

# Grading Benchmarks - FIRST GRADE

## READING

### 1. Reads at Grade Level

MP	1	2	3	4
1st	Reads at a level 3 or below	Reads at a level 4	Reads at a level 6	Reads at a level 8 or above
2nd	Reads at a level 4 or below	Reads at a level 6-8	Reads at a level 10	Reads at a level 12 or above
3rd	Reads at a level 8 or below	Reads at a level 10-12	Reads at a level 14	Reads at a level 16 or above
4th	Reads at a level 12 or below	Reads at a level 14-16	Reads at a level 18	Reads at a level 20 or above

*Reading level is indicated by the Developmental Reading Assessment*

### 2. Uses decoding strategies

*Demonstrates use of problem-solving strategies when decoding words in INSTRUCTIONAL texts*

MP	1	2	3	4
ALL	Student does not attempt to problem-solve unfamiliar words.	Student attempts to problem-solve unfamiliar words by using beginning sounds, affixes, word parts, illustrations, and/or context clues with limited success.	Student successfully problem-solves unfamiliar words by using beginning sounds, affixes, word parts, illustrations, and/or context clues.	Student independently initiates successful problem-solving of unfamiliar words by using beginning sounds, affixes, word parts, illustrations, and/or context clues.

### 3. Reads with comprehension: Literal

*Demonstrates literal comprehension in INSTRUCTIONAL texts*

MP	1	2	3	4
1st	Student does not use text features to ask literal questions about main ideas and details. Student does not retell stories sequentially. Student cannot summarize stories.	Student attempts to use text features to ask literal questions about main ideas and details. Student attempts to retell stories. Student incompletely and/or inaccurately summarizes stories.	Student uses text features to ask literal questions about main ideas and details. Student sequentially retells stories. Student summarizes stories including problem, solution, beginning, middle, and end.	Student uses multiple text features to ask literal questions about main ideas and details. Student sequentially retells stories with specific details. Student summarizes stories including problem, solution, beginning, middle, and end, only including the most important details.
2nd	Student cannot identify story elements.	Student attempts to identify story elements; identification contains some inaccuracy.	Student identifies story elements (characters, setting, problem/solution).	Student identifies story elements and how these elements affect the plot and characters.

## Grading Benchmarks - FIRST GRADE

3rd	<p>Student does not identify or utilize text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information.</p> <p>Student does not extract information from a text to take notes or complete a graphic organizer.</p> <p>Student cannot compose a summary using multiple note-taking strategies (drawing pictures, using sticky notes, bookmark, and graphic organizers).</p>	<p>Student identifies text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts).</p> <p>Student extracts information from a text to take notes and complete a graphic organizer that may be inaccurate or incomplete.</p> <p>Student composes an inaccurate or incomplete summary using multiple note-taking strategies (drawing pictures, using sticky notes, bookmark, and graphic organizers).</p>	<p>Student identifies and utilizes text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information.</p> <p>Student accurately extracts information from a text to take notes and complete a graphic organizer.</p> <p>Student composes a summary using multiple note-taking strategies (drawing pictures, using sticky notes, bookmark, and graphic organizers).</p>	<p>Student identifies, utilizes, and extends upon text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information.</p> <p>Student includes additional important details from the text in notes and graphic organizers.</p> <p>Student composes a well organized summary using multiple note-taking strategies (drawing pictures, using sticky notes, bookmark, and graphic organizers).</p>
4th	<p>Students does not use background knowledge, words, and/or pictures to visualize text while reading.</p> <p>Student cannot differentiate between fantasy and reality in a text.</p>	<p>Students attempts to use background knowledge, words, and pictures to visualize text while reading.</p> <p>Student attempts to differentiate between fantasy and reality in a text.</p>	<p>Students uses background knowledge, words, and pictures to visualize text while reading.</p> <p>Student differentiates between fantasy and reality in a text.</p>	<p>Students independently uses visualization to extend their understanding of the text.</p> <p>Student independently differentiates between fantasy and reality in a text.</p>

## Grading Benchmarks - FIRST GRADE

### 4. Reads with comprehension: Inferential

*Demonstrates inferential comprehension in INSTRUCTIONAL texts.*

MP	1	2	3	4
1st	<p>Student does not make or makes irrelevant predictions. Student does not revise predictions or revises citing inaccurate evidence.</p>	<p>Student makes predictions by identifying basic story elements. Student attempts to revise predictions using new information.</p>	<p>Student makes predictions by identifying and connecting basic story elements. Student revises predictions using new information. Student uses text features to ask inferential questions about main ideas and details.</p>	<p>Student makes predictions by connecting story elements using more complex inferential thinking. Student revises predictions with specific examples from new information.</p>
2nd	<p>Student does not use background knowledge to make connections between their own lives, other books, and the world. Student cannot determine the meaning of new words and concepts using pictures, context clues, and background knowledge. Student does not make inferences about characters and setting using text clues and illustrations. Student does not identify relationships between characters.</p>	<p>Student attempts to use background knowledge to make connections between their own lives, other books, and/or the world. Student attempts to determine the meaning of new words and concepts using pictures, context clues, and background knowledge. Student makes inaccurate or incomplete inferences about characters and setting using text clues and illustrations. Student identifies basic relationships between characters.</p>	<p>Student uses background knowledge to make connections between their own lives, other books, and the world. Student determines the meaning of new words and concepts using pictures, context clues, and background knowledge. Student makes inferences about characters and setting using text clues and illustrations. Student identifies relationships between characters.</p>	<p>Student uses background knowledge to make meaningful connections between their own lives, other books, and the world. Student independently determines the meaning of new words and concepts using pictures, context clues, and background knowledge. Student makes sophisticated inferences about characters and setting using text clues and illustrations. Student identifies and draws conclusions about relationships between characters.</p>

