-style-type: none"> * Student is sometimes able to recognize and use beginning, ending, and middle (vowel) sounds. * Student sometimes rereads and self-corrects at points of error. * Student sometimes monitors for all sources of information. * Student sometimes uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. 	<ul style="list-style-type: none"> * Student is consistently identifies and decodes using beginning, ending, and middle (vowel) sounds. * Student consistently rereads and self-corrects at points of error. * Student consistently monitors for all sources of information. * Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. 	<ul style="list-style-type: none"> * Student consistently decodes unknown and complex/multi-syllable words using all phonemes (blends, digraphs, diphthongs). * Student consistently rereads and self-corrects at points of error, in above-grade-level text. * Student consistently monitors for all sources of information in above-grade-level text. * Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve

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to problem solve through text. * Student is unable or rarely able to solve unknown words with relative ease.	* Student sometimes solves unknown words with relative ease.	* Student consistently solves unknown words with relative ease.	through above-grade-level text. * Student consistently solves unknown words with relative ease, in above-grade-level text.
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3) Recognizes sight words

Trimester	1	2	3	4
1st	Student recognizes 24 or fewer sight words on Word Identification Assessment.	Student recognizes 24 to 34 sight words on Word Identification Assessment.	Student recognizes 35 to 49 sight words on Word Identification Assessment.	Student recognizes 50 or more sight words on Word Identification Assessment.
2nd	Student recognizes 34 or fewer sight words on Word Identification Assessment.	Student recognizes 24 to 89 sight words on Word Identification Assessment.	Student recognizes 90 to 124 sight words on Word Identification Assessment.	Student recognizes 125 or more sight words on Word Identification Assessment.
3rd	Student recognizes 89 or fewer sight words on Word Identification Assessment.	Student recognizes 90 to 124 sight words on Word Identification Assessment..	Student recognizes 125 to 139 sight words on Word Identification Assessment.	Student recognizes 140 or more sight words on Word Identification Assessment.

4) Reads with comprehension.

Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.				
Trimester	1	2	3	4
1st	Student is unable or rarely uses comprehension strategies at Level C or below.	Student sometimes uses one or more comprehension strategies at Level E.	Student consistently uses multiple success at Level F or G.	Student consistently uses and is able to think beyond text and above grade level.
2nd	Student is unable or rarely uses comprehension strategies at Level E or below.	Student sometimes uses one or more comprehension strategies at Level F.	Student consistently uses multiple success at Level G or H.	Student consistently uses and is able to think beyond text and above grade level.
3rd	Student is unable or rarely uses comprehension strategies at Level G or below.	Student sometimes uses one or more comprehension strategies at Level H.	Student consistently uses multiple success at Level I, J or K.	Student consistently uses and is able to think beyond text and above grade level.

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5) Reads with fluency (expression, phrasing, rate, accuracy).

Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
1st	Student reads may letters slowly and inaccurately; reads with little expression.	Student reads most letters accurately and fluently; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “eve” words, fluently and accurately; matches expression to surprising events and character’s feelings.
2nd	Student reads most letters accurately, matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and gold words.	Student reads letters and “eve” words, fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions, important ideas.
3rd	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “eve” words, fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions, important ideas.	Student reads long vowel words accurately; changes expression during reading.

6) Retell story with accuracy.

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

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7) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 10 minutes.	Student consistently sustains attention during independent reading for 10 minutes.	Student consistently sustains attention during independent reading for more than 10 minutes.
2nd	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for more than 15 to 20 minutes.
3rd	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for more than 20 minutes.

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WRITING

1) Generate ideas.

