

First Grade Benchmarks and Rubrics for Reporting Student Progress



2023-2024

First Grade Benchmarks and Rubrics for Reporting Progress 2023-2024

The Florida B.E.S.T. Standards for English Language Arts and Mathematics below are reported to families on the First Grade Report Card. Consideration was given to the benchmarks that are most critical to success in second grade. Many of the selected benchmarks encompass mastery of other skills; therefore, not all benchmarks will be individually reported.

Language Arts	Mathematics
<ul style="list-style-type: none"> • Phonological Awareness- Working with Spoken Words (ELA.1.F.1.2) • Phonics- Working with Written Words (ELA.1.F.1.3) • High Frequency Words (ELA.1.F.1.4, ELA.1.F.1.3.c) • Retell Stories- Literature (ELA.1.R.1.1, ELA.1.R.3.2.a, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1) • Retell Topic/Details- Informational Text (ELA.1.R.2.2, ELA.1.R.3.2.b, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1) • Communicating Through Writing (ELA.1.C.1.1, ELA.1.C.1.2, ELA.1.C.1.3, ELA.1.C.1.4, ELA.1.C.3.1) • Collaborative Conversations (ELA.1.C.2.1, ELA.K12.EE.4.1) 	<ul style="list-style-type: none"> • Count Forwards and Backwards within 120 (MA.1.NSO.1.1) • Addition and Subtraction 0 to 20 (MA.1.NSO.2.2) • Divide Shapes in Halves and Fourths (MA.1.FR.1.1) • Solve Addition and Subtraction Real-World Problems (MA.1.AR.1.2) • Determine the Unknown Number in an Addition and Subtraction Equation (MA.1.AR.2.3) • Measure Length (MA.1.M.1.1) • Tell Time (MA.1.M.2.1) • Find the Value of Money (MA.1.M.2.3) • Identify, Compare and Sort Shapes (MA.1.GR.1.1) • Collect and Interpret Data (MA.1.DP.1.1, MA.1.DP.1.2)

The Florida B.E.S.T. Standards for English Language Arts and Mathematics are written with the skills and knowledge required of students by the **end of the school year**. Teachers will use a rubric to determine how students are progressing toward mastery of the benchmarks. Since the benchmarks are end of the year expectations, families should expect to see students' performance levels grow across the year from a score of 1 to a score of 3 or 4 by the end of the year. Below is a list of the performance levels that are used on the report card. Scores for each benchmark are entered in Focus.

Definitions of performance levels that are used on the report card:

4	The student has an advanced understanding and exceeds <i>end of year</i> , grade level benchmark mastery. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
3*	The student demonstrates mastery on <i>end of year</i> , grade level benchmark. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
2	The student is approaching <i>end of year</i> , grade level benchmark mastery. A student receiving a 2 understands basic skills and concepts, but is not yet independent. The student is applying concepts and skills with increasing success.
1	The student is beginning progress towards <i>end of year</i> , grade level benchmark mastery. A student receiving a 1 benefits from additional support when a Level 1 is NOT the expectation for the quarter.
L	The student has limited progress towards <i>end of year</i> , grade level benchmark mastery. A student receiving an L benefits from additional support.
Z	The standard is not assessed during this quarter.

**The 3 is the grade level expectation and is what all students should meet by the end of the year.*

Evidence of student learning and progress toward Florida’s B.E.S.T. Standards mastery should come from multiple sources. Teachers have multiple methods of collecting and recording evidence to guide instruction as well as inform parents of progress. Evidence of learning is part of what happens daily in the classroom. The table below represents some ways teachers might collect and record evidence of student progress.

Language Arts	Mathematics
<ul style="list-style-type: none"> • Benchmark Advance Assessments • Next Step Guided Reading Assessment Kit • Differentiated Small Group Instruction • Writing Samples • Collaborative Conversations • Teacher Observation with Written Notes or Checklists 	<ul style="list-style-type: none"> • enVision Florida Mathematics Assessments • Differentiated Small Group Instruction • Work Samples (e.g., math journals) • Math Conversations • Teacher Observations with Written Notes or Checklists

Performance tasks have been created for each ELA and mathematics benchmark reported on the report card. Most benchmarks will be easily observable through daily instructional activities, however, if a student has not demonstrated their level of understanding with a particular benchmark, teachers can use a performance task to evaluate the student’s progress. Each performance task includes the benchmark(s) assessed, the progression of mastery towards the end of year expectation, the materials needed, and scripted directions. The performance tasks are located in Schoology in the SDMC Elementary Curriculum group under the first-grade resources.

