Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

FLUENCY
Essential Standard: Uses efficient mental strategies to add and subtract within 10

Essential Standard/Student Demonstration:
1.OA.6. Add and subtract to 20 demonstrating fluency for addition and subtraction **within 10**. Use mental strategies such as counting on, making ten (e.g., 8+6=8+2+4=10+4=14, decomposing a number leading to a ten (e.g., 13-4=13-3-1=10-1=9, using the relationship between addition and subtraction (e.g., knowing that 8+4=12, one knows 12-8=4); and creating equivalent but easier or known sums (e.g., adding 6+7 by creating the known equivalent 6+6+1 = 12+1 =13

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to use efficient mental strategies to add within 10.
Consistent Progress toward Standard (C)	With prompting and support, uses some efficient mental strategies to add within 10 (such as counting on, using doubles)
Meeting Standard (M)	Uses some efficient mental strategies to add within 10 (such as counting on, using doubles).
Exceeding Standard (E)	Uses a variety of mental strategies to add and subtract within 10.

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Uses some efficient mental strategies to add within 10 (such as counting on and using doubles)
Consistent Progress toward Standard (C)	With prompting and support, uses a variety of efficient mental strategies to add within 10.
Meeting Standard (M)	Uses a variety of efficient mental strategies to add and subtract within 10.
Exceeding Standard (E)	Uses every efficient mental strategy to add and subtract within 10.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Uses some efficient mental strategies to add and subtract within 10 (such as counting on and using doubles)
Consistent Progress toward Standard (C)	With prompting and support, uses a variety of efficient mental strategies to add and subtract within 10.
Meeting Standard (M)	Uses every efficient mental strategy to add and subtract within 10.
Exceeding Standard (E)	Uses every efficient mental strategy to add and subtract within 10 and is able to use some efficient mental strategies to add and subtract within 20.

FLUENCY
Essential Standard: Mentally adds and subtracts 10 from a given two-digit number

Essential Standard/Student Demonstration:
1 NBT.5. Given a two digit number, mentally finds 10 more or 10 less than the number without having to count; explain the reasoning used.

First Trimester: Benchmarks
Not assessed during this trimester

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to mentally add 10 to any given 2-digit number.
Consistent Progress toward Standard (C)	With prompting and support, mentally adds 10 to any given 2-digit number.
Meeting Standard (M)	Mentally adds 10 to any given 2-digit number.
Exceeding Standard (E)	Mentally adds and subtracts 10 when given any 2-digit number.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Able to mentally add 10 to any given 2-digit number.
Consistent Progress toward Standard (C)	With prompting and support, mentally adds and subtracts 10 to any given 2-digit number.
Meeting Standard (M)	Mentally adds and subtracts 10 when given any 2-digit number.
Exceeding Standard (E)	Mentally adds and subtracts 10 when given any 2-digit number and some 3-digit numbers.

OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Represents and solves all word problem situations involving addition and subtraction within 20

Essential Knowledge Outcome:
Students understand addition and subtraction through modeling and manipulation of objects and apply these skills to solve problems.

Essential Standard/Student Demonstration:
1.OA. 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.2. Solve word problems that call for addition of 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.

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to represent and solve "add to" word problem situations within 10.
Consistent Progress toward Standard (C)	With prompting and support, represents and solves "add to" word problem situations within 10.
Meeting Standard (M)	Represents and solves "add to" word problem situations within 10.
Exceeding Standard (E)	Represents and solves all "add to" word problems situations within 20.

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Able to represent and solve "add to" word problem situations within 10.
Consistent Progress toward Standard (C)	With prompting and support, represents and solves "add to," "take from", "putting together" and "taking apart" word problem situations within 10.
Meeting Standard (M)	Represents and solves all "add to", "take from", "putting together" and "taking apart" word problems situations within 10.
Exceeding Standard (E)	Represents and solves all word problem situations within 20.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Represents and solves "add to" and "take from" word problem situations within 10.
Consistent Progress toward Standard (C)	With prompting and support, represents and solves most word problem types within 20.
Meeting Standard (M)	Represents and solves all word problem situations within 20.
Exceeding Standard (E)	Represents and solves word problem situations beyond 20.