Trimester	1	2	3	4
1st	Student does not generate ideas or sequence events. Student thinks, sketches, or writes a few unrelated ideas, as taught in units of study.	Student generates a few ideas and sequences events from experience or imagination. Student thinks, sketches, and writes a few ideas, as taught in units of study.	Student generates some ideas and sequences events for writing from experience or imagination. * Student rehearses ideas with others when prompted. * Student thinks, sketches, and writes some ideas, as taught in units of study.	Student generates ideas and sequences events for writing from experience, imagination or stories read together. * Student rehearses ideas with others. * Student thinks, sketches and writes to tell a story related to the units of study.
2nd	Student generates a few ideas from experience or imagination. * The topic is partially evident. Student thinks sketches, and writes a few ideas, as taught in units of study.	Student generates some ideas from experience or imagination. * The topic is evident but too broad or too specific. * Student thinks, sketches, and writes a few ideas, as taught in units of study.	Student generates ideas for writing from experience, imagination, or stories read together. * Student rehearses ideas with others. * Student rehearses ideas with others. * Student chooses and narrows the topic with support. * Student thinks, sketches, and writes some ideas, as taught in units of study.	Student generates interesting ideas for writing from experience, imagination, and stories read. * Student rehearses ideas with others. * Student chooses and narrows a topic. * Student thinks, sketches, and writes a story with details about the narrowed topics, as taught in units of study.
3rd	Student generates a few ideas from experience or imagination. * Student chooses a topic that is somewhat clear.	Student generates some ideas from experience, imagination, or stories read together. * Student chooses a clear topic.	Student generates ideas for writing from experience, stories read, and imagination. * Student rehearses stories with others.	Student generates interesting ideas for writing from experience, imagination, and stories. * Student rehearses ideas independently.

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3rd	* Student thinks, sketches, and writes a few ideas, as taught in units of study.	* Student thinks, sketches, and writes some ideas, as taught in units of study.	* Student chooses and narrows a topic. * Student thinks, sketches, and writes to add ideas and details, as taught in units of study.	* Student chooses a narrow, specific topic. * Student thinks, sketches, and writes with many vivid ideas and details, as taught in units of study.
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2) Writes complete sentences.

Trimester	1	2	3	4
ALL	Student does not understand that every sentence must be about something (subject) and tells something (predicate) about its subject. * Student does not stretch ideas from words to complete sentence.	Student rarely understands that every sentence must be about something (subject) and tells something (predicate) about its subject. * Student rarely stretches ideas from words to complete sentence.	Student understands that every sentence must be about something (subject) and tells something (predicate) about its subject. * Student stretches ideas from words to complete sentence.	Student consistently understands that every sentence must be about something (subject) and tells something (predicate) about its subject. * Student consistently writes in complete and complex sentence.

3) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1st	Student is unable or rarely able to write for 10 minutes.	Student is approaching writing stamina of 10 minutes.	Student consistently writes for 10 minutes.	Student consistently writes for more than 10 minutes.
2nd	Student is unable or rarely able to write for 15 minutes.	Student is approaching writing stamina of 15 minutes.	Student consistently writes for 15 minutes.	Student consistently writes for more than 15 minutes.
3rd	Student is approaching writing stamina of 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for more than 20 minutes.

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4) Uses punctuation appropriately.

Trimester	1	2	3	4
ALL	Student does not use end punctuation for sentences. * Student does not use commas in dates and to separate single words and series.	Student rarely uses end punctuation for sentences. * Student rarely uses commas in dates and to separate single words and series.	Student uses end punctuation for sentences. * Student uses commas in dates and to separate single words and series.	Student consistently uses end punctuation for sentences. * Student consistently uses commas in dates and to separate single words and series.

5) Uses capitalization appropriately.

Trimester	1	2	3	4
ALL	Student does not capitalize names, places, dates, the beginning of sentences, and the pronoun "I".	Student rarely capitalizes names, places, dates, the beginning of sentences, and the pronoun "I",	Student capitalizes names, places, dates, the beginning of sentences, and the pronoun "I".	Student consistently capitalizes names, places, dates, the beginning of sentences, and the pronoun "I".

6) Applies conventions of grammar and usage.

Trimester	1	2	3	4
1st	Student rarely applies grade-level grammar/usage, including: "I" voice when using personal narrative. Action words. Match nouns and verbs (they hop; bob hops). Describing words.	Student is beginning to apply grade-level grammar/usage, including: "I" voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops). Describing words.	Student consistently applies grade-level grammar/usage, including: "I" voice when using personal narrative. Action words. Match nouns and verbs (they hop, Bob hops). Describing words.	Student consistently applies above-grade-level grammar/usage, including: "I" voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops). Describing words.