Science, art, music, physical education, and the responsibilities of a learner will be graded using the following codes:

- E- Excellent
- S- Satisfactory
- N- Needs Improvement
- U- Unsatisfactory

FOUNDATIONS (Phonological Awareness- Working with Spoken Words)

ELA.1.F.1.2: Demonstrate phonological awareness.

- a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.
- b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
- c. Blend single-syllable spoken words with at least five phonemes.
- d. Segment single-syllable spoken words with at least five phonemes.
- e. Segment and blend phonemes in multi-syllable spoken words.

Rubric Score	L – Limited Progress Toward Benchmark Mastery	1 – Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 – Approaching Benchmark Mastery (Quarters 2 & 3 Expectation)	3 – Benchmark Mastery (Quarter 4 Expectation)	4 – Exceeds the Benchmark
		Quarters 1,2,3,4	Demonstrates understanding of the following (oral presentation and oral response): <ul style="list-style-type: none"> • Segment spoken words into initial, medial, and final phonemes in CVC words • Blend spoken words into initial, medial, and final phonemes in CVC words 	Demonstrates understanding of the following (oral presentation and oral response): <ul style="list-style-type: none"> • Segment spoken words into initial, medial, and final phonemes, including words with blends • Blend initial, medial, and final phonemes to produce a single-syllable word, including words with blends, digraphs, OR trigraphs 	

FOUNDATIONS (Phonics- Working with Written Words)

ELA.1.F.1.3: Uses knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.
- b. Decode simple words with r-controlled vowels.
- c. Decode and encode regularly spelled one-syllable words.
- d. Decode words with inflectional endings.
- e. Decode two-syllable words with regular patterns by breaking the words into syllables
- f. Decode words that use final-e and vowel teams to make long vowel sounds.

Rubric Score	L – Limited Progress Toward Benchmark Mastery	1 – Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 – Approaching Benchmark Mastery (Quarters 2 and 3 Expectation)	3 – Benchmark Mastery (Quarter 4 Expectation)	4 – Exceeding the Benchmark
		Quarters 1,2,3,4	Applies knowledge accurately in 0-1 of the following: <ul style="list-style-type: none"> • Decode OR encode regularly spelled one-syllable words • Decode words using knowledge of spelling-sound correspondences for common consonant blends, digraphs, OR trigraphs • Decode two-syllable words with regular patterns by breaking the words into syllables • Decode words that use final-e to make long vowel sounds • Decode words with inflectional endings • Decode words that use vowel teams to make long vowel sounds • Decode simple words with r-controlled vowels 	Applies knowledge accurately in 2-3 of the following: <ul style="list-style-type: none"> • Decode OR encode regularly spelled one-syllable words • Decode words using knowledge of spelling-sound correspondences for common consonant blends, digraphs, OR trigraphs • Decode two-syllable words with regular patterns by breaking the words into syllables • Decode words that use final-e to make long vowel sounds • Decode words with inflectional endings • Decode words that use vowel teams to make long vowel sounds • Decode simple words with r-controlled vowels 	

Quarter 1 Expectation= **GREEN**

Quarter 2 Expectation= **YELLOW**

Quarter 3 Expectation= **RED**

Quarter 4 Expectation= **BLUE**

FOUNDATIONS (High Frequency Words)

(High Frequency Words)

ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

a. Recognize and read with automaticity the grade-level sight words.*

ELA.1.F.1.3: Uses knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

c. Decode and encode regularly spelled one-syllable words.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 - Approaching Benchmark Mastery (Quarter 2 Expectation)	3 - Benchmark Mastery (Quarters 3 & 4 Expectation)	4 - Exceeding the Benchmark
Quarters 1,2,3,4	Reads 40 or less grade-level high frequency words with automaticity AND writes 20 or less grade-level high frequency words accurately without prompting or support	Reads 41-50 grade-level high frequency words with automaticity AND writes 21-30 grade-level high frequency words accurately without prompting or support	Reads 51-60 grade-level high frequency words with automaticity AND writes 31-40 grade-level high frequency words accurately without prompting or support	Reads 61-75 grade-level high frequency words with automaticity AND writes 41-50 grade-level high frequency words accurately without prompting or support	Reads at least 76 grade-level high frequency words AND writes at least 51 grade-level high frequency words accurately without prompting or support

**Grade-Level high frequency words are found within Benchmark Advance*

READING PROSE AND POETRY (Retell Stories- Literature)

