

Springfield Grading Benchmarks – FIRST GRADE

READING

1) Independent Reading Level.

Trimester	1	2	3	4
1st	Student has achieved reading success at Level C or below.	Student has achieved reading success at Level D.	Student has achieved reading success at Level E.	Student has achieved reading success at Level F or above.
2nd	Student has achieved reading success at Level E or below.	Student has achieved reading success at Level F.	Student has achieved reading success at Level G.	Student has achieved reading success at Level H or above.
3rd	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H.	Student has achieved reading success at Level I.	Student has achieved reading success at Level J or above.
<i>Reading level based on Fountas & Pinnell Expectations for Reading</i>				

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

Trimester	1	2	3	4
1st	Student rarely: <ul style="list-style-type: none"> • identifies and decodes using beginning sounds. • checks to make sure reading makes sense. • reads high-frequency words automatically. • notices errors and applies learned reading strategies. • distinguishes between information provided by pictures and text. 	Student is beginning to: <ul style="list-style-type: none"> • identifies and decodes using beginning sounds. • checks to make sure reading makes sense. • reads high-frequency words automatically. • notices errors and applies learned reading strategies. • distinguishes between information provided by pictures and text. 	Student consistently: <ul style="list-style-type: none"> • identifies and decodes using beginning sounds. • checks to make sure reading makes sense. • reads high-frequency words automatically. • notices errors and applies learned reading strategies. • distinguishes between information provided by pictures and text. 	Student consistently and independently: <ul style="list-style-type: none"> • identifies and decodes using beginning sounds. • checks to make sure reading makes sense. • reads high-frequency words automatically. • notices errors and applies learned reading strategies. • distinguishes between information provided by pictures and text.
2nd	Student rarely: <ul style="list-style-type: none"> • identifies and decodes using beginning and ending 	Student sometimes: <ul style="list-style-type: none"> • identifies and decodes using beginning and 	Student consistently: <ul style="list-style-type: none"> • identifies and decodes using beginning and ending 	Student consistently and independently: <ul style="list-style-type: none"> • identifies and decodes using

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	<p>sounds.</p> <ul style="list-style-type: none"> • keeps the accumulating story events (or content) in mind. • uses meaning of accumulated text to figure out unfamiliar words. • stops and corrects at the point of error. 	<p>ending sounds.</p> <ul style="list-style-type: none"> • keeps the accumulating story events (or content) in mind. • uses meaning of accumulated text to figure out unfamiliar words. • stops and corrects at the point of error. 	<p>sounds.</p> <ul style="list-style-type: none"> • keeps the accumulating story events (or content) in mind. • uses meaning of accumulated text to figure out unfamiliar words. • stops and corrects at the point of error. 	<p>beginning, ending, and middle (vowel) sounds.</p> <ul style="list-style-type: none"> • keeps the accumulating story events (or content) in mind, in above- grade-level text. • uses meaning of accumulated text to figure out unfamiliar words, in text. • stops and corrects at the point of error, in text.
3rd	<p>Student rarely:</p> <ul style="list-style-type: none"> • identifies and decodes using beginning, ending, and middle (vowel) sounds. • distinguishes between long and short vowel sounds • decodes using knowledge of syllable segmentation • rereads and self-corrects at points of error. • monitors utilizing all sources of information. • utilizes multiple strategies simultaneously to problem solve through text. • solves unknown words with relative ease. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • identifies and decodes using beginning, ending, and middle (vowel) sounds. • distinguishes between long and short vowel sounds • decodes using knowledge of syllable segmentation • rereads and self-corrects at points of error. • monitors utilizing all sources of information. • utilizes multiple strategies simultaneously to problem solve through text. • solves unknown words with relative ease. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • identifies and decodes using beginning, ending, and middle (vowel) sounds. • distinguishes between long and short vowel sounds • decodes using knowledge of syllable segmentation • rereads and self-corrects at points of error. • monitors utilizing all sources of information. • utilizes multiple strategies simultaneously to problem solve through text. • solves unknown words with relative ease. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • decodes unknown and complex/multi- syllable words using all phonemes (blends, digraphs, diphthongs). • rereads and self-corrects at points of error, in above-grade-level text. • monitors for all sources of information, in above-grade-level text. • uses an increasingly more challenging repertoire of graphophonic/ visual strategies to problem solve through above-grade- level text. • solves unknown words with relative ease, in text.