OPERATIONS AND ALGEBRAIC THINKING
Essential Standard: Uses a variety of strategies to add and subtract within 20.

Essential Standard/Student Demonstration:
1.OA. 3. Apply properties of operations as strategies to add and subtract.
1.OA.4. Understand subtraction as an unknown addend problem. For example, subtract 10-8 by finding the number that makes 10 when added to 8.
1.OA. 5. Relate counting to addition and subtraction (e.g. by counting 2 to add 2).
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	Able to use strategies to add within 5. Does not see the relationship between counting and addition.
Consistent Progress toward Standard (C)	With prompting and support, uses a few strategies to add within 10. May or may not relate counting to addition.
Meeting Standard (M)	Uses a variety of strategies to add within 10. Relates counting to addition.
Exceeding Standard (E)	Uses a variety of strategies to add and subtract within 10. Relates counting to addition and subtraction.

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Able to use strategies to add within 10. May or may not relate counting to addition.
Consistent Progress toward Standard (C)	With prompting and support, uses a few strategies to add and subtract within 10. Relates counting to addition and subtraction.
Meeting Standard (M)	Uses a variety of strategies to add and subtract within 10. Relates counting to addition and subtraction.
Exceeding Standard (E)	Uses a variety of strategies to add and subtract within 20. Relates counting to addition and subtraction.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Able to use strategies to add and subtract within 10. May or may not relate counting to addition and subtraction..
Consistent Progress toward Standard (C)	With prompting and support, uses a few strategies to add and subtract within 20. Relates counting to addition and subtraction.
Meeting Standard (M)	Uses a variety of strategies to add and subtract within 20. Relates counting to addition and subtraction.
Exceeding Standard (E)	Uses a variety of strategies to add and subtract beyond 20. Relates counting to addition and subtraction.

OPERATIONS AND ALGEBRAIC THINKING
Essential Standard: Understands the meaning of the equal sign

Essential Knowledge Outcome:
Students work with addition and subtraction equations and make sense of how they work.

Essential Standard/Student Demonstration:
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating 3 whole numbers. For example determine the unknown number that makes the equation true in each of the equations 8+?=11, 5=?-3, 6+6=

First Trimester: Benchmarks
Not assessed in this trimester

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to understand the meaning of the equal sign. Unable to determine whether addition equations are true or false.
Consistent Progress toward Standard (C)	With prompting and support, understands the meaning of the equal sign in addition equations. May or may not be able to determine whether addition equations are true or false.
Meeting Standard (M)	Understands the meaning of the equal sign in addition equations and can determine whether addition equations are true or false.
Exceeding Standard (E)	Understands the meaning of the equal sign in addition and subtraction equations and can determine whether addition equations are true or false.

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Understands the meaning of the equal sign in addition equations. May or may not be able to determine whether addition equations are true or false.
Consistent Progress toward Standard (C)	With prompting and support, understands the meaning of the equal sign in addition and subtraction equations. Able to determine whether addition equations are true. May or may not be able to determine whether subtraction equations are true.
Meeting Standard (M)	Understands the meaning of the equal sign in addition and subtraction equations and can determine whether addition and subtraction equations are true or false.
Exceeding Standard (E)	Understands the meaning of the equal sign in addition and subtraction equations and can determine whether addition and subtraction equations are true or false. Able to explain using a variety of strategies.

NUMBER AND OPERATIONS IN BASE 10
Essential Standard: Reads, writes and represents numbers to 120 (tri.1 40, tri.2 100, tri.3 120)

Essential Standard/Student Demonstration:
1.NBT.1. Counts to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral.

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	Able to read, write and represent numbers to 20.
Consistent Progress toward Standard (C)	With prompting and support, reads, writes and represents numbers to 40.
Meeting Standard (M)	Reads, writes and represents numbers to 40.
Exceeding Standard (E)	Reads, writes, and represents numbers beyond 40.