ELA.1.R.1.1: Identify and describe the main story elements in a story.
 ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.
 a. Use main story elements at the beginning, middle, and end for a literary text.
 ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.
 ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.
 ELA.K12.EE.3.1: Make inferences to support comprehension.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery	2 - Approaching Benchmark Mastery (Quarters 2 & 3 Expectation)	3 - Benchmark Mastery (Quarters 4 Expectation)	4 - Exceeding the Benchmark
Quarters 2,3,4	With prompting, identifies and/or describes orally at least 1 of the following main story elements: • Characters • Setting • Sequence of Events OR • Unable to identify and describe orally any main story elements (even with prompting).	Orally identifies the following main story elements: • Characters • Setting AND • 1-2 events from the story	Orally identifies AND describes the following main story elements: • Characters* • Setting** • Sequence of Events	Retells orally OR in writing*** ALL of the following main story elements across the beginning, middle and end of a story: • Characters* • Setting** • Sequence of Events AND • Orally explains what evidence in the text supports the description of the character(s)	Retells in writing ALL of the following main story elements: • Characters* • Setting** • Sequence of Events AND • Explains in writing what evidence in the text supports the description of the character(s).

*Description of characters can include appearance, actions, feelings, and/or thoughts.

**Description of setting includes where the events of the story are happening.

***Writing can be in the form of a provided graphic organizer, a short response that includes drawings and sentences, phrases on sticky notes, etc.

READING INFORMATIONAL TEXT (Retell Topic/Details- Informational Text)

ELA.1.R.2.2: Identifies the topic of and relevant details in an informational text.
 ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.
 b. Use topic and important details for an informational text.
 ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
 ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.
 ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.
 ELA.K12.EE.3.1: Make inferences to support comprehension.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 - Approaching Benchmark Mastery (Quarters 2 and 3 Expectation)	3 - Benchmark Mastery (Quarters 4 Expectation)	4 - Exceeding the Benchmark
		Quarters 1,2,3,4	With prompting, identifies orally the topic OR some details of a text. Unable to identify orally the topic OR some details in a text (even with prompting).	Uses text or text features to orally identify the topic and details of a text	

COMMUNICATION (Communicating through Writing)

ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
 ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
 ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.
 ELA.1.C.1.1: Print all upper- and lowercase letters.
 ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 - Approaching Benchmark Mastery (Quarter 2 Expectation)	3 - Benchmark Mastery (Quarter 3 & 4 Expectation)	4 - Exceeding the Benchmark
		Quarters 1,2,3,4	Demonstrates the following: <ul style="list-style-type: none"> •Uses mostly drawings to help convey thoughts •Writes some words that can be read by an educator •With prompting and support, uses some structure of the genre OR Student uses drawing, dictating, labeling, or random strings of letters to convey thoughts	Demonstrates the following: <ul style="list-style-type: none"> • Uses some drawings to convey thoughts •Writes sentences that can be read by an educator (e.g., most sounds represented phonetically, sight words spelled correctly) •Use of appropriate ending punctuation and capitalization at the beginning of a sentence •Uses some structure of the genre 	

COMMUNICATION (Collaborative Conversations)

ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 - Approaching Benchmark Mastery (Quarter 2 Expectation)	3 - Benchmark Mastery (Quarter 3 & 4 Expectation)	4 - Exceeding the Benchmark
Quarters 1,2,3,4	Not yet participating in collaborative conversations.	Participates in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> by demonstrating 1 of the following: <ul style="list-style-type: none"> • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences and with appropriate volume • Justifies thinking (e.g., "I think _ because ___) 	Participates in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> by demonstrating 2 of the following: <ul style="list-style-type: none"> • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences and with appropriate volume • Justifies thinking (e.g., "I think _ because ___) 	Participates in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> by demonstrating ALL of the following: <ul style="list-style-type: none"> • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences and with appropriate volume • Justifies thinking (e.g., "I think _ because ___) 	Participates in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> by demonstrating ALL of the following: <ul style="list-style-type: none"> • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences and with appropriate volume • Justifies thinking (e.g., "I think _ because ___) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Applies skills in other content areas