## Grading Benchmarks - FIRST GRADE

3rd	<p>Student does not make text-to-self or text-to-world connections using background knowledge.</p> <p>Student neither asks nor answers self-generated questions before, during, and after reading, or questions may be unrelated to the text.</p> <p>Student has limited understanding of literary devices.</p>	<p>Student activates background knowledge to make text-to-self and text-to-world connections; connections do not enhance the comprehension of text.</p> <p>Student asks, but struggles answering self-generated questions before, during, and after reading.</p> <p>Student understands some literary devices in a story.</p>	<p>Student activates background knowledge to make text-to-self and text-to-world connections that enhance comprehension.</p> <p>Student asks and answers self-generated questions before, during, and after reading.</p> <p>Student understands the use of literary devices in stories (foreshadowing, surprising events, figurative language, and visualizing).</p>	<p>Student independently activates prior knowledge to make text-to-self and text-to-world connections that enhance comprehension.</p> <p>Student asks and answers complex self-generated questions before, during, and after reading.</p> <p>Student understands how literary devices impact the story (foreshadowing, surprising events, figurative language, and visualizing).</p>
4th	<p>Student cannot identify the words and images that describe a character in a text.</p> <p>Student cannot use details from the text and illustrations to make personal connections to characters.</p> <p>Student cannot use details from the text to determine how a character develops.</p> <p>Student cannot determine author's purpose for writing a text and cannot recognize the resources used to write the text.</p> <p>Student does not form opinions about texts.</p> <p>Student does not engage with the text by considering their own emotions about the text.</p> <p>Student cannot consider how the story would change with a different ending and setting.</p>	<p>Student can identify the words and images that describe a character in a text.</p> <p>Student attempts to use details from the text and illustrations to make personal connections to characters; connections are irrelevant.</p> <p>Student attempts to use details from the text to determine how a character develops.</p> <p>Student attempts to determine author's purpose for writing a text and attempts to recognize the resources used to write the text.</p> <p>Student forms opinions about texts.</p> <p>Student engages with the text by considering their own emotions about the text.</p> <p>Student attempts to consider how the story would change with a different ending and setting.</p>	<p>Student identifies the words and images to describe a character in a text and, with prompting, draws conclusions.</p> <p>Student, with prompting, uses details from the text and illustrations to make personal connections to characters.</p> <p>Student, with prompting, uses details from the text to determine how a character develops.</p> <p>Student determines author's purpose for writing a text and recognizes the resources used to write the text.</p> <p>Student forms and supports opinions about texts.</p> <p>Student engages with the text by asking characters and the author questions and considering their own emotions about the text.</p> <p>Student considers how the story would change with different ending and setting.</p>	<p>Student identifies the words and images that describe a character in a text and independently draws complex conclusions.</p> <p>Student independently uses details from the text and illustrations to make sophisticated personal connections to characters.</p> <p>Student independently uses details from the text to determine how a character develops.</p> <p>Student determines author's purpose for writing a text and recognizes the resources used to write the text, citing specific examples as support.</p> <p>Student forms and thoroughly supports unique opinions about texts.</p> <p>Student engages with the text by asking characters and the author insightful questions and identifying complex emotions about the text.</p> <p>Student develops unique and creative alternate endings and settings.</p>

## Grading Benchmarks - FIRST GRADE

### 5. Reads with fluency

*Demonstrates accuracy, appropriate expression, and adequate rate in INSTRUCTIONAL texts*

MP	1	2	3	4
1st	Reads word-by-word Does not self-correct any miscues Stops at difficulty, relying on support to problem-solve unknown words; three or more words told by the teacher	Reads word-by-word with some short phrases Self-corrects at least one miscue and neglects to self-correct other miscues At difficulty, initiates problem-solving of a few unknown words; one or two words told by the teacher	Reads in short phrases most of the time Self-correct two or more miscues or only makes one uncorrected miscue At difficulty, uses one or two cues to problem-solve unknown words	Reads in longer phrases at times Self-corrects miscues quickly or reads accurately At difficulty, uses multiple cues to problem-solve unknown words
2nd	Reads word-by-word Does not self-correct any miscues Stops at difficulty, relying on support to problem-solve unknown words; three or more words told by the teacher	Reads word-by-word with some short phrases Self-corrects at least one miscue and neglects to self-correct other miscues At difficulty, initiates problem-solving of a few unknown words; one or two words told by the teacher	Reads in short phrases most of the time Self-correct two or more miscues or only makes one uncorrected miscue At difficulty, uses one or two cues to problem-solve unknown words	Reads in longer phrases at times Self-corrects miscues quickly or reads accurately At difficulty, uses multiple cues to problem-solve unknown words
3rd	No expression; monotone Reads mostly word-by-word	Little expression; rather monotone Reads in short phrases most of the time; inappropriate pauses	Some expression Reads in longer word phrases some of the time; heeds most punctuation	Expression conveys meaning most of the time Reads in longer, meaningful phrases most of the time; heeds all punctuation
4th	Little expression; monotone Reads mostly word-by-word	Some expression that conveys meaning Reads in short phrases most of the time; inappropriate pauses	Expression reflects mood, pace, and tension at times Reads in longer phrases at times; heeds most punctuation	Expression reflects mood, pace, and tension most of the time Reads in longer, meaningful phrases most of the time; heeds all punctuation

## Grading Benchmarks - FIRST GRADE

### 6. Demonstrates stamina

Demonstrates ability to remain focused and on task with both INSTRUCTIONAL and GRADE-LEVEL texts.

MP	1	2	3	4
1st	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for ten (10) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for ten (10) minutes.	Student demonstrates stamina during reading and writing workshop for ten (10) minutes.	Student demonstrates stamina during reading and writing workshop for greater than ten (10) minutes.
2nd	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for ten (10) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for ten (10) minutes.	Student demonstrates stamina during reading and writing workshop for ten (10) minutes.	Student demonstrates stamina during reading and writing workshop for greater than ten (10) minutes.
3rd	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for fifteen (15) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for fifteen (15) minutes.	Student demonstrates stamina during reading and writing workshop for fifteen (15) minutes.	Student demonstrates stamina during reading and writing workshop for greater than fifteen (15) minutes.
4th	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for twenty (20) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for twenty (20) minutes.	Student demonstrates stamina during reading and writing workshop for twenty (20) minutes.	Student demonstrates stamina during reading and writing workshop for greater than twenty (20) minutes.