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Able to read, write and represent numbers to 40.
Consistent Progress toward Standard (C)	With prompting and support, reads, writes and represents numbers to 100.
Meeting Standard (M)	Reads, writes and represents numbers to 100.
Exceeding Standard (E)	Reads, writes, and represents numbers beyond 100.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Able to read, write and represent numbers to 100.
Consistent Progress toward Standard (C)	With prompting and support, reads, writes and represents numbers to 120.
Meeting Standard (M)	Reads, writes and represents numbers to 120.
Exceeding Standard (E)	Reads, writes, and represents numbers beyond 120.

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

NUMBER AND OPERATIONS IN BASE 10
Essential Standard: Understands that 10 ones form a new unit called a 'ten'

Essential Standard/Student Demonstration:

1.NBT.2a. Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special situations:
a. 10 can be thought of as a bundle of ten ones—called a "ten."

First Trimester: Benchmarks
Not assessed in this trimester

Second Trimester: Benchmarks
Not assessed in this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to understand that 10 ones form a new unit called a "ten".
Consistent Progress toward Standard (C)	With prompting and support, understands that 10 ones form a new unit called a "ten".
Meeting Standard (M)	Understands that 10 ones form a new unit called a "ten".
Exceeding Standard (E)	Understands that 10 tens form a new unit called a "hundred".

NUMBER AND OPERATIONS IN BASE 10
Essential Standard: Understands that two-digit numbers can be decomposed into tens and ones.

Essential Standard/Student Demonstration:

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

First Trimester: Benchmarks
Not assessed in this trimester

Second Trimester: Benchmarks
Not assessed in this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to understand that the two digits of a two-digit number can be decomposed into tens and ones.
Consistent Progress toward Standard (C)	With prompting and support, understands that the two digits of a two-digit number can be decomposed into tens and ones.
Meeting Standard (M)	Understands that the two digits of a two-digit number can be decomposed into tens and ones.
Exceeding Standard (E)	Understands that the three digits of a three-digit number can be decomposed into hundreds, tens and ones and tens and ones.

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

NUMBER AND OPERATIONS IN BASE 10
Uses place value understanding to compare two digit numbers

Essential Standard/Student Demonstration:
1. NBT.3. Compares two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols <, =, and >.

First Trimester: Benchmarks
Not assessed during this trimester

Second Trimester: Benchmarks
Not assessed during this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Able to compare single digit numbers. May or may not correctly record the results using >, <, =
Consistent Progress toward Standard (C)	With prompting and support, uses place value understanding to compare two-digit numbers. May or may not correctly record the results using >,<, =
Meeting Standard (M)	Uses place value understanding to compare two-digit numbers and correctly records the results using <, >, =
Exceeding Standard (E)	Uses place value understanding to compare three-digit numbers and correctly records the results using <, >, =

NUMBER AND OPERATIONS IN BASE 10
Essential Standard: Uses place value understanding to compute sums within 100

Essential Standard/Student Demonstration:
1. NBT. 4. Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and /or the relationships between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understands that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

First Trimester: Benchmarks
Not assessed during this trimester

Second Trimester: Benchmarks
Not assessed this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Uses place value understanding to compute sums within 30 involving two-digit numbers with one-digit numbers. May or may not be able to compute sums of two-digit numbers with a multiple of ten.
Consistent Progress toward Standard (C)	With prompting and support, uses place value understanding to compute sums within 100 involving two-digit numbers with one-digit numbers. May or may not be able to compute sums of two-digit numbers with a multiple of ten.

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Meeting Standard (M)	Uses place value understanding to compute sums within 100 involving two-digit numbers with one-digit numbers and two-digit numbers with a multiple of ten.
Exceeding Standard (E)	Uses place value understanding to compute sums within 100 involving any two, two-digit numbers and three-digit numbers with a multiple of 10.