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Trimester	1	2	3	4
2nd	<p>Student rarely applies grade-level grammar/usage, as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> * Uses sequencing words to organize writing (first, next, the, finally). * Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory). 	<p>Student is beginning to apply grade-level grammar/usage, as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> * Uses sequencing words to organize writing (first, next, the, finally). * Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory). 	<p>Student consistently applies grade-level grammar/usage, as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> * Uses sequencing words to organize writing (first, next, the, finally). * Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions. 	<p>Student consistently applies above-grade-level grammar/usage, as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> * Uses sequencing words to organize writing (first, next, the, finally). * Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.
3rd	<p>Student rarely applies grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> * Writers vary choice of describing words as a way to clarify meaning (big, gigantic). * Common, proper, and possessive nouns. * Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student is beginning to apply grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> * Writers vary choice of describing words as a way to clarify meaning (big, gigantic). * Common, proper, and possessive nouns. * Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student consistently applies grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> * Writers vary choice of describing words as a way to clarify meaning (big, gigantic). * Common, proper, and possessive nouns. * Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student consistently applies above-grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> * Writers vary choice of describing words as a way to clarify meaning (big, gigantic). * Common, proper, and possessive nouns. * Uses conjunctions to expand ideas (and, but, so, or, because.)

7) Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	<p>Student does not use conventional spelling for words with common spelling patterns and for common irregular words.</p>	<p>Student rarely uses conventional spelling for words with common spelling patterns and for common irregular words.</p>	<p>Student uses conventional spelling for words with common spelling patterns and for common irregular words.</p>	<p>Student consistently uses conventional spelling for words with common spelling patterns and for common irregular words.</p>

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	<ul style="list-style-type: none"> * Student does not use phonetic spelling for untaught words. * Student does not write common sight words with automaticity. 	<ul style="list-style-type: none"> * Student rarely uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. * Student rarely writes common sight words with automaticity. 	<ul style="list-style-type: none"> * Student uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. * Student writes common sight words with automaticity. 	<ul style="list-style-type: none"> * Student consistently uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. * Student consistently uses untaught sight words with automaticity.
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8) Forms letters and numerals correctly.

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

9) Space letters and words correctly.

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

10) Produces neat and legible work.

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

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LISTENING and SPEAKING

1) Clearly expressed ideas orally.

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

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	Student rarely responds to comments of others through multiple exchanges. * Student rarely asks questions about information presented orally in order to deepen understanding.	Student occasionally responds to comments of others through multiple exchanges. * Student occasionally asks questions about information presented orally or visually in order to deepen understanding.	Student consistently responds to comments of others through multiple exchanges. * Student asks and answers questions about information presented orally or visually in order to deepen understanding.	Student has achieved grade-level expectations, restates key elements, and answers questions about information to deepen understanding of clarify comprehension.

3) Participates in group discussions actively and appropriately.

Trimester	1	2	3	4
ALL	Student rarely participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student occasionally participates in group discussions and follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student consistently participates in group discussions and follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student has achieved grade-level expectations and stay on topic by linking his/her own additions to the conversation or previous remarks of others. * Student extends his/her ideas and understanding in light of the discussion.

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SCIENCE

1) Demonstrates understanding of concepts.