# Grading Benchmarks - FIRST GRADE

## WRITING

### 1. Generates, expresses, and supports ideas clearly

MP	1	2	3	4
1st - 2nd	Does not generate ideas or sequence events Thinks, sketches or writes a few unrelated ideas	Focus of the writing unclear No details evident or details do not support the topic Details lack organization	Writing has a single focus from beginning to end but may drift Few details are included and/or support the topic incompletely Details are organized with some transition	Writing has a single focus from beginning to end Details support the topic Details are organized, transitioning in a logical sequence
3rd - 4th	Focus of the writing unclear No details evident or details do not support the topic Details lack organization	Writing has a single focus from beginning to end but may drift Few details are included and/or support the topic incompletely Details are organized with some transition	Writing has a single focus from beginning to end Details support the topic Details are organized, transitioning in a logical sequence	Writing has a single focus and engages the reader from beginning to end Details support and elaborate on the topic Details are clearly organized, transitioning in a smooth and logical sequence

### 2. Uses a variety of words

MP	1	2	3	4
1st - 2nd	Does not use words in writing	Incorrect usage of words (nouns, verbs and/or adjectives)	Lacks a variety of words (nouns, verbs and/ or adjectives) May not use descriptive words	Incorporates a variety of words (nouns, verbs and/or adjectives); words may be repetitive When appropriate, uses adjectives to describe words
3rd - 4th	Incorrect usage of words (nouns, verbs, adjectives)	Lacks a variety of words (nouns, verbs, adjectives) May not use descriptive words	Incorporates a variety of words (nouns, verbs, and/or adjectives); words may be repetitive When appropriate, uses adjectives to describe words	Incorporates a variety of words (nouns, verbs, and adjectives) When appropriate, uses adjectives and adverbs to describe words

## Grading Benchmarks - FIRST GRADE

### 3. Varies sentence type and length

MP	1	2	3	4
1st - 2nd	Does not use words	Uses phrases or incomplete sentences	Uses mostly simple sentences May lack dialogue (narrative writing) May not include linking words	Uses sentences with similar lengths and structures Attempts to use dialogue (narrative writing) Uses basic linking words
3rd - 4th	Uses phrases or incomplete sentences	Uses mostly simple sentences May lack dialogue (narrative writing) May not include linking words	Uses sentences with similar lengths and structures Attempts to use dialogue (narrative writing) Uses basic linking words	Uses a variety of sentence lengths and structures, including simple and compound Includes dialogue (narrative writing) Uses linking words

### 4. Uses conventions appropriately (mechanics and grammar)

MP	1	2	3	4
1st - 2nd	Does not produce writing	Does not use end punctuation Does not use commas Does not follow capitalization rules	Use of end punctuation is inconsistent Attempts to use commas Capitalizes the first word in a sentence and I	Uses end punctuation consistently Uses commas in dates and to separate single words in a series Capitalizes the first word in a sentence, I, dates, and names of people
3rd - 4th	Does not use end punctuation Does not use commas Does not follow capitalization rules	Use of end punctuation is inconsistent Attempts to use commas Capitalizes the first word in a sentence and I	Uses end punctuation consistently Uses commas in dates and to separate single words in a series Capitalizes the first word in a sentence, I, dates, and names of people	Uses end punctuation appropriately Uses commas in dates, to separate single words in a series, and in greetings and closings of letters Uses apostrophes to form contractions and frequently occurring possessives Capitalizes the first word in a sentence, I, dates, names of people, holidays, product names, and geographic names

## Grading Benchmarks - FIRST GRADE

### 5. Uses spelling patterns correctly

MP	1	2	3	4
ALL	Numerous spelling errors that detract from meaning Does not spell high frequency/sight words correctly Does not attempt to spell untaught words	Pattern of spelling errors that begin to interfere with meaning Attempts to spell high frequency/sight words correctly Attempts to spell untaught words with lack of phonemic awareness	Applies spelling patterns; some errors do not interfere with meaning Spells most high frequency/sight words correctly Attempts to spell untaught words phonetically	Transfers spelling patterns; few errors do not interfere with meaning; attempts to use spelling patterns for complex words Spells all high frequency/sight words correctly Spells untaught words phonetically with minimal errors

### 6. Applies handwriting skills to write legibly.

MP	1	2	3	4
ALL	Student does not form letters and numerals correctly. Student does not space letters correctly or write with appropriate spacing between words.	Student rarely forms letters and numerals correctly. Student occasionally spaces letters correctly and writes with appropriate spacing between words.	Student forms letters and numerals correctly. Student spaces letters correctly and writes with appropriate spacing between words.	Student consistently forms all letters and numerals correctly. Student consistently writes with appropriate spacing of letters and between words.

# Grading Benchmarks - FIRST GRADE

## LISTENING AND SPEAKING

### 1. Engages in collaborative discussions

MP	1	2	3	4
ALL	Student participates in discussions, with some adherence to agreed upon rules. Student attempts to continue a conversation.	Student follows agreed-upon rules for discussions, including listening to others and speaking one at a time about the topics and texts under discussion. Student continues a conversation through multiple exchanges	Student follows agreed-upon rules for discussions, including listening to others with care and taking turns speaking about the topics and texts under discussion. Student builds on others' talk in conversations by responding to the comments of others.	Student follows agreed-upon rules for discussions including gaining the floor in respectful ways. Student builds on others' talk in conversations by linking their comments to the remarks of others.