MEASUREMENT AND DATA

Essential Knowledge outcome: *Students understand how to collect, represent, analyze, and interpret data gathered using a variety of tools.*

MEASUREMENT AND DATA
Essential Standard: Compares the length of objects directly and indirectly (by using a third object.*); Orders a set of objects by length*

Essential Standard/Student Demonstration:

1.MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

First Trimester: Benchmarks
Not assessed during this trimester

First Trimester: Benchmarks
Not assessed during this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Compares the length of two objects directly; orders at least two objects by length. May or may not be able to indirectly order two objects by using a third object.
Consistent Progress toward Standard (C)	With prompting and support, compares the length of two objects directly; orders a set of three objects by length. May or may not be able to indirectly order two objects by using a third object.
Meeting Standard (M)	Compares the length of two objects directly and indirectly (by using a third object); orders a set of three objects by length.
Exceeding Standard (E)	Compares the length of more than two objects directly and indirectly (by using an additional object); orders multiple objects by length.

MEASUREMENT AND DATA
Essential Standard: Determines length measurement.

Essential Standard/Student Demonstration:
1. MD. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length unit measurement of an object is the number of same size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

First Trimester: Benchmarks
Not assessed during this trimester

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Second Trimester: Benchmarks
Not assessed during this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to correctly and consistently determine length measurement using whole numbers.
Consistent Progress toward Standard (C)	With prompting and support, determines length measurement using whole numbers.
Meeting Standard (M)	Determines length measurement using whole numbers.
Exceeding Standard (E)	Determines length measurement using wholes and halves.

MEASUREMENT AND DATA
Essential Standard: Tell and write time in hours and half hours using analog and digital clocks.

Essential Standard/Student Demonstration:
1.MD. 3. Tell and write time in hours and half-hours using analog and digital clocks.

First Trimester: Benchmarks
Not assessed in this trimester

Second Trimester: Benchmarks
Not assessed in this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Tells and writes time in hours and half hours using digital clocks. Tells and writes time in hours using analog clocks.
Consistent Progress toward Standard (C)	With prompting and support, tells and writes time in hours using analog and digital clocks. May or may not be able to tell and write time in half hours using both digital and analog clocks.
Meeting Standard (M)	Tells and writes time in hours and half-hours using analog and digital clocks.
Exceeding Standard (E)	Tells and writes time in hours, half hours and quarter hours using analog and digital clocks.

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

MEASUREMENT AND DATA
Essential Standard: Represent and interpret data

Essential Standard/Student Demonstration:
1.MD 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

First Trimester: Benchmarks
Not assessed in this trimester

Second Trimester: Benchmarks
Not assessed in this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Organizes and represents data with up to three categories. Unable to interpret the data or ask and answer questions about the data.
Consistent Progress toward Standard (C)	With prompting and support, organizes and represents data with up to three categories; asks and answers questions about the total number of data points and how many in each category. May or may not be able to interpret data or ask and answer questions about how many more or less are in one category than in another.
Meeting Standard (M)	Organizes, interprets and represents data with up to three categories; asks and answers questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Exceeding Standard (E)	Organizes, interprets and represents data with more than three categories; asks and answers questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

MEASUREMENT AND DATA
Essential Standard: Solves word problems involving quarters, dimes, nickels, and pennies (up to $1.00), using appropriate notation (¢)

Essential Standard/Student Demonstration:
1.MD.5. Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., 69¢). Use the values of coins in the solutions of problems (up to 100¢)

First Trimester: Benchmarks
Not assessed in this trimester

Second Trimester: Benchmarks
Not assessed in this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to solve word problems involving the U.S. coins (up to $1.00). May or may not be able to use appropriate notation (69¢). Knows the names and values of some coins.

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Consistent Progress toward Standard (C)	With prompting and support, solves word problems involving some of the U.S. coins (up to $1.00). May or may not be able to use appropriate notation (69¢). Knows the names and values of all U.S. coins. May or may not be able to compare all coins or find equivalent values for all coins.
Meeting Standard (M)	Solves word problems involving quarters, dimes, nickels and pennies (up to $1.00), using appropriate notation (69¢). Knows the names and values of all U.S. coins, can compare them and can find equivalent values.
Exceeding Standard (E)	Solves word problems involving dollar bills, quarters, dimes, nickels and pennies (beyond $1.00), using appropriate notation (69¢; $1.92). Knows the names of all U.S. coins, can compare them and can find equivalent values in multiple ways.