NUMBER SENSE AND OPERATIONS (Count Forwards and Backwards within 120, Addition and Subtraction 0 to 20)					
(Count Forwards and Backwards within 120)					
MA.1.NSO.1.1 Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.					
Rubric Score	L – Limited Progress Toward Benchmark Mastery	1 – Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 – Approaching Benchmark Mastery (Quarter 2 & 3 Expectation)	3 – Benchmark Mastery (Quarter 4 Expectation)	4 – Exceeding the Benchmark
Quarters 1,2,3,4	With support* not yet able to: <ul style="list-style-type: none"> Start at a given number to count forward OR backwards within 120 by ones AND able to skip count without support* 	Demonstrates an understanding of 1 of the following: <ul style="list-style-type: none"> Starting at a given number, count forward OR backwards within 120 by ones Skip count by 2s to 10 Skip count by 5s to 25 	Demonstrates an understanding of 2 of the following: <ul style="list-style-type: none"> Starting at a given number, count forward AND backwards within 120 by ones Skip count by 2s to 10 Skip count by 5s to 50 	Demonstrates an understanding of ALL of the following: <ul style="list-style-type: none"> Starting at a given number, count forward AND backwards within 120 by ones Skip count by 2s to 20 Skip count by 5s to 100 	Demonstrates an understanding of ALL of the following: <ul style="list-style-type: none"> Starting at a given number, count forward AND backwards to any number beyond 120 by ones Skip count by 2s from any given number to 20 Skip count by 5s from any given number to 100
<i>*Examples of support includes teacher prompting, use of 120 chart, use of manipulatives, number lines, etc.</i>					
(Addition and Subtraction 0 to 20)					
MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20 and subtract using related facts with procedural reliability.					
Rubric Score	L – Limited Progress Toward Benchmark Mastery	1 – Beginning Progress Toward Benchmark Mastery (Quarter 2 Expectation)	2 – Approaching Benchmark Mastery (Quarter 3 Expectation)	3 – Benchmark Mastery (Quarter 4 Expectation)	4 – Exceeding the Benchmark
Quarters 2,3,4	With support* not yet able to: <ul style="list-style-type: none"> Add two whole numbers with sums from 0 to 20 AND Use related facts to subtract two whole numbers within 20 	With support*: <ul style="list-style-type: none"> Add two whole numbers with sums from 0 to 20 OR Use related facts to subtract two whole numbers within 20 	With procedural reliability**: <ul style="list-style-type: none"> Add two whole numbers with sums from 0 to 20 OR Use related facts to subtract two whole numbers within 20 	With procedural reliability*: <ul style="list-style-type: none"> Add two whole numbers with sums from 0 to 20 AND Use related facts to subtract two whole numbers within 20 	<ul style="list-style-type: none"> Add two whole numbers with sums greater than 20 AND Use related facts to subtract two whole numbers greater than 20
<i>*Examples of support include teacher direction on how to solve the problem.</i>					
<i>**Procedural reliability- student knows how to use a method to solve problems without help from the teacher.</i>					

FRACTIONS (Divide Shapes into Halves and Fourths)					
(Divide Shapes into Halves and Fourths)					
MA.1.FR.1.1 Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.					
Rubric Score	L – Limited Progress Toward Benchmark Mastery	1 – Beginning Progress Toward Benchmark Mastery	2 – Approaching Benchmark Mastery	3 – Benchmark Mastery (Quarter 4 Expectation)	4 – Exceeding the Benchmark
Quarter 4	With support* not yet able to: <ul style="list-style-type: none"> Partition circles and rectangles into two and four equal parts AND Name the parts as halves and fourths 	With support*: <ul style="list-style-type: none"> Partition circles and rectangles into two and four equal parts AND Name the parts as halves and fourths 	<ul style="list-style-type: none"> Partition circles and rectangles into two and four equal parts OR Name the parts as halves and fourths 	<ul style="list-style-type: none"> Partition circles and rectangles into two and four equal parts AND Name the parts as halves and fourths 	<ul style="list-style-type: none"> Partition circles and rectangles into two and four equal parts AND name the parts as halves and fourths AND Justify*** thinking
<i>*Examples of support includes teacher prompting, use of 120 chart, use of manipulatives, number lines, etc.</i>					
<i>*** To justify, student must be able to explain and express their reasoning by using appropriate mathematical language, written words, numbers and/or models.</i>					

Quarter 1 Expectation= **GREEN**

Quarter 2 Expectation= **YELLOW**

Quarter 3 Expectation= **RED**

Quarter 4 Expectation= **BLUE**

ALGEBRAIC REASONING (Solve Addition and Subtraction Real-World Problems, Determine the Unknown Number in an Addition and Subtraction Equation)

(Solve Addition and Subtraction Real-World Problems)

MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 - Approaching Benchmark Mastery (Quarter 2 & 3 Expectation)	3 - Benchmark Mastery (Quarter 4 Expectation)	4 - Exceeding the Benchmark
Quarters 1,2,3,4	With support* not yet able to: <ul style="list-style-type: none"> Solve addition real-world problems using objects, drawings, or equations with sums within 20 AND Solve subtraction real-world problems using objects, drawings or equations with differences within 20 	With support*: <ul style="list-style-type: none"> Solve addition real-world problems using objects, drawings, or equations with sums within 20 OR Solve subtraction real-world problems using objects, drawings or equations with differences within 20 	<ul style="list-style-type: none"> Solve addition real-world problems using objects, drawings, or equations with sums within 20 OR Solve subtraction real-world problems using objects, drawings or equations with differences within 20 	<ul style="list-style-type: none"> Solve addition real-world problems using objects, drawings, or equations with sums within 20 AND Solve subtraction real-world problems using objects, drawings or equations with differences within 20 	<ul style="list-style-type: none"> Solve addition real-world problems using objects, drawings, or equations with sums greater than 20 AND Solve subtraction real-world problems using objects, drawings or equations with differences greater than 20

**Examples of support includes teacher prompting, use of 120 chart, use of manipulatives, number lines, etc.*

(Determine the Unknown Number in an Addition and Subtraction Equation)

MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery (Quarter 2 Expectation)	2 - Approaching Benchmark Mastery (Quarter 3 Expectation)	3 - Benchmark Mastery (Quarter 4 Expectation)	4 - Exceeding the Benchmark
Quarters 2,3,4	With support* not yet able to determine the unknown whole number in an addition or subtraction equation, relating three whole numbers	<ul style="list-style-type: none"> Determine the sum in an addition equation OR Determine the difference in a subtraction equation 	With support*: <ul style="list-style-type: none"> Determine an unknown whole number in an addition equation with the unknown in any position Determine an unknown whole number in a subtraction equation with the unknown in any position 	<ul style="list-style-type: none"> Determine an unknown whole number in an addition equation with the unknown in any position OR Determine an unknown whole number in a subtraction equation with the unknown in any position 	<ul style="list-style-type: none"> Determine an unknown whole number in an addition equation with the unknown in any position AND Determine an unknown whole number in a subtraction equation with the unknown in any position

**Examples of support includes teacher prompting, use of 120 chart, use of manipulatives, number lines, etc.*

MEASUREMENT (Measure Length, Tell Time, Find the Value of Money)

(Measure Length)

MA.1.M.1.1 Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery	2 - Approaching Benchmark Mastery (Quarter 3 Expectation)	3 - Benchmark Mastery (Quarter 4 Expectation)	4 - Exceeding the Benchmark
Quarters 3,4	With support* not yet able to estimate or measure the length of an object to the nearest inch or centimeter	With support*: <ul style="list-style-type: none"> Estimate OR measure the length of an object to the nearest inch or centimeter 	<ul style="list-style-type: none"> Estimate OR Measure the length of an object to the nearest inch or centimeter 	<ul style="list-style-type: none"> Estimate AND Measure the length of an object to the nearest inch or centimeter 	<ul style="list-style-type: none"> Estimate AND Measure the length of an object to the nearest inch or centimeter AND Justify*** the reason for measuring with the selected unit

**Examples of support includes teacher prompting, use of 120 chart, use of manipulatives, number lines, etc.*

**** To justify, student must be able to explain and express their reasoning by using appropriate mathematical language, written words, numbers and/or models.*

MEASUREMENT (Estimate Length, Tell Time, Find the Value of Money)

(Tell Time)

MA.1.M.2.1 Using analog and digital clocks, tell and write time in hours and half-hours.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery	2 - Approaching Benchmark Mastery	3 - Benchmark Mastery (Quarter 4 Expectation)	4 - Exceeding the Benchmark
Quarter 4	With support* not yet able to use an analog OR a digital clock to tell and write time to the hour and half-hour	Use an analog OR a digital clock to tell and write time to the hour	Use an analog OR a digital clock to tell and write time to the hour and half-hour	Use an analog AND a digital clock to tell and write time to the hour and half-hour	Students can: <ul style="list-style-type: none"> • use an analog AND a digital clock to tell and write time to the hour and half-hour AND • Solve real-world problems using an analog and digital clock

**Examples of support includes teacher prompting, use of 120 chart, use of manipulatives, number lines, etc.*

(Find the Value of Money)