3) Applies comprehension strategies to understand texts.

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Trimester	1	2	3	4
ALL	<p>Students rarely:</p> <ul style="list-style-type: none"> • Describes characters, settings and major events in a story using key details • Uses illustrations and print to make meaning of a text • Makes meaningful connections • Ask and answer questions about key details in the text • Self-monitors comprehension while reading • Use strategies including, but not limited to: <ul style="list-style-type: none"> -making predictions -noticing text features to determine between fiction and nonfiction -visualizes text by using senses -asks questions before, during and after reading. 	<p>Student is beginning to:</p> <ul style="list-style-type: none"> • Describe characters, settings and major events in a story using key details • Use illustrations and print to make meaning of a text • Make meaningful connections • Ask and answer questions about key details in the text • Self-monitor comprehension while reading • Use strategies including, but not limited to: <ul style="list-style-type: none"> -making predictions -noticing text features to determine between fiction and nonfiction -visualizes text by using senses -asks questions before, during and after reading. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Describes characters, settings and major events in a story using key details • Uses illustrations and print to make meaning of a text • Makes meaningful connections • Asks and answers questions about key details in the text • Self-monitors comprehension while reading • Uses strategies including, but not limited to: <ul style="list-style-type: none"> -making predictions -noticing text features to determine between fiction and nonfiction -visualizes text by using senses -asks questions before, during and after reading. 	<p>Student extends and enhances thinking beyond what is directly stated in the text and independently :</p> <ul style="list-style-type: none"> • Describes characters, settings and major events in a story using key details • Uses illustrations and print to make meaning of a text • Makes meaningful connections • Asks and answers questions about key details in the text • Self-monitors comprehension while reading • Uses strategies including, but not limited to: <ul style="list-style-type: none"> -making predictions -noticing text features to determine between fiction and nonfiction -visualizes text by using senses -asks questions before, during and after reading.

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

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Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
ALL	Student reads primarily word by word. Infrequent two to three word phrases are present. No expressive interpretation or pausing guided by author's meaning and punctuation; slow rate.	Student reads in two word phrases with some three or four word groupings. Some word by word grouping may be present. Almost no expressive interpretation or pausing guided by author's meaning and punctuation; slow rate most of the time.	Student reads in three or four word phrase groups at an even pace. Phrasing seems appropriate with some expressive interpretation and pausing guided by author's meaning and punctuation; appropriate rate with some slowdowns.	Student reads in larger, meaningful phrases or word groups at an even pace. Phrasing seems appropriate with mostly expressive interpretation and pausing guided by author's meaning and punctuation; appropriate rate with few slowdowns.

5) Retells story with accuracy.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to retell big events from a story and identify the main topic.	Student is sometimes able to retell big events from a story and identify the main topic.	Student can consistently retell big events from a story in sequence, beginning/middle/end and identify the main topic.	Student can consistently retell events from a story using details, including characters, setting, and problem solution and identify the main topic.

6) Demonstrates stamina during independent reading.

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Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes or more, using available opportunities to extend reading time.
2nd	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for 25 or more minutes, using available opportunities to extend reading time.
3rd	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for 30 or more minutes, using available opportunities to extend reading time.

7) Writes and/or draws illustrations in response to texts.

Trimester	1	2	3	4
ALL	Student's illustration or written response reflects no understanding of the text read.	Student's illustration or written response reflects little understanding of the text read.	Student's illustration or written response reflects literal understanding of the text read.	Student's illustration or written response reflects literal and inferential understanding of the text read, and/or includes text evidence.

WRITING:

1) Generates ideas (topic, sequence, and relevant details).