### 2. Expresses ideas clearly

MP	1	2	3	4
ALL	Student attempts to describe familiar people, places, things, and events.	Student describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	Student describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### 3. Demonstrates listening skills for comprehension

MP	1	2	3	4
ALL	Student requests clarification of a text read aloud or information presented orally or through other media by asking questions. Student asks questions about what a speaker says in order to seek help.	Student confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Student asks and answers questions about what a speaker says in order to seek help or get information.	Student asks and answers questions about key details in a text read aloud or information presented orally or through other media. Student asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media. Student asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

# Grading Benchmarks - FIRST GRADE

## Mathematics

### 1. Understands and applies mathematical concepts

MP	1	2	3	4
1st	<p>Student rarely finds the number that is one more or one less than a given number.</p> <p>Student rarely compares and orders numbers 1-15.</p> <p>Student rarely represents data using tallies.</p> <p>Student rarely counts forward and backward within 20.</p> <p>Student rarely tells time to the hour.</p> <p>Student rarely counts combinations of pennies and nickels.</p>	<p>Student sometimes finds the number that is one more or one less than a given number.</p> <p>Student sometimes compares and orders numbers 1-15.</p> <p>Student sometimes represents data using tallies.</p> <p>Student sometimes counts forward and backward within 20.</p> <p>Student sometimes tells time to the hour.</p> <p>Student sometimes counts combinations of pennies and nickels.</p>	<p>Student consistently finds the number that is one more or one less than a given number.</p> <p>Student consistently compares and orders numbers 1-15.</p> <p>Student consistently represents data using tallies.</p> <p>Student consistently counts forward and backward within 20.</p> <p>Student consistently tells time to the hour.</p> <p>Student consistently counts combinations of pennies and nickels.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>
2nd	<p>Student rarely extends visual and numerical patterns.</p> <p>Student rarely understands complements of ten.</p> <p>Student rarely counts combinations of pennies, nickels, and dimes.</p> <p>Student rarely represents money amounts using different combinations of pennies and nickels.</p> <p>Student rarely models skip counting, addition, and subtraction on a number line.</p> <p>Student rarely tells time to the hour.</p> <p>Student rarely represents and interprets data using tallies/line plots.</p> <p>Student rarely measures to the nearest inch.</p>	<p>Student sometimes extends visual and numerical patterns.</p> <p>Student sometimes understands complements of ten.</p> <p>Student sometimes counts combinations of pennies, nickels, and dimes.</p> <p>Student sometimes represents money amounts using different combinations of pennies and nickels.</p> <p>Student sometimes models skip counting, addition, and subtraction on a number line.</p> <p>Student sometimes tells time to the hour.</p> <p>Student sometimes represents and interprets data using tallies/line plots.</p> <p>Student sometimes measures to the nearest inch.</p>	<p>Student consistently extends visual and numerical patterns.</p> <p>Student consistently understands complements of ten.</p> <p>Student consistently counts combinations of pennies, nickels, and dimes.</p> <p>Student consistently represents money amounts using different combinations of pennies and nickels.</p> <p>Student consistently models skip counting, addition, and subtraction on a number line.</p> <p>Student consistently tells time to the hour.</p> <p>Student consistently represents and interprets data using tallies/line plots.</p> <p>Student consistently measures to the nearest inch.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>

## Grading Benchmarks - FIRST GRADE

3rd	<p>Student rarely uses concrete models to represent place value in 2-digit numbers.</p> <p>Student rarely compares and orders 2-digit numbers.</p> <p>Student rarely understands and uses the inverse relationship between addition and subtraction.</p> <p>Student rarely measures to the nearest centimeter.</p> <p>Student rarely tells time to the 1/2 hour.</p> <p>Student rarely represents data using tallies/line plots/bar graphs.</p> <p>Student rarely counts combinations of coins up to \$1.</p> <p>Student rarely classifies 2-dimensional shapes, using attributes.</p> <p>Student rarely identifies 3-dimensional shapes, using attributes.</p>	<p>Student sometimes uses concrete models to represent place value in 2-digit numbers.</p> <p>Student sometimes compares and orders 2-digit numbers.</p> <p>Student sometimes understands and uses the inverse relationship between addition and subtraction.</p> <p>Student sometimes measures to the nearest centimeter.</p> <p>Student sometimes tells time to the 1/2 hour.</p> <p>Student sometimes represents data using tallies/line plots/bar graphs.</p> <p>Student sometimes counts combinations of coins up to \$1.</p> <p>Student sometimes classifies 2-dimensional shapes, using attributes.</p> <p>Student sometimes identifies 3-dimensional shapes, using attributes.</p>	<p>Student consistently uses concrete models to represent place value in 2-digit numbers.</p> <p>Student consistently compares and orders 2-digit numbers.</p> <p>Student consistently understands and uses the inverse relationship between addition and subtraction.</p> <p>Student consistently measures to the nearest centimeter.</p> <p>Student consistently tells time to the 1/2 hour.</p> <p>Student consistently represents data using tallies/line plots/bar graphs.</p> <p>Student consistently counts combinations of coins up to \$1.</p> <p>Student consistently classifies 2-dimensional shapes, using attributes.</p> <p>Student consistently identifies 3-dimensional shapes, using attributes.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>
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## Grading Benchmarks - FIRST GRADE

4th	<p>Student rarely uses concrete models to represent place value in 3-digit numbers.</p> <p>Student rarely compares and orders money amounts.</p> <p>Student rarely understands equal shares.</p> <p>Student rarely uses number patterns to add/subtract ten.</p> <p>Student rarely identifies/names unit fractions.</p> <p>Student rarely tells time to the 1/2 hour.</p> <p>Student rarely counts combinations of coins up to \$1.</p> <p>Student rarely counts up to make change.</p>	<p>Student sometimes uses concrete models to represent place value in 3-digit numbers.</p> <p>Student sometimes compares and orders money amounts.</p> <p>Student sometimes understands equal shares.</p> <p>Student sometimes uses number patterns to add/subtract ten.</p> <p>Student sometimes identifies/names unit fractions.</p> <p>Student sometimes tells time to the 1/2 hour.</p> <p>Student sometimes counts combinations of coins up to \$1.</p> <p>Student sometimes counts up to make change.</p>	<p>Student consistently uses concrete models to represent place value in 3-digit numbers.</p> <p>Student consistently compares and orders money amounts.</p> <p>Student consistently understands equal shares.</p> <p>Student consistently uses number patterns to add/subtract ten.</p> <p>Student consistently identifies/names unit fractions.</p> <p>Student consistently tells time to the 1/2 hour.</p> <p>Student consistently counts combinations of coins up to \$1.</p> <p>Student consistently counts up to make change.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>
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### 2. Recalls math facts with speed and accuracy