Force and Motion				
Trimester	1	2	3	4
1st	<p>Student rarely demonstrates understanding of key concepts of force and motion.</p> <ul style="list-style-type: none"> * Student can rarely define a force as a push or pull. * Student can rarely demonstrate that pushing or pulling the object can change the position and motion of an object. * Student can rarely identify and demonstrate the different ways objects can move. * Student can rarely identify if an object is magnetic. * Student rarely communicates using acquired vocabulary associated with force and motion. 	<p>Student is beginning to demonstrate understanding of key concepts of force and motion.</p> <ul style="list-style-type: none"> * Student can sometimes define a force as a push or pull. * Student can sometimes demonstrate that pushing or pulling the object can change the position and motion of an object. * Student can sometimes identify and demonstrate the different ways objects can move. * Student can sometimes identify if an object is magnetic. * Student sometimes communicates using acquired vocabulary associated with force and motion. 	<p>Student consistently demonstrates understanding of key concepts of force and motion.</p> <ul style="list-style-type: none"> * Student can consistently define a force as a push or pull. * Student can consistently demonstrate that pushing or pulling the object can change the position and motion of an object. * Student can consistently identify and demonstrate the different ways objects can move. * Student can consistently identify if an object is magnetic. * Student consistently communicates using acquired vocabulary associated with force and motion. 	<p>Student always demonstrates understanding of key concepts of force and motion.</p> <ul style="list-style-type: none"> * Student can always define a force as a push or pull. * Student can always demonstrate that pushing or pulling the object can change the position and motion of an object. * Student can always identify and demonstrate the different ways objects can move. * Student can always identify if an object is magnetic. * Student always communicates using acquired vocabulary associated with force and motion.

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Weather and Seasonal Changes				
Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates understanding of key concepts of: the characteristics of weather, properties of air, and seasonal changes.</p> <ul style="list-style-type: none"> * Student can rarely identify the properties of air. * Student can rarely describe that water can change from one form to another. * Student can rarely explain the seasonal changes in plants and animals. * Student can rarely identify different weather measuring tools. * Student can rarely demonstrate that water can evaporate and condense. * Student can rarely study weather conditions and record observations. * Student can rarely list and describe different weather characteristics. * Student can rarely communicate using acquired vocabulary associated with weather. 	<p>Student is beginning to demonstrate understanding of key concepts of: the characteristics of weather, properties of air, and seasonal changes.</p> <ul style="list-style-type: none"> * Student can sometimes identify the properties of air. * Student can sometimes describe that water can change from one form to another. * Student can sometimes explain the seasonal changes in plants and animals. * Student can sometimes identify different weather measuring tools. * Student can sometimes demonstrate that water can evaporate and condense. * Student can sometimes study weather conditions and record observations. * Student can sometimes list and describe different weather characteristics. * Student can sometimes communicate using acquired vocabulary associated with weather. 	<p>Student consistently demonstrates understanding of key concepts of: the characteristics of weather, properties of air, and seasonal changes.</p> <ul style="list-style-type: none"> * Student can consistently identify the properties of air. * Student can consistently describe that water can change from one form to another. * Student can consistently explain the seasonal changes in plants and animals. * Student can consistently identify different weather measuring tools. * Student can consistently demonstrate that water can evaporate and condense. * Student can consistently study weather conditions and record observations. * Student can consistently list and describe different weather characteristics. * Student consistently communicates using acquired vocabulary associated with weather. 	<p>Student always applies knowledge of weather characteristics, air properties, and seasonal changes to everyday life.</p> <ul style="list-style-type: none"> * Student can always identify the properties of air. * Student can always describe that water can change from one form to another. * Student can always explain the seasonal changes in plants and animals. * Student can always identify different weather measuring tools. * Student can always demonstrate that water can evaporate and condense. * Student can always study weather conditions and record observations. * Student can always list and describe different weather characteristics. * Student always communicates using acquired vocabulary associated with weather.