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Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> Generates a few ideas from experience or imagination Develops a clear topic Thinks, sketches, and writes ideas, as taught in units of study Adds details to strengthen writing Adds drawings to enhance writing 	<p>Student sometimes:</p> <ul style="list-style-type: none"> Generates some ideas from experience or imagination Develops a clear topic/may be too broad Thinks, sketches, and writes ideas, as taught in units of study Adds details to strengthen writing as needed with guidance Adds drawings to enhance writing 	<p>Student consistently:</p> <ul style="list-style-type: none"> Generates ideas and sequences events for writing from experience, imagination, or stories read together Shares ideas with others Chooses and narrows the topic with support Thinks, sketches, and writes relevant ideas, as taught in units of study Adds details to strengthen writing as needed with guidance Adds drawings to enhance writing 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> Generates original ideas for writing from experience, imagination, and stories read. Shares ideas with others Chooses and narrows a specific topic Thinks, sketches, and writes a story and elaborates with details about the narrowed topic, as taught in units of study Adds detailed and/or drawings to enhance writing

2) Produces writing appropriate to task, purpose, and audience.

Trimester	1	2	3	4
ALL	<p>Student rarely produces:</p> <ul style="list-style-type: none"> Opinion pieces with an introduction, a reason and closure Informative/explanatory texts with a topic, facts, and closure Narratives to develop real or imagined experiences using sequence, details, and closure 	<p>Student sometimes produces:</p> <ul style="list-style-type: none"> Opinion pieces with an introduction, a reason and closure Informative/explanatory texts with a topic, facts, and closure Narratives to develop real or imagined experiences using sequence, details, and closure 	<p>Student consistently produces:</p> <ul style="list-style-type: none"> Opinion pieces with an introduction, a reason and closure Informative/explanatory texts with a topic, facts, and closure Narratives to develop real or imagined experiences using sequence, details, and closure 	<p>Student consistently and independently produces:</p> <ul style="list-style-type: none"> Opinion pieces with an introduction, several reasons and closure Informative/explanatory texts with a topic, multiple facts, and closure Narratives to develop real or imagined experiences using sequence, details with elaboration, and closure

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3) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1 st	Student is unable to write independently for 10 minutes.	Student is approaching an independent writing stamina of 10 minutes.	Student can consistently write independently for 10 minutes.	Student consistently writes independently for 10 minutes or more, using available opportunities to extend writing time.
2nd	Student is unable to write independently for 15 minutes.	Student is approaching an independent writing stamina of 15 minutes.	Student can consistently write independently for 15 minutes.	Student consistently writes independently for 15 or more minutes, using available opportunities to extend writing time.
3rd	Student is unable to write independently for 20 minutes.	Student is approaching an independent writing stamina of 20 minutes.	Student can consistently write independently for 20 minutes.	Student consistently writes independently for 20 or more minutes, using available opportunities to extend writing time.

4) Writes with organization, focus, and clarity.

Trimester	1	2	3	4
All	<p>Student rarely develops and strengthens writing by:</p> <ul style="list-style-type: none"> • Planning, revising, and editing • Using organizational components relevant to units of study (eg. informational writing – table of contents, glossary, headings, captions, drawings, labels) 	<p>Student sometimes develops and strengthens writing by:</p> <ul style="list-style-type: none"> • Planning, revising, and editing • Using organizational components relevant to units of study (eg. informational writing – table of contents, glossary, headings, captions, drawings, labels) • Using a relevant beginning, middle, and conclusion 	<p>Student consistently develops and strengthens writing by:</p> <ul style="list-style-type: none"> • Planning, revising, and editing • Using organizational components relevant to units of study (eg. informational writing – table of contents, glossary, headings, captions, drawings, labels) • Using a relevant beginning, middle, and conclusion 	<p>Student consistently and independently develops and strengthens writing by:</p> <ul style="list-style-type: none"> • Using tools to guide planning, revising, and editing • Using organizational components relevant to units of study (eg. informational writing – table of contents, glossary, headings, captions,

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	<ul style="list-style-type: none"> • Using a relevant beginning, middle, and conclusion • Organizing ideas in logical order • Expanding their topic idea 	<ul style="list-style-type: none"> • Organizing ideas in logical order • Expanding their topic idea 	<ul style="list-style-type: none"> • Organizing ideas in logical order • Expanding their topic idea 	<p>drawings, labels)</p> <ul style="list-style-type: none"> • Using a relevant and well-developed beginning, middle, and conclusion • Organizing ideas in logical order • Expanding their topic idea with a variety of supporting details
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5) Elaborates by using details and descriptions.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> • Uses simple, below- grade-level vocabulary. • Writes with expression (feelings and emotions) • Reveals the writer’s feelings and voice. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Uses some grade-level vocabulary. • Writes with expression (feelings and emotions) • Uses some words that give details and are appropriate to the topic and genre. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Uses grade-level vocabulary • Uses a variety of words that are specific, interesting, and vivid. • Writes with expression (feelings and emotions) • Provides details and descriptions that are appropriate to the topic and genre. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Uses interesting and sophisticated vocabulary. • Uses words and phrases that are specific, interesting, and vivid. • Writes with expression showing their feelings, emotions, and interests. • Provides several details and descriptions that are appropriate to the topic and genre.