MP	1	2	3	4
1st	<p>Student rarely knows addition facts within 5.</p> <p>Student rarely skip counts by 5 and 10.</p> <p>Student rarely knows subtraction facts within 5.</p>	<p>Student sometimes knows addition facts within 5.</p> <p>Student sometimes skip counts by 5 and 10.</p> <p>Student sometimes knows subtraction facts within 5.</p>	<p>Student consistently knows addition facts within 5.</p> <p>Student consistently skip counts by 5 and 10.</p> <p>Student consistently knows subtraction facts within 5.</p>	<p>Student builds and can explain connections between facts to extend fact range.</p>
2nd	<p>Student rarely knows addition facts within 5.</p> <p>Student rarely skip counts by 5 and 10.</p> <p>Student rarely knows subtraction facts within 5.</p>	<p>Student sometimes knows addition facts within 5.</p> <p>Student sometimes skip counts by 5 and 10.</p> <p>Student sometimes knows subtraction facts within 5.</p>	<p>Student consistently knows addition facts within 5.</p> <p>Student consistently skip counts by 5 and 10.</p> <p>Student consistently knows subtraction facts within 5.</p>	<p>Student builds and can explain connections between facts to extend fact range.</p>
3rd	<p>Student rarely knows addition facts within 10.</p> <p>Student rarely skip counts by 2, 5 and 10.</p> <p>Student rarely knows subtraction facts within 10.</p>	<p>Student sometimes knows addition facts within 10.</p> <p>Student sometimes skip counts by 2, 5 and 10.</p> <p>Student sometimes knows subtraction facts within 10.</p>	<p>Student consistently knows addition facts within 10.</p> <p>Student consistently skip counts by 2, 5 and 10.</p> <p>Student consistently knows subtraction facts within 10.</p>	<p>Student builds and can explain connections between facts to extend fact range.</p>

## Grading Benchmarks - FIRST GRADE

4th	<p>Student rarely knows addition facts within 10.</p> <p>Student rarely skip counts by 2, 5 and 10.</p> <p>Student rarely knows subtraction facts within 10.</p>	<p>Student sometimes knows addition facts within 10.</p> <p>Student sometimes skip counts by 2, 5 and 10.</p> <p>Student sometimes knows subtraction facts within 10.</p>	<p>Student consistently knows addition facts within 10.</p> <p>Student consistently skip counts by 2, 5 and 10.</p> <p>Student consistently knows subtraction facts within 10.</p>	<p>Student builds and can explain connections between facts to extend fact range.</p>
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### 3. Computes accurately

MP	1	2	3	4
1st	No Formal Computation	No Formal Computation	No Formal Computation	No Formal Computation
2nd	No Formal Computation	No Formal Computation	No Formal Computation	No Formal Computation
3rd	No Formal Computation	No Formal Computation	No Formal Computation	No Formal Computation
4th	<p>Student rarely uses mental math strategies to find sums of 2-digit numbers.</p> <p>Student rarely Identifies the appropriate operation to use to solve problems.</p>	<p>Student sometimes uses mental math strategies to find sums of 2-digit numbers.</p> <p>Student sometimes Identifies the appropriate operation to use to solve problems.</p>	<p>Student consistently uses mental math strategies to find sums of 2-digit numbers.</p> <p>Student consistently Identifies the appropriate operation to use to solve problems.</p>	<p>Student uses a variety of mental math strategies to find sums of 2-digit numbers and will check using subtraction.</p> <p>Student connects and applies strategies between problems.</p>

## Grading Benchmarks - FIRST GRADE

### 4. Understands and solves word problems accurately

MP	1	2	3	4
1st	Student rarely represents and solves 1-step word problems using addition and subtraction.	Student sometimes represents and solves 1-step word problems using addition and subtraction.	Student consistently represents and solves 1-step word problems using addition and subtraction.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
2nd	Student rarely represents and solves 1-step word problems using addition and subtraction.	Student sometimes represents and solves 1-step word problems using addition and subtraction.	Student consistently represents and solves 1-step word problems using addition and subtraction.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
3rd	Student rarely represents and solves 1-step word problems using addition and subtraction.	Student sometimes represents and solves 1-step word problems using addition and subtraction.	Student consistently represents and solves 1-step word problems using addition and subtraction.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
4th	Student rarely represents and solves 1-step word problems using addition and subtraction, including money.	Student sometimes represents and solves 1-step word problems using addition and subtraction, including money.	Student consistently represents and solves 1-step word problems using addition and subtraction, including money.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.

## Grading Benchmarks - FIRST GRADE

### 5. Clearly expresses mathematical thinking in written and oral form

MP	1	2	3	4
1st	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
2nd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
3rd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
4th	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

