

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

### OPERATIONS AND ALGEBRIC THINKING

#### Essential Standard: Solves addition word problems

#### 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.

MA.9- Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.

#### First Trimester: Benchmarks

Not assessed in this trimester

#### Second Trimester: Benchmarks

Warning (1)	Unable to uses addition <b>to 10</b> to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings, and simple equations with a symbol for the unknown. Solves word problems that call for addition of 3 whole numbers whose sum is less than 10.
Needs Improvement (2)	With prompting and support uses addition <b>to 10</b> to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings, and simple equations with a symbol for the unknown. Solves word problems that call for addition of 3 whole numbers whose sum is less than 10.
Proficient (3)	Independently uses addition <b>to 10</b> to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings, and simple equations with a symbol for the unknown. Solves word problems that call for addition of 3 whole numbers whose sum is less than 10.
Advanced (4)	Applies knowledge of addition to solve and explain complex word problems and equations involving 2 or 3 whole numbers.

#### Third Trimester: Benchmarks

Warning (1)	Unable to uses addition <b>to 20</b> to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings, and simple equations with a symbol for the unknown. Solves word problems that call for addition of 3 whole numbers whose sum is less than 10.
Needs Improvement (2)	With prompting and support, uses addition <b>to 20</b> to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings, and simple equations with a symbol for the unknown. Solves word problems that call for addition of 3 whole numbers whose sum is less than 10.
Proficient (3)	Independently uses addition <b>to 20</b> to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings, and simple equations with a symbol for the unknown. Solves word problems that call for addition of 3 whole numbers whose sum is less than 10.
Advanced (4)	Applies knowledge of addition to solve and explain complex word problems and equations involving three whole numbers

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

### OPERATIONS AND ALGEBRIC THINKING

**Essential Standard: Solves subtraction word problems**

#### 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.

MA.9- Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.

#### First Trimester: Benchmarks

	Not assessed in this trimester
--	--------------------------------

#### Second Trimester: Benchmarks

Warning (1)	Unable to use subtraction up <b>to 10</b> to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings, and simple equations with a symbol for the unknown
Needs Improvement (2)	With prompting and support uses subtraction up <b>to 10</b> to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings, and simple equations with a symbol for the unknown
Proficient (3)	Independently uses subtraction up <b>to 10</b> to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings, and simple equations with a symbol for the unknown in all positions
Advanced (4)	Applies knowledge of subtraction to solve and explain complex word problems and equations

#### Third Trimester: Benchmarks

Warning (1)	Unable to use subtraction up <b>to 20</b> to solve word problems involving situations of taking from, taking apart, and comparing; using manipulatives, drawings, and simple equations with a symbol for the unknown
Needs Improvement (2)	With teacher prompting and support uses subtraction up <b>to 20</b> to solve word problems involving situations of taking from, taking apart, and comparing; using manipulatives, drawings, and simple equations with a symbol for the unknown
Proficient (3)	Independently uses subtraction up <b>to 20</b> to solve word problems involving situations of taking from, taking apart, and comparing; using manipulatives, drawings, and simple equations with a symbol for the unknown in all positions
Advanced (4)	Applies knowledge of subtraction to solve and explain complex word problems and equations.

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

### OPERATIONS AND ALGEBRIC THINKING

**Essential Standard: Determines the unknown number in equations**

#### 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.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.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

Warning (1)	Unable to determine the unknown number that makes the equation true. Understands subtraction as an unknown addend problem.
Needs Improvement (2)	With prompting and support determines the unknown number that makes the equation true. Understands subtraction as an unknown addend problem.
Proficient (3)	Independently determines the unknown number that makes the equation true. Understands subtraction as an unknown addend problem.
Advanced (4)	Applies the unknown number strategy to solve complex problems.

#### Third Trimester: Benchmarks

Warning (1)	Unable to determine the unknown number that makes the equation true. Understands subtraction as an unknown addend problem.
Needs Improvement (2)	With prompting and support determines the unknown number that makes the equation true. Understands subtraction as an unknown addend problem.
Proficient (3)	Independently determines the unknown number that makes the equation true. Understands subtraction as an unknown addend problem.
Advanced (4)	Applies the unknown number strategy to solve complex problems.

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

### Math

**Essential Standard: Applies properties of operations as strategies to add and subtract**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.OA. 3. Apply properties of operations as strategies to add and subtract.  
 1.OA. 5. Relate counting to addition and subtraction (e.g. by counting 2 to add 2).

#### First Trimester: Benchmarks

Warning (1)	Unable to solve addition problems by applying commutative and associative property of addition. Does not relate counting to addition and subtraction.
Needs Improvement (2)	With prompting and support solves addition problems by applying commutative and associative property of addition. Relates counting to addition and subtraction.
Proficient (3)	Independently solves addition problems by applying commutative and associative property of addition. Relates counting to addition and subtraction.
Advanced (4)	Consistently applies properties of operations to solve and explain complex problems.