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6) Applies rules of grammar, usage, and mechanics.

Trimester	1	2	3	4
ALL	<p>Student rarely applies the following correct grammar, usage, and mechanics:</p> <ul style="list-style-type: none"> • Appropriately used upper- and lowercase letters • Action words. • Matching nouns and verbs (they hop, Bob hops). • Describing words. • A variety of complete sentence types (simple, compound, declarative, interrogative, imperative, exclamatory) • Determiners (this, that, these, those) and prepositions. • Common, proper, and possessive nouns and pronouns. • Conjunctions to expand ideas (and, but, so, or, because). • End punctuation for sentences. • Commas in dates and to separate single words in a series. 	<p>Student sometimes applies correct grammar, usage, and mechanics by including:</p> <ul style="list-style-type: none"> • Appropriately used upper- and lowercase letters • Action words. • Matching nouns and verbs (they hop, Bob hops). • Describing words. • A variety of complete sentence types (simple, compound, declarative, interrogative, imperative, exclamatory) • Determiners (this, that, these, those) and prepositions. • Common, proper, and possessive nouns and pronouns. • Conjunctions to expand ideas (and, but, so, or, because). • End punctuation for sentences. • Commas in dates and to separate single words in a series. 	<p>Student consistently applies correct grammar, usage, and mechanics by including:</p> <ul style="list-style-type: none"> • Appropriately used upper- and lowercase letters • Action words. • Matching nouns and verbs (they hop, Bob hops). • Describing words. • A variety of complete sentence types (simple, compound, declarative, interrogative, imperative, exclamatory) • Determiners (this, that, these, those) and prepositions. • Common, proper, and possessive nouns and pronouns. • Conjunctions to expand ideas (and, but, so, or, because). • End punctuation for sentences. • Commas in dates and to separate single words in a series. 	<p>Student consistently and independently applies grammar, usage, and mechanics by including:</p> <ul style="list-style-type: none"> • Appropriately used upper- and lowercase letters • Action words. • Matching nouns and verbs (they hop, Bob hops). • Describing words. • A variety of complete sentence types (simple, compound, declarative, interrogative, imperative, exclamatory) • Determiners (this, that, these, those) and prepositions. • Common, proper, and possessive nouns and pronouns. • Conjunctions to expand ideas (and, but, so, or, because). • End punctuation for sentences. • Commas in dates and to separate single words in a series.

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7) Learns and applies spelling patterns and strategies.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> • Uses reference materials (personal dictionaries, word wall) as needed to support correct spelling in written work. • Applies learned patterns and strategies to spell words correctly. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Uses reference materials (personal dictionaries, word wall) as needed to support correct spelling in written work. • Applies learned patterns and strategies to spell words correctly. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Uses reference materials (personal dictionaries, word wall) as needed to support correct spelling in written work. • Applies learned patterns and strategies to spell words correctly. 	<p>Student consistently and independently applies spelling rules, patterns, generalizations, and</p> <ul style="list-style-type: none"> • Uses reference materials (personal dictionaries, word wall) as needed to support correct spelling in written work. • Applies learned patterns and strategies to spell words correctly.

8) Uses technology to produce and publish writing.

Trimester	1	2	3	4
1 st & 2 nd	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
3 rd	<p>Student can only use technology with constant guidance and support to produce and publish writing.</p>	<p>Student uses technology with frequent guidance and support to produce and publish writing.</p>	<p>Student uses technology with some guidance and support to produce and publish writing.</p>	<p>Student independently uses technology to produce and publish writing.</p>

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LISTENING AND SPEAKING

1) Expresses ideas clearly and effectively.