# Grading Benchmarks - FIRST GRADE

## Science

### 1. Demonstrates knowledge of facts and understanding of concepts orally and in writing

MP	1	2	3	4
1st - Plants and Animals	Student rarely demonstrates understanding of vocabulary and key concepts related to the following topics: 1. Plants as living organisms 2. The needs of growing plants (nutrients, light, air and water). 3. The life cycle of plants 4. Plant reproduction from seeds and stems.	Student is beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: 1. Plants as living organisms 2. The needs of growing plants (nutrients, light, air and water). 3. The life cycle of plants 4. Plant reproduction from seeds and stems.	Student consistently demonstrates understanding of vocabulary and key concepts related to the following topics: 1. Plants as living organisms 2. The needs of growing plants (nutrients, light, air and water). 3. The life cycle of plants 4. Plant reproduction from seeds and stems.	Student independently extends understanding of vocabulary and key concepts, including: 1. Plants as living organisms 2. The needs of growing plants (nutrients, light, air and water). 3. The life cycle of plants 4. Plant reproduction from seeds and stems.
2nd - Sound and Light	Student rarely demonstrates understanding of vocabulary and key concepts related to the following topics: 1. Relationship between sound and vibration. 2. Relationship between speed of vibrations and the volume and pitch of sound. 3. How sound travels from a source to a receiver. 4. How shadows and reflections are created. 5. Use of sound and light devices to communicate information. 6. Comparing the ways that animals use their senses to gather information about their environment.	Student is beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: 1. Relationship between sound and vibration. 2. Relationship between speed of vibrations and the volume and pitch of sound. 3. How sound travels from a source to a receiver. 4. How shadows and reflections are created. 5. Use of sound and light devices to communicate information. 6. Comparing the ways that animals use their senses to gather information about their environment.	Student consistently demonstrates understanding of vocabulary and key concepts related to the following topics: 1. Relationship between sound and vibration. 2. Relationship between speed of vibrations and the volume and pitch of sound. 3. How sound travels from a source to a receiver. 4. How shadows and reflections are created. 5. Use of sound and light devices to communicate information. 6. Comparing the ways that animals use their senses to gather information about their environment.	Student independently extends understanding of vocabulary and key concepts, including: 1. Relationship between sound and vibration. 2. Relationship between speed of vibrations and the volume and pitch of sound. 3. How sound travels from a source to a receiver. 4. How shadows and reflections are created. 5. Use of sound and light devices to communicate information. 6. Comparing the ways that animals use their senses to gather information about their environment.
3rd - Air and Weather	Student rarely demonstrates understanding of vocabulary and key concepts related to the following topics: 1. Properties of a common gas mixture—air. 2. Effect of the Sun's movement in the sky on daily air temperature. 3. Types of clouds. 4. Properties of wind.	Student is beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: 1. Properties of a common gas mixture—air. 2. Effect of the Sun's movement in the sky on daily air temperature. 3. Types of clouds. 4. Properties of wind.	Student demonstrates understanding of vocabulary and key concepts related to the following topics: 1. Properties of a common gas mixture—air. 2. Effect of the Sun's movement in the sky on daily air temperature. 3. Types of clouds. 4. Properties of wind.	Student consistently and independently extends understanding of vocabulary and key concepts, including: 1. Properties of a common gas mixture—air. 2. Effect of the Sun's movement in the sky on daily air temperature. 3. Types of clouds. 4. Properties of wind.

## Grading Benchmarks - FIRST GRADE

4th - Air and Weather; Plants and Animals	<p>Student rarely demonstrates understanding of vocabulary and key concepts related to the following topics: 1. Effect of changing seasons and weather conditions on air temperature and daylight hours. 2. Appropriate habitats for plants and animals. 3. Identify the differences in characteristics of various plants and animals. 4. Survival behaviors of animals. 5. Plant reproduction from bulbs and roots.</p>	<p>Student is beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: 1. Effect of changing seasons and weather conditions on air temperature and daylight hours. 2. Appropriate habitats for plants and animals. 3. Identify the differences in characteristics of various plants and animals. 4. Survival behaviors of animals. 5. Plant reproduction from bulbs and roots.</p>	<p>Student demonstrates understanding of vocabulary and key concepts related to the following topics: 1. Effect of changing seasons and weather conditions on air temperature and daylight hours. 2. Appropriate habitats for plants and animals. 3. Identify the differences in characteristics of various plants and animals. 4. Survival behaviors of animals. 5. Plant reproduction from bulbs and roots.</p>	<p>Student consistently and independently extends understanding of vocabulary and key concepts, including: 1. Effect of changing seasons and weather conditions on air temperature and daylight hours. 2. Appropriate habitats for plants and animals. 3. Identify the differences in characteristics of various plants and animals. 4. Survival behaviors of animals. 5. Plant reproduction from bulbs and roots.</p>
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## Grading Benchmarks - FIRST GRADE

### 2. Applies scientific process skills (observing, recording data, experimenting, interpreting results, and communicating)

MP	1	2	3	4
1st -Plants and Animals	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and to communicate observations (e.g., science journals/investigations).	Student learns through discovery. Students consistently uses scientific responses to conduct investigations and communicate observations (e.g. science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
2nd -Sound and Light	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
3rd - Air and Weather	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
4th - Air and Weather; Plants and Animals	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.

# Grading Benchmarks - FIRST GRADE

## Social Studies

### 1. Demonstrates knowledge of facts and understanding of concepts orally and in writing.

MP	1	2	3	4
1st	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by.... --defining community and identifying different types of communities --describing the importance of conflict resolution in a community --explaining the importance of creating and following rules in the school and classroom community	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
2nd	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by.... --describing a family tradition --identifying the importance of understanding diverse family traditions and rituals --defining “needs” and “wants”	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
3rd	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by.... --identifying the ways an individual has made positive changes in his/her community --describing examples of unfairness or injustice that occur in communities	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.

## Grading Benchmarks - FIRST GRADE

4th	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by.... --identifying the purposes of, key features or, and differences between maps and globes --describing important American holidays and symbols	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
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### 2. Applies knowledge to classroom discussions and activities

MP	1	2	3	4
1st	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of social studies concepts in class activities and discussions by --identifying the characteristics of a group that make it a community --explaining how a community can identify and solve problems together	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
2nd	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of social studies concepts in class activities and discussions by --comparing and contrasting family traditions --identifying examples of “needs” and “wants” and explaining why some items could be considered both a need and a want	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

## Grading Benchmarks - FIRST GRADE

3rd	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of social studies concepts in class activities and discussions by --describing examples of unfairness or injustice that have been changed by the actions of an individual or group --identifying the ways that an individual can help to make their community a better place	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
4th	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of social studies concepts in class activities and discussions by --drawing a map of a familiar place that includes the key features of a map --using maps to identify and compare places in the world --explaining the significance of important American holidays and symbols	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

