

Grade 1 Benchmarks: Math

Recalls math facts with speed and accuracy				
Trimester	1 Student demonstrates limited understanding	2 Student is making progress towards grade level benchmark	3 Student meets grade level benchmarks	4 Student can always independently and accurately:
1st	Demonstrates limited understanding of adding and subtracting within 10	Making progress towards adding and subtracting within 10	Adds and subtracts within 10	Student can always independently and accurately add and subtract within 20.
2nd	Demonstrates limited understanding of adding and subtracting within 20	Making progress towards adding and subtracting within 20	Adds and subtracts within 20	Student can always independently and accurately add and subtract within 20 with speed and accuracy
3rd	Demonstrates limited understanding of adding and subtracting within 20	Making progress towards adding and subtracting within 20	Adds and subtracts within 20 with speed and accuracy	Student can always independently and accurately add and subtract higher numbers than 20 with speed and accuracy

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Solves real world problems involving addition and subtraction				
Trimester	1 Student inaccurately:	2 Student is making progress:	3 Student consistently:	4 Student can always independently and accurately:
1st	Student inaccurately uses addition and subtraction skills to solve various word problems.	Student is making progress towards addition and subtraction skills to solve various word problems.	Student consistently uses addition and subtraction skills to solve various word problems.	Student can always independently and accurately use addition and subtraction skills to solve various word problems.
2nd	Student inaccurately uses addition skills to solve word problems with 3 numbers.	Student is making progress towards using addition skills to solve word problems with 3 numbers.	Student consistently uses addition skills to solve word problems with 3 numbers.	Student can always independently and accurately use addition skills to solve word problems with 3 or more numbers.
3rd	Student inaccurately uses addition and subtraction skills to solve two digit word problems.	Student is making progress towards using addition and subtraction skills to solve two digit word problems.	Student consistently uses addition and subtraction skills to solve two digit word problems.	Student can always independently and accurately use addition and subtraction skills to solve two digit word problems.

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Applies properties of operations and strategies to add and subtract within 20				
Trimester	1 With teacher assistance, student is unable to or inaccurately:	2 With teacher assistance, student is making progress toward the following:	3 Student can:	4 Student usually can always independently and accurately:
1st	<p>Use tools such as number grids and number lines to add and subtract</p> <p>Use manipulatives and visuals such as pictures, tallies, and ten frames to add and subtract</p> <p>Use strategies such as skip counting, counting-on, and turn around facts to add and subtract</p>	<p>Use tools such as number grids and number lines to add and subtract</p> <p>Use manipulatives and visuals such as pictures, tallies, and ten frames to add and subtract within 10</p> <p>Use strategies such as skip counting, counting-on, and turn around facts to add and subtract within 10</p>	<p>Use tools such as number grids and number lines to add and subtract within 10</p> <p>Use manipulatives and visuals such as pictures, tallies, and ten frames to add and subtract within 10</p> <p>Use strategies such as skip counting, counting-on, and turn around facts to add and subtract within 10</p>	<p>Select and use tools such as number grids and number lines to add and subtract within 10</p> <p>Select and use manipulatives and visuals such as pictures, tallies, and ten frames to add and subtract within 10</p> <p>Select and use strategies such as skip counting, counting-on, and turn around facts to add and subtract within 10</p>
2nd-3rd	<p>Uses tools such as number grids and number lines to add and subtract</p> <p>Uses manipulatives and visuals such as pictures, tallies, and ten frames to add and subtract</p> <p>Uses strategies such as skip counting, counting-on, and turn around facts to add and subtract</p>	<p>Using tools such as number grids and number lines to add and subtract</p> <p>Using manipulatives and visuals such as pictures, tallies, and ten frames to add and subtract within 20</p> <p>Using strategies such as skip counting, counting-on, and turn around facts to add and subtract within 20</p>	<p>Use tools such as number grids and number lines to add and subtract within 20</p> <p>Use manipulatives and visuals such as pictures, tallies, and ten frames to add and subtract within 20</p> <p>Use strategies such as skip counting, counting-on, and turn around facts to add and subtract within 20</p>	<p>Select and use tools such as number grids and number lines to add and subtract within 20</p> <p>Select and use manipulatives and visuals such as pictures, tallies, and ten frames to add and subtract within 20</p> <p>Select and use strategies such as skip counting, counting-on, and turn around facts to add and subtract within 20</p>

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Understands and uses all components of addition and subtraction equations				
Trimester	1 With assistance, student has difficulty:	2 Student is progressing towards being able to:	3 With assistance, student is able to:	4 Student can independently and accurately:
1st	<p>Identify and name the symbol for an equal sign, addition sign, and subtraction sign</p> <p>Hop from one number to a second number</p>	<p>Identify and name the symbol for an equal sign, addition sign, and subtraction sign</p> <p>With assistance, hop from one number to a second number</p>	<p>Use an equal sign to complete addition and subtraction number models</p> <p>Find the unknown number of hops between two numbers on a number line</p>	<p>Use an equal sign to complete addition and subtraction number models</p> <p>Find the unknown number of hops between two numbers on a number line</p>
2nd	<p>Explain the meaning of the equal sign and identify true and false number sentences containing addition and subtraction facts within 10</p> <p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p>	<p>Explain the meaning of the equal sign and identify true and false number sentences containing addition and subtraction facts within 10</p> <p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p>	<p>Explain the meaning of the equal sign and identify true and false number sentences containing addition and subtraction facts within 10</p> <p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: $8 + ? = 11$ $5 = ? - 3$ $6 + 6 = ?$</p>	<p>Explain the meaning of the equal sign and identify true and false number sentences containing addition and subtraction facts within 10</p> <p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p>