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Plants and Animals				
Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates understanding of key concepts of: living things depend on their environment to survive, the basic needs of plants and animals, the parts of a plant; living and nonliving things, and the chronological order of a butterfly life cycle.</p> <ul style="list-style-type: none"> * Student can rarely explain the basic needs of plants and animals. * Student can rarely describe why plants and animals grow in different ways and environments. * Student can rarely identify the parts of a plant. * Student can rarely compare and contrast living and nonliving things. * Student can rarely identify the stages of the life sequence of a butterfly. * Student rarely communicates using acquired vocabulary associated with the key concepts of plants and animals. 	<p>Student is beginning to demonstrate understanding of key concepts of: living things depend on their environment to survive, the basic needs of plants and animals, the parts of a plant; living and nonliving things, and the chronological order of a butterfly life cycle.</p> <ul style="list-style-type: none"> * Student can sometimes explain the basic needs of plants and animals. * Student can sometimes describe why plants and animals grow in different ways and environments. * Student can sometimes identify the parts of a plant. * Student can sometimes compare and contrast living and nonliving things. * Student can sometimes identify the stages of the life sequence of a butterfly. * Student sometimes communicates using acquired vocabulary associated with the key concepts of plants and animals. 	<p>Student consistently demonstrates understanding of key concepts of: living things depend on their environment to survive, the basic needs of plants and animals, the parts of a plant; living and nonliving things, and the chronological order of a butterfly life cycle.</p> <ul style="list-style-type: none"> * Student can consistently explain the basic needs of plants and animals. * Student can consistently describe why plants and animals grow in different ways and environments. * Student can consistently identify the parts of a plant. * Student can consistently compare and contrast living and nonliving things. * Student can consistently identify the stages of the life sequence of a butterfly. * Student consistently communicates using acquired vocabulary associated with the key concepts of plants and animals. 	<p>Student always demonstrates understanding of key concepts of: living things depend on their environment to survive, the basic needs of plants and animals, the parts of a plant; living and nonliving things, and the chronological order of a butterfly life cycle.</p> <ul style="list-style-type: none"> * Student can always explain the basic needs of plants and animals. * Student can always describe why plants and animals grow in different ways and environments. * Student can always identify the parts of a plant. * Student can always compare and contrast living and nonliving things. * Student can always identify the stages of the life sequence of a butterfly. * Student always communicates using acquired vocabulary associated with the key concepts of plants and animals.

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SOCIAL STUDIES

1) Demonstrates understanding of concepts.

UNIT 1: History Culture and Perspectives				
Trimester	1	2	3	4
1st	<p>Student rarely demonstrates understanding of key concepts of: Native Americans and Pilgrims, different cultures, different family groups, historical significance of major national holidays, and bullying.</p> <ul style="list-style-type: none"> * Student can rarely compare and contrast Native Americans and Pilgrims. * Student can rarely compare and contrast the similarities and differences in the lifestyle of people from another culture. * Student can rarely understand that there are different family units. * Student can rarely describe the historical significance of major national holidays. * Student can rarely identify actions of bullying or solutions to problems. 	<p>Student is beginning to demonstrate understanding of key concepts of: Native Americans and Pilgrims, different cultures, different family groups, historical significance of major national holidays, and bullying.</p> <ul style="list-style-type: none"> * Student can sometimes compare and contrast Native Americans and Pilgrims. * Student can sometimes compare and contrast the similarities and differences in the lifestyle of people from another culture. * Student can sometimes understand that there are different family units. * Student can sometimes describe the historical significance of major national holidays. * Student can sometimes identify actions of bullying or solutions to problems. 	<p>Student consistently demonstrates understanding of key concepts of: Native Americans and Pilgrims, different cultures, different family groups, historical significance of major national holidays, and bullying.</p> <ul style="list-style-type: none"> * Student can consistently compare and contrast Native Americans and Pilgrims. * Student can consistently compare and contrast the similarities and differences in the lifestyle of people from another culture. * Student can consistently understand that there are different family units. * Student can consistently describe the historical significance of major national holidays. * Student can consistently identify actions of bullying or solutions to problems. 	<p>Student always demonstrates understanding of key concepts and is able to extend key concepts to real-life experiences.</p> <ul style="list-style-type: none"> * Student can always compare and contrast Native Americans and Pilgrims. * Student can always compare and contrast the similarities and differences in the lifestyle of people from another culture. * Student can always understand that there are different family units. * Student can always describe the historical significance of major national holidays. * Student can always identify actions of bullying or solutions to problems.