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

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	Student rarely: <ul style="list-style-type: none"> • Responds to comments of others through multiple exchanges. • Asks questions about information presented orally in order to deepen understanding. 	Student sometimes: <ul style="list-style-type: none"> • Responds to comments of others through multiple exchanges. • Asks questions about information presented orally or visually in order to deepen understanding. 	Student consistently: <ul style="list-style-type: none"> • Responds to comments of others through multiple exchanges. • Asks and answers questions about information presented orally or visually in order to deepen understanding. 	Student consistently and independently restates key elements, and answers questions about information to deepen understanding or clarify comprehension.

3) Participates in group discussions actively and appropriately.

Trimester	1	2	3	4
ALL	Student rarely participates in group discussions or follows discussion rules (listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways).	Student occasionally participates in group discussions and follows discussion rules (listening to others, speaking one at a time in complete sentences, and getting the attention of peers in respectful ways).	Student consistently participates in group discussions and follows discussion rules (listening to others, speaking one at a time in complete sentences, and getting the attention of peers in respectful ways).	Student consistently and independently: <ul style="list-style-type: none"> • Stays on topic by linking his/her own additions to the conversation or previous remarks of others. • Student extends his/her ideas and understanding in light of the discussion.

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MATHEMATICS

Operations and Algebraic Thinking

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> • Solves addition and subtraction word problems with sums less than or equal to 20 • Applies commutative (If $8 + 3 = 11$ is known, then $3 + 8 = 11$) and associative properties of addition (To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$) to understand the relationship between addition and subtraction • Solves addition and subtraction problems with unknown partners • Demonstrates multiple strategies to fluently add and subtract within 20 • Solves word problems that call for addition of up to three whole numbers whose sum is less than or equal to 20, 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Solves addition and subtraction word problems with sums less than or equal to 20 • Applies commutative (If $8 + 3 = 11$ is known, then $3 + 8 = 11$) and associative properties of addition (To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$) to understand the relationship between addition and subtraction • Solves addition and subtraction problems with unknown partners • Demonstrates multiple strategies to fluently add and subtract within 20 • Solves word problems that call for addition of up to three whole numbers whose sum is less than or equal to 20, 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Solves addition and subtraction word problems with sums less than or equal to 20 • Applies commutative (If $8 + 3 = 11$ is known, then $3 + 8 = 11$) and associative properties of addition (To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$) to understand the relationship between addition and subtraction • Solves addition and subtraction problems with unknown partners • Demonstrates multiple strategies to fluently add and subtract within 20 • Solves word problems that call for addition of up to three whole numbers whose sum is less than or equal to 20, 	<p>Student consistently and independently performs and explains the following operations with critical thinking:</p> <ul style="list-style-type: none"> • Solves addition and subtraction word problems with sums less than or equal to 20 • Applies commutative (If $8 + 3 = 11$ is known, then $3 + 8 = 11$) and associative properties of addition (To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$) to understand the relationship between addition and subtraction • Solves addition and subtraction problems with unknown partners • Demonstrates

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	<p>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p> <ul style="list-style-type: none"> • Understands the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 	<p>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p> <ul style="list-style-type: none"> • Understands the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 	<p>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p> <ul style="list-style-type: none"> • Understands the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 	<p>multiple strategies to fluently add and subtract within 20</p> <ul style="list-style-type: none"> • Solves word problems that call for addition of up to three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem • Understands the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary.	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary.	Student communicates all mathematical thinking precisely and with accurate vocabulary.	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary. • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.

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3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
	Student is unable or rarely able to apply a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student consistently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations.	Student consistently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

