



Elementary Report Card Grading Benchmarks – Grade 1

Mathematics

1. Operations and Algebraic Thinking: Represents and solves problems involving addition.

1	2	3	4
The student is unable or rarely able to represent and solve problems involving addition.	The student can sometimes, but is not consistently able to, represent and solve problems involving addition.	The student consistently meets grade-level expectations when representing and solving problems involving addition.	The student exceeds grade-level expectations, and is able to apply and extend the representation and solution to problems involving addition.

2. Operations and Algebraic Thinking: Represents and solves problems involving subtraction.

1	2	3	4
The student is unable or rarely able to represent and solve problems involving subtraction.	The student can sometimes, but is not consistently able to, represent and solve problems involving subtraction.	The student consistently meets grade-level expectations when representing and solving problems involving subtraction.	The student exceeds grade-level expectations, and is able to apply and extend the representation and solution to problems involving subtraction.

3. Operations and Algebraic Thinking: Applies properties of operations and an understanding of the relationship between addition and subtraction.

1	2	3	4
The student is unable or rarely able to understand and apply properties of operations and the relationship between addition and subtraction.	The student can sometimes, but is not consistently able to, understand and apply properties of operations and the relationship between addition and subtraction.	The student consistently meets grade-level expectations in the area of understanding and applying properties of operations and the relationship between addition and subtraction.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of understanding and applying properties of operations and the relationship between addition and subtraction.

4. Operations and Algebraic Thinking: Adds to 20.

1	2	3	4
The student is unable or rarely able to demonstrate fluency for addition to 20.	The student can sometimes, but is not consistently able to demonstrate fluency for addition to 20.	The student consistently meets grade-level expectations in the area of demonstrating fluency for addition to 20.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of demonstrating fluency for addition to 20.

5. Operations and Algebraic Thinking: Subtracts within 20.

1	2	3	4
The student is unable or rarely able to demonstrate fluency for subtraction within 20.	The student can sometimes, but is not consistently able to demonstrate fluency for subtraction within 20.	The student consistently meets grade-level expectations in the area of demonstrating fluency for subtraction within 20.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of demonstrating fluency for subtraction within 20.

6. Operations and Algebraic Thinking: Works with addition and subtraction equations.

1	2	3	4
The student is unable or rarely able to work with addition and subtraction equations.	The student can sometimes, but is not consistently able to, work with addition and subtraction equations.	The student consistently meets grade-level expectations in the area of work with addition and subtraction equations.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of work with addition and subtraction equations.

7. Numbers and Operations in Base Ten: Extends the counting sequence.

1	2	3	4
The student is unable or rarely able to extend the counting sequence to 120 starting at any number less than 120.	The student can sometimes, but is not consistently able to, extend the counting sequence to 120 starting at any number less than 120.	The student consistently meets grade-level expectations in the area of extending the counting sequence to 120 starting at any number less than 120.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of the counting sequence beyond 120.

8. Numbers and Operations in Base Ten: Demonstrates understanding of place value.

1	2	3	4
The student is unable or rarely able to understand place value.	The student can sometimes, but is not consistently able to, understand place value.	The student consistently meets grade-level expectations in the area of understanding place value.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of understanding place value.

9. Numbers and Operations in Base Ten: Uses place value understanding and properties of operations to add and subtract.

1	2	3	4
The student is unable or rarely able to use place value understanding and properties of operations to add and subtract.	The student can sometimes, but is not consistently able to, Use place value understanding and properties of operations to add and subtract.	The student consistently meets grade-level expectations in the area of using place value understanding and properties of operations to add and subtract.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of using place value understanding and properties of operations to add and subtract.

10. Measurement and Data: Measure lengths indirectly and by iterating length units.

1	2	3	4
The student is unable or rarely able to measure lengths indirectly and by iterating length units.	The student can sometimes, but is not consistently able to, measure lengths indirectly and by iterating length units.	The student consistently meets grade-level expectations in the area of measuring lengths indirectly and by iterating length units.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of measuring lengths indirectly and by iterating length units.

11. Measurement and Data: Tells and writes time.

1	2	3	4
The student is unable or rarely able to tell and write time.	The student can sometimes, but is not consistently able to, tell and write time.	The student consistently meets grade-level expectations in the area of telling and writing time.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of telling and writing time.

12. Measurement and Data: Represents and interprets data.

1	2	3	4
The student is unable or rarely able to represent and interpret data.	The student can sometimes, but is not consistently able to, represent and interpret data.	The student consistently meets grade-level expectations in the area of representing and interpreting data.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of representing and interpreting data.

13. Geometry: Identifies shapes and their attributes.

1	2	3	4
The student is unable or rarely able to identify shapes and their attributes.	The student can sometimes, but is not consistently able to, identify shapes and their attributes.	The student consistently meets grade-level expectations in the area of identifying shapes and their attributes.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of identifying shapes and their attributes.

14. Geometry: Reasons with solid shapes and their attributes.

1	2	3	4
The student is unable or rarely able to reason with solid shapes and their attributes.	The student can sometimes, but is not consistently able to, reason with solid shapes and their attributes.	The student consistently meets grade-level expectations in the area of reasoning with solid shapes and their attributes.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of reasoning with solid shapes and their attributes.

15. Mathematical Reasoning: Reasons abstractly and quantitatively.

1	2	3	4
The student is unable or rarely able to reason abstractly and quantitatively.	The student can sometimes, but is not consistently able to, reason abstractly and quantitatively.	The student consistently meets grade-level expectations in the area of reasoning abstractly and quantitatively.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of reasoning abstractly and quantitatively.

16. Mathematical Reasoning: Looks for and makes use of structure.

1	2	3	4
The student is unable or rarely able to look for and make use of structure.	The student can sometimes, but is not consistently able to, look for and make use of structure.	The student consistently meets grade-level expectations in the area of looking for and making use of structure.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of looking for and making use of structure.

17. Mathematical Reasoning: Looks for and expresses regularity in repeated reasoning.

1	2	3	4
The student is unable or rarely able to look for an express regularity in repeated reasoning.	The student can sometimes, but is not consistently able to, look for an express regularity in repeated reasoning.	The student consistently meets grade-level expectations in the area of looking for and expressing regularity in repeated reasoning.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of looking for and expressing regularity in repeated reasoning.