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UNIT 2: Geography, People, and the Environment				
Trimester	1	2	3	4
2nd	<ul style="list-style-type: none"> * Student rarely communicates using acquired vocabulary associated with the key concepts of history culture and perspective. Student rarely demonstrates understanding of key concepts of: globes and maps, resources, and environmental issues. * Student can rarely differentiate between maps and globes. * Student can rarely understand the characteristics of maps and globes. * Student can rarely identify symbols and the map key. * Student can rarely describe how resources affect everyday life. * Student can rarely identify environmental issues. * Student rarely communicates using acquired vocabulary associated with the key concepts of geography, people, and the environment. 	<ul style="list-style-type: none"> * Student sometimes communicates using acquired vocabulary associated with the key concepts of history culture and perspective. Student is beginning to demonstrate understanding of key concepts of: globes and maps, resources, and environmental issues. * Student can sometimes differentiate between maps and globes. * Student can sometimes understand the characteristics of maps and globes. * Student can sometimes identify symbols and the map key. * Student can sometimes describe how resources affect everyday life. * Student can sometimes identify environmental issues. * Student sometimes communicates using acquired vocabulary associated with the key concepts of geography, people, and the environment. 	<ul style="list-style-type: none"> * Student consistently communicates using acquired vocabulary associated with the key concepts of history culture and perspective. Student consistently demonstrates understanding of key concepts of: globes and maps, resources, and environmental issues. * Student can consistently differentiate between maps and globes. * Student can consistently understand the characteristics of maps and globes. * Student can consistently identify symbols and the map key. * Student can consistently describe how resources affect everyday life. * Student can consistently identify environmental issues. * Student consistently communicates using acquired vocabulary associated with the key concepts of geography, people, and the environment. 	<ul style="list-style-type: none"> * Student always communicates using acquired vocabulary associated with the key concepts of history culture and perspective. Student always demonstrates understanding of key concepts and is able to extend key concepts to real-life experiences. * Student can always differentiate between maps and globes. * Student can always understand the characteristics of maps and globes. * Student can always identify symbols and the map key. * Student can always describe how resources affect everyday life. * Student can always identify environmental issues. * Student always communicates using acquired vocabulary associated with the key concepts of geography, people, and the environment.

GRADING BENCHMARKS – FIRST GRADE

UNIT 3: Civics, Government, Human Rights				
Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates understanding of key concepts of: rules, solving problems, elections, and contributions of historical figures.</p> <ul style="list-style-type: none"> * Student can rarely explain the need for rules. * Student can rarely evaluate what makes a good rule. * Student can rarely recognize that people work together and solve problems. * Student can rarely identify the purpose for an election. * Student can rarely discuss the contributions of historical figures. * Student rarely communicates using acquired vocabulary associated with the key concepts of civics, government, and human rights. 	<p>Student is beginning to demonstrate understanding of key concepts of: rules, solving problems, elections, and contributions of historical figures.</p> <ul style="list-style-type: none"> * Student can sometimes explain the need for rules. * Student can sometimes evaluate what makes a good rule. * Student can sometimes recognize that people work together and solve problems. * Student can sometimes identify the purpose for an election. * Student can sometimes discuss the contributions of historical figures. * Student sometimes communicates using acquired vocabulary associated with the key concepts of civics, government, and human rights. 	<p>Student consistently demonstrates understanding of key concepts of: rules, solving problems, elections, and contributions of historical figures.</p> <ul style="list-style-type: none"> * Student can consistently explain the need for rules. * Student can consistently evaluate what makes a good rule. * Student can consistently recognize that people work together and solve problems. * Student can consistently identify the purpose for an election. * Student can consistently discuss the contributions of historical figures. * Student consistently communicates using acquired vocabulary associated with the key concepts of civics, government, and human rights. 	<p>Student always demonstrates understanding to key concepts and is able to extend key concepts to real-life experience.</p> <ul style="list-style-type: none"> * Student can always explain the need for rules. * Student can always evaluate what makes a good rule. * Student can always recognize that people work together and solve problems. * Student can always identify the purpose for an election. * Student can always discuss the contributions of historical figures. * Student always communicates using acquired vocabulary associated with the key concepts of civics, government, and human rights.

