First Grade Benchmarks
Mathematics

Level 5 – Student performance exceeds year-end standard
Level 4 – Student performance meets year-end standard
Level 3 – Student performance approaches year-end standard
Level 2 – Student demonstrates limited performance to year-end standard
Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard
NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Operations and Algebraic Thinking:					
Add numbers with a sum up to 20; fluently add numbers with a sum up to 10..	Adds numbers with a sum up to 10 with guidance; Fluently adds numbers with visuals and adult guidance.	Inconsistently adds numbers with a sum up to 20; adds numbers with a sum up to 10 by counting; does not recognize most errors;	Adds numbers with a sum up to 20 by using some of the following strategies: counting on, making ten, decomposing a number, using the relationship between addition and subtraction, creating equivalent but easier or known sums with minimal errors; self-corrects most errors; Fluently (mentally) adds numbers with a sum up to 10 with minimal errors; self-corrects most errors; requires minimal reteaching.	Independently adds numbers with a sum up to 20 by counting on, making ten, decomposing a number, using the relationship between addition and subtraction, creating equivalent but easier or known sums with no errors; fluently (mentally) adds numbers with a sum up to 10; fluently (mentally) adds numbers with a sum up to 10; minimal errors do not affect understanding.	In addition to Level 4 performance, consistently adds numbers with a sum up to 20 with no errors; fluently (mentally) and consistently adds numbers with a sum up to 10 with no errors.
Subtract numbers with a difference up to 20; fluently subtract numbers with a difference up to 10.	Subtracts numbers with a difference up to 10 with guidance; fluently subtracts numbers with visuals and adult guidance.	Inconsistently subtracts numbers with a difference up to 20; subtracts numbers with a difference up to 10 by counting; does not recognize errors.	Subtracts numbers with a difference up to 20 by using some of the following strategies: counting on, making ten, decomposing a number, using the relationship between addition and subtraction, creating equivalent but easier or known sums with minimal errors; fluently (mentally) subtracts	Independently subtracts numbers with a difference up to 20 by counting on, making ten, decomposing a number, using the relationship between addition and subtraction, creating equivalent but easier or known sums; fluently (mentally) subtracts numbers with a difference up to 10;	In addition to Level 4 performance, consistently subtracts numbers with a difference up to 20 with no errors; fluently (mentally) and consistently subtracts numbers with a difference up to 10 with no errors.

			numbers with a difference up to 10 with minimal errors; self-corrects most errors; requires minimal reteaching	minimal errors do not affect understanding.	
Solve simple addition word problems.	Uses addition to solve word problems with guidance.	Inconsistently uses addition (sum up to 20) to solve word problems; does not recognize errors. Inconsistently discriminates addition problems (putting together) from subtraction problems (taking away).	Uses addition (sum up to 20) to solve word problems involving some of the following processes: adding to, putting together, and comparing including unknown numbers with minimal errors; self-corrects most errors. Solves problems by using objects, drawings, or equations to represent problems. Requires minimal reteaching	Independently uses addition (sum up to 20) to solve word problems involving adding to, putting together, and comparing including unknown numbers. Solves problems by using objects, drawings, and equations to represent problems. Minimal errors do not affect understanding.	In addition to Level 4 performance, consistently uses addition to solve word problems with no errors.
Solve simple subtraction word problems.	Uses subtraction to solve word problems with guidance.	Inconsistently uses subtraction (difference up to 20) to solve word problems; does not recognize errors. Inconsistently discriminates addition problems (putting together) from subtraction problems (taking away).	Uses subtraction (difference up to 20) to solve word problems involving some of the following processes: taking from, taking apart, and comparing including unknown numbers with minimal errors; self-corrects most errors. Solves problems by using objects, drawings, or equations to represent problems. Requires minimal reteaching	Independently uses subtraction (difference up to 20) to solve word problems involving taking from, taking apart, and comparing including unknown numbers. Solves problems by using objects, drawings, and equations to represent problems. Minimal errors do not affect understanding.	In addition to Level 4 performance, consistently uses subtraction to solve word problems with no errors.