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Number and Operations

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> • Identifies the digits of a two-digit number as tens and ones • Compares two-digit numbers with the symbols $>$, $<$, $=$, and \neq • Creates addition and subtraction drawings within 100 to solve and prove the answer • Uses multiple strategies to count and represent numbers within 120 (including counting by 2, 5, 10) • Uses place value understanding and properties of operations to add and subtract. • Adds and subtracts multiples of 10 in the range 10-90 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Identifies the digits of a two-digit number as tens and ones • Compares two-digit numbers with the symbols $>$, $<$, $=$, and \neq • Creates addition and subtraction drawings within 100 to solve and prove the answer • Uses multiple strategies to count and represent numbers within 120 (including counting by 2, 5, 10) • Uses place value understanding and properties of operations to add and subtract. • Adds and subtracts multiples of 10 in the range 10-90 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Identifies the digits of a two-digit number as tens and ones • Compares two-digit numbers with the symbols $>$, $<$, $=$, and \neq • Creates addition and subtraction drawings within 100 to solve and prove the answer • Uses multiple strategies to count and represent numbers within 120 (including counting by 2, 5, 10) • Uses place value understanding and properties of operations to add and subtract. • Adds and subtracts multiples of 10 in the range 10-90 	<p>Student consistently and independently performs and explains the following concepts with critical thinking:</p> <ul style="list-style-type: none"> • Identifies the digits of a two-digit number as tens and ones • Compares two-digit numbers with the symbols $>$, $<$, $=$, and \neq • Creates addition and subtraction drawings within 100 to solve and prove the answer • Uses multiple strategies to count and represent numbers within 120 (including counting by 2, 5, 10) • Uses place value understanding and properties of operations to add and subtract. • Adds and subtracts multiples of 10 in the range 10-90

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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
	Student is unable or rarely able to apply a variety of Number and Operations skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

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Measurement and Data

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> • Measures the length of an object as a number of units • Orders three objects by length • Tells and writes time to the hour and half-hour using analog and digital clocks • Organizes, represents, and interprets data with up to three categories 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Measures the length of an object as a number of units • Orders three objects by length • Tells and writes time to the hour and half-hour using analog and digital clocks • Organizes, represents, and interprets data with up to three categories 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Measures the length of an object as a number of units • Orders three objects by length • Tells and writes time to the hour and half-hour using analog and digital clocks • Organizes, represents, and interprets data with up to three categories 	<p>Student consistently and independently performs and explains the following concepts with critical thinking:</p> <ul style="list-style-type: none"> • Measures the length of an object as a number of units • Orders three objects by length • Tells and writes time to the hour and half-hour using analog and digital clocks • Organizes, represents, and interprets data with up to three categories

2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	<p>Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary</p>	<p>Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary</p>	<p>Student communicates all mathematical thinking precisely and with accurate vocabulary</p>	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

Springfield Grading Benchmarks – FIRST GRADE

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
	Student is unable or rarely able to apply a variety of Measurement and Data skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

Springfield Grading Benchmarks – FIRST GRADE

Geometry

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
	<p>Student rarely:</p> <ul style="list-style-type: none"> • Distinguishes between defining attributes (number of sides, corners etc.) versus non-defining attributes (color, size etc...) • Partitions circles and rectangles into halves, thirds and fourths • Combines two and three dimensional shapes to create new shapes • Compares and contrasts two- and three-dimensional shapes (triangles are closed and three-sided, orientation, overall size) 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Distinguishes between defining attributes (number of sides, corners etc.) versus non-defining attributes (color, size etc...) • Partitions circles and rectangles into halves, thirds and fourths • Combines two and three dimensional shapes to create new shapes • Compares and contrasts two- and three-dimensional shapes (triangles are closed and three-sided, orientation, overall size) 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Distinguishes between defining attributes (number of sides, corners etc.) versus non-defining attributes (color, size etc...) • Partitions circles and rectangles into halves, thirds and fourths • Combines two and three dimensional shapes to create new shapes • Compares and contrasts two- and three-dimensional shapes (triangles are closed and three-sided, orientation, overall size) 	<p>Student consistently and independently performs and explains the following concepts with critical thinking:</p> <ul style="list-style-type: none"> • Distinguishes between defining attributes (number of sides, corners etc.) versus non-defining attributes (color, size etc...) • Partitions circles and rectangles into halves, thirds and fourths • Combines two and three dimensional shapes to create new shapes <p>Compares and contrasts two- and three-dimensional shapes (triangles are closed and three-sided, orientation, overall size)</p>

Springfield Grading Benchmarks – FIRST GRADE

2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student in unable or rarely able to apply a variety of Geometry skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