GRADING BENCHMARKS – FIRST GRADE

UNIT 4: Economics, Innovation, and Technology				
Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates understanding of key concepts of: needs and wants, natural resources, earning and savings, and different transportation systems.</p> <ul style="list-style-type: none"> * Student can rarely define the needs and wants of individuals. * Student can rarely compare and contrast the needs and wants of individuals. * Student can rarely define and illustrate natural resources. * Student can rarely define earnings and savings. * Student can rarely describe the different transportation systems. * Student rarely communicates using acquired vocabulary associated with the key concepts of economics, innovation, and technology. 	<p>Student is beginning to demonstrate understanding of key concepts of: needs and wants, natural resources, earning and savings, and different transportation systems.</p> <ul style="list-style-type: none"> * Student can sometimes define the needs and wants of individuals. * Student can sometimes compare and contrast the needs and wants of individuals. * Student can sometimes define and illustrate natural resources. * Student can sometimes define earnings and savings. * Student can sometimes describe the different transportation systems. * Student can sometimes communicate using acquired vocabulary associated with the key concepts of economics, innovation, and technology. 	<p>Student consistently demonstrates understanding of key concepts of: needs and wants, natural resources, earning and savings, and different transportation systems.</p> <ul style="list-style-type: none"> * Student can consistently define the needs and wants of individuals. * Student can consistently compare and contrast the needs and wants of individuals. * Student can consistently define and illustrate natural resources. * Student can consistently define earnings and savings. * Student can consistently describe the different transportation systems. * Student consistently communicates using acquired vocabulary associated with the key concepts of economics, innovation, and technology. 	<p>Student always demonstrates understanding of key concepts and is able to extend key concepts to real-life experiences.</p> <ul style="list-style-type: none"> * Student can always define the needs and wants of individuals. * Student can always compare and contrast the needs and wants of individuals. * Student can always define and illustrate natural resources. * Student can always define earnings and savings. * Student can always describe the different transportation systems. * Student always communicates using acquired vocabulary associated with the key concepts of economics, innovation, and technology.

GRADING BENCHMARKS – FIRST GRADE

MATH

1. Represents and solves problems using addition and subtraction with numbers 0-120.

Trimester	1	2	3	4
1st	Student cannot solve addition or subtraction problems correctly.	Student rarely solves addition or subtraction problems correctly.	Student usually solves addition or subtraction problems correctly.	Student always solves addition or subtraction problems correctly.
2nd	Student cannot solve addition or subtraction problems correctly.	Student rarely solves addition or subtraction problems correctly.	Student usually solves addition or subtraction problems correctly.	Student always solves addition or subtraction problems correctly.
3rd	Student cannot solve addition or subtraction problems correctly.	Student rarely solves addition or subtraction problems correctly.	Student usually solves addition or subtraction problems correctly.	Student always solves addition or subtraction problems correctly.

2. Can add and subtract fluently within 20.

Trimester	1	2	3	4
1st	Student cannot add and subtract fluently.	Student rarely adds or subtracts fluently.	Student usually adds or subtracts fluently.	Student always adds and subtracts fluently.
2nd	Student cannot add and subtract fluently.	Student rarely adds or subtracts fluently.	Student usually adds or subtracts fluently.	Student always adds and subtracts fluently.
3rd	Student cannot add and subtract fluently.	Student rarely adds or subtracts fluently.	Student usually adds or subtracts fluently.	Student always adds and subtracts fluently.

GRADING BENCHMARKS – FIRST GRADE

3. Identifies when to use addition and subtraction in order to solve word problems.

Trimester	1	2	3	4
1st	N/A	N/A	N/A	N/A
2nd	Student cannot identify when to use addition or subtraction.	Student rarely identifies when to use addition or subtraction.	Student usually identifies when to use addition or subtraction.	Student always identifies when to use addition or subtraction.
3rd	Student cannot identify when to use addition or subtraction.	Student rarely identifies when to use addition or subtraction.	Student usually identifies when to use addition or subtraction.	Student always identifies when to use addition or subtraction.

4. Demonstrates an understanding of place value.

Trimester	1	2	3	4
1st	N/A	N/A	N/A	N/A
2nd	Student cannot identify place values when working with numbers.	Student rarely identifies place values when working with numbers.	Student usually identifies place values when working with numbers.	Student always identifies place values when working with numbers.
3rd	Student cannot identify place values when working with numbers.	Student rarely identifies place values when working with numbers.	Student usually identifies place values when working with numbers.	Student always identifies place values when working with numbers.