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3rd	<p>Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false Find equivalent names of numbers</p> <p>Find an unknown rule relating two numbers and describe that relationship with a number sentence.</p>	<p>Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false Find equivalent names of numbers</p> <p>Find an unknown rule relating two numbers and describe that relationship with a number sentence.</p>	<p>Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ $7 = 8 - 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2$</p> <p>Find equivalent names of numbers</p> <p>Find an unknown rule (including a number and an operation) relating two numbers and describe that relationship with a number sentence.</p>	<p>Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.</p> <p>Find equivalent names of numbers</p> <p>Find an unknown rule relating two numbers and describe that relationship with a number sentence.</p>
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Grade 1 Benchmarks: Math

Reads, writes, counts, and represents numerals up to 120				
Trimester	1 Student is unable to or inaccurately:	2 Student is making progress towards:	3 Using number grid and/or number line, with teacher assistance, student is able to:	4 Student can accurately and independently self-select tools (if needed) and is able to:
1st	<p>Count up by 1s on a number grid or number line starting at any number less than 100</p> <p>Count a number of objects less than 20, including tally marks</p>	<p>Count and represent a number of objects less than 20 using a written numeral</p> <p>Understand number patterns</p>	<p>Extend number patterns within 100, using skip-counting patterns with 2s, 5s, 10s</p> <p>Represent a number of objects with 100 using a written numeral</p> <p>Extend number patterns within 100, using skip-counting patterns with 2s, 5s, 10s</p> <p>Represent a number of objects with 100 using a written numeral</p>	<p>Count to 100, starting at any number less than 100</p> <p>Read and write numerals within 100</p> <p>Extend number patterns within 100, using additional skip-counting patterns</p> <p>Represent a number of objects with 100 using a written numeral</p>
2nd & 3rd	<p>Counts to 120, starting at any number less than 120</p> <p>Reads and writes numerals within 120</p> <p>Extends number patterns within 120</p> <p>Represents a number of objects within 120 using a written numeral</p>	<p>Counting to 120, starting at any number less than 120</p> <p>Reading and writing numerals within 120</p> <p>Extending number patterns within 120</p> <p>Representing a number of objects within 120 using a written numeral</p>	<p>Count to 120, starting at any number less than 120</p> <p>Read and write numerals within 120</p> <p>Extend number patterns within 120, using skip-counting patterns with 2s, 5s, 10s</p> <p>Represent a number of objects within 120 using a written numeral</p>	<p>Count to 120, starting at any number less than 120</p> <p>Read and write numerals within 120</p> <p>Extend number patterns within 120, using additional skip-counting patterns</p> <p>Represent a number of objects with 100 using a written numeral</p>

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Understands place value				
Trimester	1 Student inaccurately:	2 Student is not usually able to:	3 Student is consistently and accurately able to:	4 Student can always independently and accurately:
1st				
2nd	<p>Identifies digits in the ones and tens place.</p> <p>Compares two 2 digit numbers using $>$, $<$, $=$.</p>	<p>Identifies digits in the ones and tens place.</p> <p>Compares two 2 digit numbers using $>$, $<$, $=$.</p>	<p>Identifies digits in the ones and tens place.</p> <p>Compares two 2 digit numbers using $>$, $<$, $=$.</p>	<p>Identify digits beyond the tens place</p> <p>Show and explain place value using base 10 blocks</p> <p>Compare two 3 or greater digit numbers using $>$, $<$, $=$</p>
3rd	<p>Identifies digits in the ones, tens, and hundreds place.</p> <p>Compares two 2 digit numbers using $>$, $<$, $=$.</p>	<p>Identifies digits in the ones, tens, and hundreds place.</p> <p>Compares two 2 digit numbers using $>$, $<$, $=$.</p>	<p>Identifies digits in the ones, tens, and hundreds place.</p> <p>Compares two 2 digit numbers using $>$, $<$, $=$.</p>	<p>Identify digits beyond the hundreds place</p> <p>Show and explain place value using base 10 blocks</p> <p>Compare two 3 or greater digit numbers using $>$, $<$, $=$</p>