# Grading Benchmarks - FIRST GRADE

## ART

### 1. Demonstrates understanding of skills and concepts

\*Participates with effort, cooperates, follows directions

MP	1	2	3	4
ALL	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is unable to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student lacks control of the media being used.</li> </ul>	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is developing the skills needed to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is beginning to gain control of the media being used.</li> </ul>	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is able to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is able to gain control of the media being used.</li> </ul>	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is consistently able to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student consistently applies control of the media being used.</li> </ul>
	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student rarely identifies basic characteristics of artists' styles or uses basic art vocabulary.</li> </ul>	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student is beginning to identify basic characteristics of artists' styles and uses basic art vocabulary.</li> </ul>	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student is able to identify basic characteristics of artistic styles and uses basic art vocabulary.</li> </ul>	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student consistently is able to identify basic characteristics of artists' styles and uses basic art vocabulary.</li> </ul>
	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student rarely applies use of elements of art and basic media in his/her artwork.</li> <li>● Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</li> <li>● Student rarely develops ideas in artwork.</li> <li>● Student rarely demonstrates continual risk-taking as an artist.</li> </ul>	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is developing skills needed to apply use of elements of art and basic media in his/her artwork.</li> <li>● Student is developing skills to create works of art based on observation of the physical world that illustrates how art is a part of everyday life</li> <li>● Student is beginning to develop ideas in artwork</li> <li>● Student is beginning to demonstrate continual risk-taking as an artist.</li> </ul>	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is able to apply use of elements of art and basic media in his/her artwork.</li> <li>● Student is able to create works of art based on observation of the physical world that illustrates how art is a part of everyday life.</li> <li>● Student is able to develop ideas in artwork.</li> <li>● Student is able to demonstrate continual risk-taking as an artist.</li> </ul>	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is consistently able to apply use of elements of art and basic media in his/her artwork.</li> <li>● Student consistently creates works of art based on observation of the physical world that illustrates how art is a part of everyday life</li> <li>● Student develops ideas in artwork</li> <li>● Student consistently demonstrates continual risk-taking as an artist</li> </ul>

# Grading Benchmarks - FIRST GRADE

## MUSIC

### 1. Demonstrates understanding of skills and concepts

MP	1	2	3	4
1st	<p>Student is unable to echo the teacher by singing patterns calls and chants.</p> <p>Student is able to create movement and dramatization to follow song narrative and story.</p> <p>Student is unable to keep the steady beat through movement, clapping, and performing on rhythm instruments.</p> <p>Student is unable to notate the beat with graphics or shapes.</p> <p>Student is unable to differentiate between music that is high/low loud/soft, and fast/slow.</p> <p>Student is unable to match pitch when singing with the class, echoing the teacher, or singing with recordings.</p>	<p>Student is developing the ability to echo the teacher by singing patterns calls and chants.</p> <p>Student is developing the ability to create movement and dramatization to follow song narrative and story.</p> <p>Student is developing the ability to keep the steady beat through movement, clapping, and performing on rhythm instruments.</p> <p>Student is developing the ability to notate the beat with graphics or shapes.</p> <p>Student is developing the ability to differentiate between music that is high/low loud/soft, and fast/slow.</p> <p>Student is developing the ability to match pitch when singing with the class, echoing the teacher, or singing with recordings.</p>	<p>Student is able to echo the teacher by singing patterns calls and chants.</p> <p>Student is able to create movement and dramatization to follow song narrative and story.</p> <p>Student is able to keep the steady beat through movement, clapping, and performing on rhythm instruments.</p> <p>Student is able to notate the beat with graphics or shapes.</p> <p>Student is able to differentiate between music that is high/low loud/soft, and fast/slow.</p> <p>Student is able to match pitch when singing with the class, echoing the teacher, or singing with recordings.</p>	<p>Student is consistently able to echo the teacher by singing patterns calls and chants.</p> <p>Student is consistently able to create movement and dramatization to follow song narrative and story.</p> <p>Student is consistently able to keep the steady beat through movement, clapping, and performing on rhythm instruments.</p> <p>Student is consistently able to notate the beat with graphics or shapes.</p> <p>Student is consistently able to differentiate between music that is high/low loud/soft, and fast/slow.</p> <p>Student is consistently able to match pitch when singing with the class, echoing the teacher, or singing with recordings.</p>
2nd	<p>Student is unable to play simple patterns on non-pitched and barred/mallet instruments.</p>	<p>Student is developing the ability to play simple patterns on non-pitched and barred/mallet instruments.</p>	<p>Student is able to play simple patterns on non-pitched and barred/mallet instruments.</p>	<p>Student is consistently able to play simple patterns on non-pitched and barred/mallet instruments.</p>
3rd	<p>Student is unable to identify quarter notes, quarter rests, and paired eighth notes.</p> <p>Student is unable to identify the lines and spaces on the staff.</p>	<p>Student is developing the ability to identify quarter notes, quarter rests, and paired eighth notes.</p> <p>Student is developing the ability to identify the lines and spaces on the staff.</p>	<p>Student is able to identify quarter notes, quarter rests, and paired eighth notes.</p> <p>Student is able to identify the lines and spaces on the staff.</p>	<p>Student is consistently able to identify quarter notes, quarter rests, and paired eighth notes.</p> <p>Student is consistently able to identify the lines and spaces on the staff.</p>

## Grading Benchmarks - FIRST GRADE

4th	<p>Student is unable to match sol-mi-la solfege syllables with corresponding Kodaly hand signs.</p> <p>Student is unable to sing sol-mi-la solfege syllables with pitch accuracy.</p> <p>Student is unable to match pitch when singing alone or when echoing the teacher.</p> <p>Student is unable to identify simple musical elements.</p> <p>Student is unable to critique grade-level-appropriate musical performance.</p>	<p>Student is developing the ability to match sol-mi-la solfege syllables with corresponding Kodaly hand signs.</p> <p>Student is developing the ability to sing sol-mi-la solfege syllables with pitch accuracy.</p> <p>Student is developing the ability to match pitch when singing alone or when echoing the teacher.</p> <p>Student is developing the ability to identify simple musical elements.</p> <p>Student is developing the ability to critique grade-level-appropriate musical performance.</p>	<p>Student is able to match sol-mi-la solfege syllables with corresponding Kodaly hand signs.</p> <p>Student is able to sing sol-mi-la solfege syllables with pitch accuracy.</p> <p>Student is able to match pitch when singing alone or when echoing the teacher.</p> <p>Student is able to identify simple musical elements.</p> <p>Student is able to critique grade-level-appropriate musical performance.</p>	<p>Student is consistently able to match sol-mi-la solfege syllables with corresponding Kodaly hand signs.</p> <p>Student is consistently able to sing sol-mi-la solfege syllables with pitch accuracy.</p> <p>Student is consistently able to match pitch when singing alone or when echoing the teacher.</p> <p>Student is consistently able to identify simple musical elements.</p> <p>Student is consistently able to critique grade-level-appropriate musical performance.</p>
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# Grading Benchmarks - FIRST GRADE