GEOMETRY

Essential Knowledge outcome: *Students understand, explain and apply the properties and relationships among and between geometric figures to appreciate the importance of geometry in our world.*

GEOMETRY
Essential Standard: Recognizes and draws shapes having specified attributes.

Essential Standard/Student Demonstration:
1.G. 1 . Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape
*students do not need to learn the formal names such as right rectangular prism

First Trimester: Benchmarks
Not assessed in this trimester

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Recognizes and draws a couple of 2-dimensional shapes using non-defining and defining attributes. (rectangles, squares, trapezoids, triangles, half circles and quarter circles). May or may not be able to compose 2-dimensional shapes to create a composite shape and compose new shapes from a composite shape.
Consistent Progress toward Standard (C)	With prompting and support, recognizes and draws some 2-dimensional shapes using defining attributes. (rectangles, squares, trapezoids, triangles, half circles and quarter circles). May or may not be able to compose 2-dimensional shapes to create a composite shape and compose new shapes from a composite shape.
Meeting Standard (M)	Recognizes and draws 2-dimensional shapes using defining attributes. (rectangles, squares, trapezoids, triangles, half circles and quarter circles). Composes 2-dimensional shapes to create a composite shape and compose new shapes from a composite shape.
Exceeding Standard (E)	Recognizes and draws 2 and 3-dimensional shapes using defining attributes. Composes 2 and 3-dimensional shapes to create a composite shape and compose new shapes from a composite shape. (rectangles, squares, trapezoids, triangles, half circles and quarter circles) (cubes, right rectangular prisms, right circular cones, and right circular cylinders).

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to distinguish between defining attributes versus non defining attributes; build and draw 2 and 3 dimensional shapes that possess defining attributes.
Consistent Progress toward Standard (C)	With prompting and support distinguishes between defining attributes versus non defining attributes, builds and draws 2 and 3 dimensional shapes that possess defining attributes.
Meeting Standard (M)	Independently distinguishes between defining attributes versus non defining attributes; builds and draws 2 and 3 dimensional shapes that possess defining attributes. Independently composes three dimensional shapes to create a composite shape and compose new shapes from the composite shape**.**
Exceeding Standard (E)	Evaluate and compare 2 and 3 dimensional shapes by attributes and explain.

GEOMETRY
Essential Standard: Partition circles and rectangles into two and four equal shares

Essential Standard/Student Demonstration:
1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

First Trimester: Benchmarks
Not assessed during this trimester

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Inconsistently partitions circles and rectangles into two equal shares. Unable to use the words "halves" or the phrase "half of".
Consistent Progress toward Standard (C)	With prompting and support, partitions circles and rectangles into two equal shares. May or may not be able to use the word halves or the phrase "half of".
Meeting Standard (M)	Partitions circles and rectangles into two equal shares using the word halves and the phrase "half of".
Exceeding Standard (E)	Partitions circles and rectangles into two and four equal shares using the word halves, fourths and quarters and the phrases "half of", "a fourth of" and "a quarter of".

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Partitions circles and rectangles into two equal shares. May or may not be able to use the word "halves" or the phrase "half of".
Consistent Progress toward Standard (C)	With prompting and support, partitions circles and rectangles into two and four equal shares. May or may not be able to use the words halves, fourths and quarters and the phrases "half of", "a fourth of" and "a quarter of".
Meeting Standard (M)	Partitions circles and rectangles into two and four equal shares using the word halves, fourths and quarters and the phrases "half of", "a fourth of" and "a quarter of".
Exceeding Standard (E)	Partitions shapes into two and four equal shares using the words halves, fourths, quarters and the phrases "half of", "a fourth of" and "a quarter of". May be able to also partition some shapes into three equal shares using the word thirds and the phrase " a third of".