MA.1.M.2.3 Find the value of combinations of pennies, nickels, and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery	2 - Approaching Benchmark Mastery	3 - Benchmark Mastery (Quarter 4 Expectation)	4 - Exceeding the Benchmark
Quarter 4	With support* not yet able to: <ul style="list-style-type: none"> • Find the value of combinations of pennies, nickels, and dimes up to one dollar OR • Find the value of one, five, and ten dollar bills up to \$100 OR • Use the ¢ and \$ and dollar signs appropriately 	Demonstrates an understanding 1 of the following: <ul style="list-style-type: none"> • Find the value of combinations of pennies, nickels and dimes up to one dollar • Find the value of one, five, and ten dollar bills up to \$100 • Use the ¢ and \$ and dollar signs appropriately 	Demonstrates an understanding of 2 of the following: <ul style="list-style-type: none"> • Find the value of combinations of pennies, nickels and dimes up to one dollar • Find the value of one, five, and ten dollar bills up to \$100 • Use the ¢ and \$ and dollar signs appropriately 	Demonstrates an understanding of ALL of the following: <ul style="list-style-type: none"> • Find the value of combinations of pennies, nickels and dimes up to one dollar • Find the value of one, five, and ten dollar bills up to \$100 • Use the ¢ and \$ and dollar signs appropriately 	Demonstrates an understanding of ALL the following: <ul style="list-style-type: none"> • Find the value of combinations of pennies, nickels and dimes up to one dollar • Find the value of one, five, and ten dollar bills up to \$100 • Use the ¢ and \$ and dollar signs appropriately AND • Solve real-world problems involving either dollar bills within \$100 or coins within 100 ¢ using the ¢ and \$ symbols appropriately

**Examples of support includes teacher prompting, use of 120 chart, use of manipulatives, number lines, etc.*

GEOMETRY (Identify, Compare and Sort Shapes)

(Sort Shapes)
MA.1.GR.1.1 Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones, and cylinders.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 - Approaching Benchmark Mastery (Quarter 2 & 3 Expectation)	3 - Benchmark Mastery (Quarter 4 Expectation)	4 - Exceeding the Benchmark
Quarters 1,2,3,4	With support* not yet able to: <ul style="list-style-type: none"> Identify two and three-dimensional figures based on their defining attributes OR Compare two and three-dimensional figures based on their defining attributes OR Sort two and three-dimensional figures based on their defining attributes 	Demonstrates an understanding of 1 of the following: <ul style="list-style-type: none"> Identify two OR three-dimensional figures based on their defining attributes Compare two OR three-dimensional figures based on their defining attributes Sort two OR three-dimensional figures based on their defining attributes 	Demonstrates an understanding of 2 of the following: <ul style="list-style-type: none"> Identify two OR three-dimensional figures based on their defining attributes. Compare two OR three-dimensional figures based on their defining attributes Sort two OR three-dimensional figures based on their defining attributes 	Demonstrates an understanding of ALL the following: <ul style="list-style-type: none"> Identify two AND three-dimensional figures based on their defining attributes. Compare two AND three-dimensional figures based on their defining attributes Sort two AND three-dimensional figures based on their defining attributes 	Demonstrates an understanding of ALL the following: <ul style="list-style-type: none"> Identify two and three-dimensional figures based on their defining attributes Compare two and three-dimensional figures based on their defining attributes Sort two and three-dimensional figures based on their defining attributes AND Justify*** thinking when sorting figures
<p><i>*Examples of support includes teacher prompting, use of 120 chart, use of manipulatives, number lines, etc.</i> *** To justify, student must be able to explain and express their reasoning by using appropriate mathematical language, written words, numbers and/or models.</p>					

DATA ANALYSIS AND PROBABILITY (Collect and Interpret Data)

(Collect and Interpret Data)
MA.1.DP.1.1 Collect data into categories and represent the results using tally marks or pictographs
MA.1.DP.1.2 Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.

Rubric Score	L - Limited Progress Toward Benchmark Mastery	1 - Beginning Progress Toward Benchmark Mastery (Quarter 1 Expectation)	2 - Approaching Benchmark Mastery (Quarter 2 Expectation)	3 - Benchmark Mastery (Quarters 3 & 4 Expectation)	4 - Exceeding the Benchmark
Quarters 1,2,3,4	With support* not yet able to: <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs OR Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories 	With support, students can: <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs AND Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories 	Students can: <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs OR Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories 	Students can: <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs AND Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories 	Students can: <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs AND Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories AND Organize and label a tally chart or pictograph
<p><i>*Examples of support includes teacher prompting, use of 120 chart, use of manipulatives, number lines, etc.</i></p>					