Springfield Grading Benchmarks – FIRST GRADE

SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ EARTH, PHYSICAL, and LIFE SCIENCE				
Trimester	1	2	3	4
ALL	<p><u>Space Systems: Patterns and Cycles</u> Student rarely demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • The amount of daylight changes throughout the year. • The sun and moon appear to rise in one part of the sky, move across the sky, and set. • Stars other than our sun are visible at night but not during the day • Comparisons of the amount of daylight in the winter to the amount in the spring or fall. • Illumination could be from an external light source or by an object giving off its own light. 	<p><u>Space Systems: Patterns and Cycles</u> Student sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • The amount of daylight changes throughout the year. • The sun and moon appear to rise in one part of the sky, move across the sky, and set. • Stars other than our sun are visible at night but not during the day • Comparisons of the amount of daylight in the winter to the amount in the spring or fall. • Illumination could be from an external light source or by an object giving off its own light. 	<p><u>Space Systems: Patterns and Cycles</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • The amount of daylight changes throughout the year. • The sun and moon appear to rise in one part of the sky, move across the sky, and set. • Stars other than our sun are visible at night but not during the day • Comparisons of the amount of daylight in the winter to the amount in the spring or fall. • Illumination could be from an external light source or by an object giving off its own light. 	<p><u>Space Systems: Patterns and Cycles</u> Student consistently and independently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • The amount of daylight changes throughout the year. • The sun and moon appear to rise in one part of the sky, move across the sky, and set. • Stars other than our sun are visible at night but not during the day • Comparisons of the amount of daylight in the winter to the amount in the spring or fall. • Illumination could be from an external light source or by an object giving off its own light.

Springfield Grading Benchmarks – FIRST GRADE

	<p><u>Balance and Motion:</u> Student rarely demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Energy is needed to change the motion of objects. • The energy change is understood in terms of forces. <p><u>Sea Life:</u> Student rarely demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Sea animals have different features that help them survive in their environments. • An animal’s habitat provides for its basic needs. • Animals can be found all over the world. <p>Student is unable or rarely able to communicate using acquired vocabulary.</p>	<p><u>Balance and Motion:</u> Student sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Energy is needed to change the motion of objects. • The energy change is understood in terms of forces. <p><u>Sea Life:</u> Student sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Sea animals have different features that help them survive in their environments. • An animal’s habitat provides for its basic needs. • Animals can be found all over the world. <p>Student is beginning to communicate or sometimes communicates using acquired vocabulary.</p>	<p><u>Balance and Motion:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Energy is needed to change the motion of objects. • The energy change is understood in terms of forces. <p><u>Sea Life:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Sea animals have different features that help them survive in their environments. • An animal’s habitat provides for its basic needs. • Animals can be found all over the world. <p>Student communicates using acquired vocabulary.</p>	<p><u>Balance and Motion:</u> Student consistently and independently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Energy is needed to change the motion of objects. • The energy change is understood in terms of forces. <p><u>Sea Life:</u> Student consistently and independently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Sea animals have different features that help them survive in their environments. • An animal’s habitat provides for its basic needs. • Animals can be found all over the world. <p>Student makes insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <p>Student communicates all scientific thinking precisely and with accurate vocabulary.</p>
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Springfield Grading Benchmarks – FIRST GRADE

2) Applies knowledge to solve scientific investigations.

Trimester	1	2	3	4
ALL	Student is rarely able to use scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).	<ul style="list-style-type: none"> • Student is beginning to learn through discovery. • Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	<ul style="list-style-type: none"> • Student learns through discovery. • Student consistently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	Student consistently and independently extends scientific understanding to problem-solving situations and/or applications to real-life situations.

Springfield Grading Benchmarks – FIRST GRADE

SOCIAL STUDIES

1) Demonstrates knowledge of facts and understanding of concepts.