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Uses place value understanding to add and subtract				
Trimester	1 Student inaccurately:	2 Student is usually unable to:	3 Student is consistently and accurately able to:	4 Student always can independently and accurately:
1st				
2nd				
3rd	<p>Adds within 100 using place value strategies</p> <p>Subtracts multiples of 10 from multiples of 10 (within the 10-90 range) using place value strategies</p> <p>Mentally finds 10 more or 10 less than a given 2 digit number without having to count.</p>	<p>Adds within 100 using place value strategies</p> <p>Subtracts multiples of 10 from multiples of 10 (within the 10-90 range) using place value strategies</p> <p>Mentally finds 10 more or 10 less than a given 2 digit number without having to count.</p>	<p>Adds within 100 using place value strategies.</p> <p>Subtracts multiples of 10 from multiples of 10 (within the 10-90 range) using place value strategies.</p> <p>Mentally finds 10 more or 10 less than a given 2 digit number without having to count.</p>	<p>Add beyond 100 using place value strategies.</p> <p>Subtract multiples of 10 from any number using place value strategies.</p> <p>Mentally finds 10 more or 10 less than a given 3 digit number without having to count.</p>

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Measure length indirectly				
Trimester	1 Student inaccurately:	2 Student is usually unable to:	3 Student consistently and accurately:	4 Student always can independently and accurately:
1st				
2nd	<p>Determines the length of an object by laying multiple copies of a shorter object end to end with no gaps or overlaps.</p> <p>Orders 3 objects by length</p> <p>Compares lengths of 2 objects indirectly by using a third object</p>	<p>Determines the length of an object by laying multiple copies of a shorter object end to end with no gaps or overlaps.</p> <p>Orders 3 objects by length</p>	<p>Determines the length of an object by laying multiple copies of a shorter object end to end with no gaps or overlaps.</p> <p>Orders 3 objects by length</p>	<p>Determine the length of an object by laying multiple copies of a shorter object end to end with no gaps or overlaps.</p> <p>Order 3 objects by length</p>
3rd	<p>Compares the length of 2 objects indirectly by using a third object.</p>	<p>Compares the length of 2 objects indirectly by using a third object.</p>	<p>Compares the length of 2 objects indirectly by using a third object.</p>	<p>Compare the length of 2 or more objects indirectly by using additional objects.</p>

Grade 1 Benchmarks: Math

Tells and writes time				
Trimester	1 Student inaccurately:	2 Student is usually unable to:	3 Student is consistently and accurately:	4 Student always can independently and accurately:
1st				
2nd	Tells and writes times to the hour using analog and digital clocks.	Tells and writes times to the hour using analog and digital clocks .	Tells and writes times to the hour using analog and digital clocks.	Tells and writes times to the hour and half hour using analog and digital clocks.
3rd	Tells and writes times to the hour and half hour using analog and digital clocks.	Tells and writes times to the hour and half hour using analog and digital clocks accurately.	Tells and writes times to the hour and half hour using analog and digital clocks.	Tells and writes time by intervals of 5 minutes using analog and digital clocks.

Grade 1 Benchmarks: Math

Represents and interprets data				
Trimester	1 Student demonstrates limited understanding	2 Student is making progress towards grade level benchmark	3 Student meets grade level benchmarks	4 Student always independently and accurately:
1st	Student inaccurately collects data and answers questions using tally charts with up to 3 categories.	Student is progressing towards collecting data and answering questions using tally charts with up to 3 categories.	Student collects data and answers questions using tally charts with up to 3 categories.	Student always independently and accurately collects data and answers questions using tally charts with more than 3 categories.
2nd	Student inaccurately collects data and answers questions using tally charts and bar graphs.	Student is progressing towards collecting data and answering questions using tally charts and bar graphs.	Student collects data and answers questions using tally charts and bar graphs.	Student always independently and accurately answers questions using tally charts and bar graphs.
3rd	Student inaccurately collects data and answers questions using tally charts and bar graphs. Student makes no comparisons between tally charts and bar graphs.	Student is progressing towards collecting data and answering questions using tally charts and bar graphs. Student makes few comparisons between tally charts and bar graphs.	Student collects data and answers questions using tally charts and bar graphs. Student makes comparisons between tally charts and bar graphs.	Student always independently and accurately collects data and answers questions using tally charts and bar graphs. Student makes comparisons between tally charts and bar graphs.

Grade 1 Benchmarks: Math

Identifies and compares shapes				
Trimester	1 Student demonstrates limited understanding	2 Student is making progress towards grade level benchmark	3 Student meets grade level benchmarks	4 Student can always independently and accurately:
1st				
2nd				
3rd	Student demonstrates limited understanding of identifying shapes and their defining their attributes.	Student is making progress towards identifying shapes by their defining attributes and joining together or taking apart shapes to form other shapes.	Student is able identify shapes and a defining attribute. Student is able to join together or take apart shapes to form other shapes.	Student can always independently and accurately identify shapes and a defining attribute. Student can always independently and accurately join together or take apart shapes to form other shapes.

Grade 1 Benchmarks: Math

Identifies fractional parts of basic shapes				
Trimester	1 Student demonstrates limited understanding	2 Student is making progress towards grade level benchmark	3 Student meets grade level benchmarks	4 Student can always independently and accurately
1st				
2nd				
3rd	Student demonstrates limited understanding of identifying quarters and halves of shapes and portioning them into halves and fourths.	Student is making progress towards identifying quarters and halves of shapes and portioning them into halves and fourths.	Student can identify quarters and halves of shapes and portion them into halves and fourths.	Student can always independently and accurately identify quarters and halves of circle and squares and portion them into halves and fourths.