Numbers and Operations in Base Ten:					
Count to 120.	Counts to 120 with guidance.	Inconsistently counts to 120; inconsistently counts on from a given number; does not recognize errors.	Counts to 120 with minimal errors; counts on from most given numbers less than 120; self-corrects most errors. Requires minimal reteaching	Independently counts to 120; counts on from any given number less than 120. Minimal errors do not affect understanding.	In addition to Level 4 performance, consistently counts to 120 using multiple strategies (i.e., counting by 2s, 5s, 10s, counting up from a number).
Read, write and represent numbers up to 120.	Reads, writes, and represents numbers up to 120 with guidance.	Inconsistently reads and writes numbers to 120; inconsistently represents quantities up to 120 with a written numeral; does not recognize errors.	Reads and writes numerals to 120 with minimal errors; represents quantities up to 120 with a written numeral with minimal errors; self-corrects most errors. Requires minimal reteaching.	Independently reads and writes numerals to 120; correctly represents quantities up to 120 with a written numeral. Minimal errors do not affect understanding.	In addition to Level 4 performance, consistently reads and writes numerals to 120 with no errors; correctly represents quantities up to 120 with a written numeral with no errors.
Add numbers with a sum up to 100.	Adds numbers with a sum up to 100 with guidance.	Inconsistently adds numbers with a sum up to 100; does not recognize errors. Frequently adds tens to ones and ones to tens.	Adds numbers with a sum up to 100 with minimal errors by adding one-digit and two-digit numbers; self-corrects most errors. Evidences understanding that tens are added to tens and ones are added to ones. Requires minimal reteaching	Independently adds numbers with a sum up to 100 by adding one-digit and two-digit numbers. Evidences understanding that tens are added to tens and ones are added to ones. Minimal errors do not affect understanding.	In addition to Level 4 performance, consistently adds numbers with a sum up to 100 with no errors.
Subtract multiples of 10 from multiples of 10.	Subtracts multiples of 10 from multiples of 10 with guidance.	Inconsistently subtracts multiples of 10 from multiples of 10 in the range from 10 to 90; does not recognize most errors. Frequently subtracts a larger number from a smaller number.	Subtracts multiples of 10 from multiples of 10 in the range from 10 to 90 with minimal errors by using some of the following strategies: models, drawings, strategies based on place value, properties of operations, and the relationship between addition and subtraction; self-corrects most errors. Evidences understanding that smaller numbers are	Independently subtracts multiples of 10 from multiples of 10 in the range from 10 to 90 by using models, drawings, strategies based on place value, properties of operations, and the relationship between addition and subtraction. Consistently evidences understanding that smaller numbers are subtracted from larger numbers. Minimal errors do not affect	In addition to Level 4 performance, consistently subtracts multiple of 10 from multiples of 10 (in the range from 10 to 90) with no errors.

			subtracted from larger numbers. Requires minimal reteaching	understanding.	

Measurement and Data:					
Measure and compare objects by length.	Measures and compares objects by length with guidance.	Inconsistently measures and compares the length an object; may confuse length with other measurements or have difficulty manipulating measuring units.	Measures the length of an object by expressing the number of same-size units used to span the object. Compares the length of some objects by determining order by length and describing differences in length. Requires minimal reteaching	Independently measures the length of an object by expressing the number of same-size units used to span the object without gaps or overlaps. Independently compares the length of objects by determining order by length and describing differences in length. Minimal errors do not affect understanding.	N/A
Tell and write time to the hour and half-hour.	Tells and writes time to the hour and half-hour with guidance.	Inconsistently tells and writes time to the hour or the half-hour; does not recognize errors. Struggles to relate digital time to an analog clock face and vice versa.	Tells and writes time to the hour and half-hour with minimal errors using analog or digital clocks; self-corrects most errors. Requires minimal reteaching	Consistently tells and writes time to the hour and half-hour using both analog and digital clocks. Minimal errors do not affect understanding.	N/A

Geometry:					
Compose and partition shapes.	Composes and partitions shapes with guidance.	Inconsistently composes two-dimensional or three-dimensional shapes; motor control and planning often impede ability to draw shapes. Inconsistently partitions circles and rectangles into two or four equal shares. Evidences limited understanding of relationship of shares to whole shape.	Composes most two-dimensional (rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) and three-dimensional shapes (cubes, right rectangular prisms, right circular cones, right circular prisms); creates some composite shapes. Partitions most circles and rectangles into two and four equal shares, describing	Independently composes two-dimensional (rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) and three-dimensional shapes (cubes, right rectangular prisms, right circular cones, right circular prisms); creates composite shapes. Independently partitions circles and rectangles into two and four equal	In addition to Level 4 performance, composes two- and three-dimensional shapes using a variety of fractional parts (i.e., thirds, fifths, sixths, eighths).

			shares as “halves”, “fourths”, or “quarters”. Requires minimal reteaching	shares, correctly describing shares as “halves”, “fourths”, and “quarters”. Minimal errors do not affect understanding.	