Trimester	1	2	3	4
ALL	<p>Student does not understand or rarely demonstrates an understanding of the following concepts:</p> <p>Map Skills</p> <ul style="list-style-type: none"> • Understand that a globe is a representation of the earth • Interpret and apply basic map and globe vocabulary • Visualize how maps and globes are drawn to scale and are a representation of real places • Identify specific locations on a map and globe • Identify north, south, east, and west on a map and globe • Identify the tools and symbols of a map. 	<p>Student sometimes demonstrates an understanding of the following concepts:</p> <p>Map Skills</p> <ul style="list-style-type: none"> • Understand that a globe is a representation of the earth • Interpret and apply basic map and globe vocabulary • Visualize how maps and globes are drawn to scale and are a representation of real places • Identify specific locations on a map and globe • Identify north, south, east, and west on a map and globe • Identify the tools and symbols of a map. 	<p>Student demonstrates an understanding of the following concepts:</p> <p>Map Skills</p> <ul style="list-style-type: none"> • Understand that a globe is a representation of the earth • Interpret and apply basic map and globe vocabulary • Visualize how maps and globes are drawn to scale and are a representation of real places • Identify specific locations on a map and globe • Identify north, south, east, and west on a map and globe • Identify the tools and symbols of a map. 	<p>Student consistently demonstrates an understanding of concepts and independently applies them to other learning situations, making insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <p>Map Skills</p> <ul style="list-style-type: none"> • Understand that a globe is a representation of the earth • Interpret and apply basic map and globe vocabulary • Visualize how maps and globes are drawn to scale and are a representation of real places • Identify specific locations on a map and globe • Identify north, south, east, and west on a map and globe • Identify the tools and symbols of a map.

Springfield Grading Benchmarks – FIRST GRADE

	<p>American Heritage</p> <ul style="list-style-type: none"> • There are many different ways to show patriotism and to show love for one’s country. • Freedom means many things to many people and we as Americans enjoy many rights and freedoms. • American leaders display and demonstrate honorable qualities to value our country. • American symbols represent our countries’ beliefs and values. <p>Holidays Around the World</p> <ul style="list-style-type: none"> • Compare and contrast holidays celebrated across the world. • There are varying perspectives on the way holidays are celebrated across the world. • Many cultural traditions and heritage contribute to our states and nations diversity. • There are varying perspectives on the way holidays are celebrated across the world. 	<p>American Heritage</p> <ul style="list-style-type: none"> • There are many different ways to show patriotism and to show love for one’s country. • Freedom means many things to many people and we as Americans enjoy many rights and freedoms. • American leaders display and demonstrate honorable qualities to value our country. • American symbols represent our countries’ beliefs and values. <p>Holidays Around the World</p> <ul style="list-style-type: none"> • Compare and contrast holidays celebrated across the world. • There are varying perspectives on the way holidays are celebrated across the world. • Many cultural traditions and heritage contribute to our states and nations diversity. • There are varying perspectives on the way holidays are celebrated across the world. 	<p>American Heritage</p> <ul style="list-style-type: none"> • There are many different ways to show patriotism and to show love for one’s country. • Freedom means many things to many people and we as Americans enjoy many rights and freedoms. • American leaders display and demonstrate honorable qualities to value our country. • American symbols represent our countries’ beliefs and values. <p>Holidays Around the World</p> <ul style="list-style-type: none"> • Compare and contrast holidays celebrated across the world. • There are varying perspectives on the way holidays are celebrated across the world. • Many cultural traditions and heritage contribute to our states and nations diversity. • There are varying perspectives on the way holidays are celebrated across the world. 	<p>American Heritage</p> <ul style="list-style-type: none"> • There are many different ways to show patriotism and to show love for one’s country. • Freedom means many things to many people and we as Americans enjoy many rights and freedoms. • American leaders display and demonstrate honorable qualities to value our country. • American symbols represent our countries’ beliefs and values. <p>Holidays Around the World</p> <ul style="list-style-type: none"> • Compare and contrast holidays celebrated across the world. • There are varying perspectives on the way holidays are celebrated across the world. • Many cultural traditions and heritage contribute to our states and nations diversity. • There are varying perspectives on the way holidays are celebrated across the world.
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Springfield Grading Benchmarks – FIRST GRADE

	<ul style="list-style-type: none"> • Many cultural traditions and heritage contribute to our states and nations diversity. 	<ul style="list-style-type: none"> • Many cultural traditions and heritage contribute to our states and nations diversity. 	<ul style="list-style-type: none"> • Many cultural traditions and heritage contribute to our states and nations diversity. 	<ul style="list-style-type: none"> • Many cultural traditions and heritage contribute to our states and nations diversity.
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2) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
ALL	Student rarely adds meaningful contributions to classroom discussions and activities.	Student sometimes adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.