5. Uses drawings, models, and other strategies to solve addition and subtraction problems.

Trimester	1	2	3	4
1st	Student does not use strategies to solve addition and subtraction problems.	Student rarely uses strategies to solve addition and subtraction problems.	Student usually uses strategies to solve addition and subtraction problems.	Student always uses strategies to solve addition and subtraction problems.

GRADING BENCHMARKS – FIRST GRADE

2nd	Student does not use strategies to solve addition and subtraction problems.	Student rarely uses strategies to solve addition and subtraction problems.	Student usually uses strategies to solve addition and subtraction problems.	Student always uses strategies to solve addition and subtraction problems.
3rd	Student does not use strategies to solve addition and subtraction problems.	Student rarely uses strategies to solve addition and subtraction problems.	Student usually uses strategies to solve addition and subtraction problems.	Student always uses strategies to solve addition and subtraction problems.

6. Adds and subtracts with 10s.

Trimester	1	2	3	4
1st	Student does not use 10s to add or subtract.	Student rarely uses 10s to add or subtract.	Student usually uses 10s to add or subtract..	Student always uses 10s to add or subtract..
2nd	Student does not use 10s to add or subtract.	Student rarely uses 10s to add or subtract.	Student usually uses 10s to add or subtract..	Student always uses 10s to add or subtract..
3rd	N/A	N/A	N/A	N/A

7. Orders objects by length

Trimester	1	2	3	4
1st	N/A	N/A	N/A	N/A
2nd	N/A	N/A	N/A	N/A
3rd	Student cannot order objects by length.	Student rarely orders objects by length.	Student usually orders objects by length.	Student always orders objects by length.

GRADING BENCHMARKS – FIRST GRADE

8. Compares length of two objects

Trimester	1	2	3	4
1st	N/A	N/A	N/A	N/A
2nd	N/A	N/A	N/A	N/A
3rd	Student cannot compare objects by length.	Student rarely compares objects by length.	Student usually compares objects by length.	Student always compares objects by length.

9. Tells an writes time in hours and half-hours using digital and analog clocks.

Trimester	1	2	3	4
1st	N/A	N/A	N/A	N/A
2nd	N/A	N/A	N/A	N/A
3rd	Student cannot tell or write time using clocks.	Student rarely tells or write time using clocks.	Student usually tells or write time using clocks.	Student always tells or write time using clocks.

10. Organizes, represents, and interprets data with up to three categories.

Trimester	1	2	3	4
1st	N/A	N/A	N/A	N/A
2nd	N/A	N/A	N/A	N/A

GRADING BENCHMARKS – FIRST GRADE

3rd	Student cannot organize, represent, and interpret data.	Student rarely organizes, represents, and interprets data.	Student usually organizes, represents, and interprets data.	Student always organizes, represents, and interprets data.
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11. Reason with shapes and their attributes.

Trimester	1	2	3	4
1st	N/A	N/A	N/A	N/A
2nd	N/A	N/A	N/A	N/A
3rd	Student cannot identify shapes and their attributes.	Student rarely identifies shapes and their attributes.	Student usually identifies shapes and their attributes.	Student always identifies shapes and their attributes.

12. Compose 2-D and 3-D shape.

Trimester	1	2	3	4
1st	N/A	N/A	N/A	N/A
2nd	N/A	N/A	N/A	N/A
3rd	Student cannot create 2-D and 3-D shapes.	Student rarely creates 2-D and 3-D shapes.	Student usually creates 2-D and 3-D shapes.	Student always creates 2-D and 3-D shapes.

GRADING BENCHMARKS – FIRST GRADE

13. Partition circles and rectangles into two and four equal shares.

Trimester	1	2	3	4
1st	N/A	N/A	N/A	N/A
2nd	N/A	N/A	N/A	N/A
3rd	Student cannot partition shapes into equal shares.	Student rarely partitions shapes into equal shares.	Student usually partitions shapes into equal shares.	Student always partitions shapes into equal shares.