## Physical Education

### 1. Demonstrates understanding of skills and concepts.

MP	1	2	3	4
1st	<b>Movement Education/Rhythm</b>			
	<p>Student is unable to display appropriate control in movement. Student is unable to display safety during movement. Student is unable to respond to changes in tempo, rhythm and beat.</p>	<p>Student inconsistently displays appropriate control in movement. Student inconsistently displays safety during movement. Student inconsistently responds to changes in tempo, rhythm and beat.</p>	<p>Student demonstrates appropriate control in movement activities (i.e. game, physical activity, dance). Student demonstrates an understanding of safety and applies it during movement activities. Student responds appropriately to a change in tempo, rhythm, and beat while performing (teacher prompted).</p>	<p>Student utilizes appropriate control consistently in a variety of movement activities and settings. Student consistently demonstrates and applies an understanding of safety during movement activities. Student identifies and modifies changes in movement in response to tempo, rhythm and beat (individually).</p>
2nd	<b>Manipulative Skills</b>			
	<p>Student is unable to display ability to safely demonstrate basic throwing and catching skills that develop coordination. Student is unable to demonstrate ability to perform movement and manipulative skills (kicking, striking) with developmentally appropriate control during games, dance, and physical activity. Student is unable to demonstrate ability to manipulate objects (ball, bean bags, hula-hoops) with different parts of the body during skill practice. Student is unable to display ability to demonstrate changes in movement (time, force, flow) while manipulating objects [bouncing, dribbling (soccer), catching] in personal and general space.</p>	<p>Student displays minimal ability to safely demonstrate basic throwing and catching skills that develop coordination. Student demonstrates minimal ability to perform movement and manipulative skills (kicking, striking) with developmentally appropriate control during games, dance, and physical activity. Student demonstrates minimal ability to manipulate objects (ball, bean bags, hula-hoops) with different parts of the body during skill practice. Student displays minimal ability to demonstrate changes in movement (time, force, flow) while manipulating objects [bouncing, dribbling (soccer), catching] in personal and general space.</p>	<p>Student safely demonstrates basic throwing and catching skills that develop coordination. Student demonstrates various movement and manipulative skills (kicking, striking) with developmentally appropriate control during games, dance, and physical activity. Student demonstrates the ability to manipulate objects (ball, bean bags, hula-hoops) with different parts of the body during skill practice.. Student demonstrates changes in movement (time, force, flow) while manipulating objects [bouncing, dribbling (soccer), catching] in personal and general space.</p>	<p>Student consistently demonstrates the ability to safely demonstrate basic throwing and catching skills that develop coordination. Student consistently demonstrates various movement and manipulative skills (kicking, striking) with developmentally appropriate control during various games, dance, and physical activities. Student consistently demonstrates the ability to manipulate objects (ball, bean bags, hula-hoops) with different parts of the body during skill practice. Student consistently displays the ability to demonstrate changes in movement (time, force, flow) while manipulating objects [bouncing, dribbling(soccer), catching] in personal and general space.</p>

## Grading Benchmarks - FIRST GRADE

<b>Movement/Locomotor/Nonlocomotor Skills</b>				
3rd	<p>Student is unable to display ability to demonstrate changes in time, force, and flow while moving in self-space (e.g. stretching, curling).</p> <p>Student is unable to display ability to demonstrate basic activity and safety rules or explain how they contribute to stationary movement (e.g. twisting, curling) in a safe environment.</p>	<p>Student displays minimal ability to demonstrate changes in time, force, and flow while moving in self-space (e.g. stretching, curling).</p> <p>Student displays minimal ability to demonstrate basic activity and safety rules or explain how they contribute to stationary movement (e.g. twisting, curling) in a safe environment.</p>	<p>Student demonstrates changes in time, force, and flow while moving in self space (e.g. stretching, curling).</p> <p>Student demonstrates basic activity and safety rules and explains how they contribute to stationary movement (e.g. twisting, curling) in a safe environment.</p>	<p>Student consistently demonstrates various changes in time, force, and flow while moving in self-space (e.g. stretching, curling)</p> <p>Student consistently demonstrates various basic activity and safety rules and explains how they contribute to stationary movement (e.g. twisting, curling) in a safe environment.</p>
<b>Lifetime/Cooperative Activities</b>				
4th	<p>Student is unable to display ability to explain or demonstrate the roles of offensive and defensive players and the impact they have during game play.</p> <p>Student is unable to display ability to demonstrate good sportsmanship in games or other activities.</p> <p>Student is unable to display ability to compare and contrast cooperative versus competitive strategies in games, sports, and movement activities.</p>	<p>Student displays minimal ability to explain or demonstrate the roles of offensive and defensive players and the impact they have during game play.</p> <p>Student displays minimal ability to demonstrate good sportsmanship in games or other activities.</p> <p>Student displays minimal ability to compare and contrast cooperative versus competitive strategies in games, sports, and movement activities.</p>	<p>Student explains and demonstrates the roles of offensive and defensive players and the impact they have during game play.</p> <p>Student demonstrates good sportsmanship in games or other activities.</p> <p>Student compares and contrasts cooperative versus competitive strategies in games, sports, and movement activities.</p>	<p>Student consistently demonstrates the roles of offensive and defensive players and the impact they have during various types of games.</p> <p>Student consistently demonstrates good sportsmanship in a variety of games or other activities.</p> <p>Student consistently and comprehensively compares and contrasts cooperative versus competitive strategies in games, sports, and movement activities.</p>