#### Second Trimester: Benchmarks

	Not assessed in this trimester.
--	---------------------------------

#### Third Trimester: Benchmarks

	Not assessed in this trimester
--	--------------------------------

### Math

**Essential Standard: Adds within 20 demonstrating fluency to 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

	Not assessed in this trimester
--	--------------------------------

#### Second Trimester: Benchmarks

	Not assessed in this trimester.
--	---------------------------------

#### Third Trimester: Benchmarks

Warning (1)	Unable to add and subtracts to 20 demonstrating fluency <b>to 10.</b>
Needs Improvement (2)	With prompting and support adds and subtracts to 20 demonstrating fluency <b>to 10.</b>
Proficient (3)	Independently adds and subtracts to 20 demonstrating fluency <b>to 10.</b>
Advanced (4)	Fluently solves addition and subtraction facts and explains strategy used.

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

### Math

**Essential Standard: Subtracts within 20 demonstrating fluency from 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

	Not assessed in this trimester
--	--------------------------------

#### Second Trimester: Benchmarks

	Not assessed in this trimester
--	--------------------------------

#### Third Trimester: Benchmarks

Warning (1)	Unable to fluently solve subtraction facts <b>from 10</b>
Needs Improvement (2)	With prompting and support subtracts from 20 demonstrating fluency <b>to 10</b> .
Proficient (3)	Independently subtracts from 20 demonstrating fluency <b>to 10</b> .
Advanced (4)	Fluently solves subtraction facts and explains strategy used.

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

### Math

**Essential Standard: Understands the equal sign and tells if an equation is true or false**

#### 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. *For example, which of the following equations are true and which are false?  $6=6$ ,  $7=8-1$ ,  $5+2=2+5$ ,  $4+1=5+2$*

First Trimester: Benchmarks	
Warning (1)	Unable to understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
Needs Improvement (2)	With prompting and support understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false.
Proficient (3)	Independently understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false.
Advanced (4)	

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
	Not assessed in this trimester

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

### Math

**Essential Standard: Counts to 120 starting at any number and reads, writes and represents numerals to: tri.1 40, tri.2 80, 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

Warning (1)	Unable to: counts to 120. Unable to read and write numerals and represents a number of objects (to 40) with a written numeral.
Needs Improvement (2)	With prompting and support: counts to 120. Reads and writes numerals and represents a number of objects (to 40) with a written numeral.
Proficient (3)	Independently counts to 120. Reads and writes numerals and represents a number of objects (to 40) with a written numeral.
Advanced (4)	

#### Second Trimester: Benchmarks

Warning (1)	Unable to: counts to 120. Unable to read and write numerals and represents a number of objects (to 80) with a written numeral.
Needs Improvement (2)	With prompting and support: counts to 120. Reads and writes numerals and represents a number of objects (to 80) with a written numeral.
Proficient (3)	Independently counts to 120. Reads and writes numerals and represents a number of objects (to 80) with a written numeral.
Advanced (4)	

#### Third Trimester: Benchmarks

Warning (1)	Unable to: counts to 120. Unable to read and write numerals and represents a number of objects (to 120) with a written numeral.
Needs Improvement (2)	With prompting and support: counts to 120. Reads and writes numerals and represents a number of objects (to 120) with a written numeral.
Proficient (3)	Independently counts to 120. Reads and writes numerals and represents a number of objects (to 120) with a written numeral.
Advanced (4)	

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

Math

**Essential Standard: Understands place value**

### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.NBT.2. Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special situations:
- 10 can be thought of as a bundle of ten ones—called a “ten.”
  - The numbers from 11-19 are composed of a ten and one, two, three, up to nine ones.
  - The numbers 10,20,30-90 refer to one, two ,three—nine tens.(and 0 ones)

First Trimester: Benchmarks

Not assessed in this trimester

Second Trimester: Benchmarks

Warning (1)	Unable to understand that the two digits (of a two-digit number) represent amounts of tens and ones.
Needs Improvement (2)	With prompting and support understands that the two digits (of a two-digit number) represent amounts of tens and ones.
Proficient (3)	Independently understands that the two digits (of a two-digit number) represent amounts of tens and ones.
Advanced (4)	Independently applies place value knowledge in situations involving more than two digit numbers

Third Trimester: Benchmarks

Not assessed in this trimester

Math

**Compares two 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

Warning (1)	Unable to compare two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols $<$ , $=$ , and $>$ .
Needs Improvement (2)	With prompting and support compares two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols $<$ , $=$ , and $>$ .
Proficient (3)	Independently compares two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols $<$ , $=$ , and $>$ .
Advanced (4)	Independently compares more than two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols $<$ , $=$ , and $>$ .

Third Trimester: Benchmarks

Not assessed during this trimester



# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

### Math

**Essential Standard: Adds a one digit number to a two digit number up to 100 with an understanding of place value**

#### 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

Warning (1)	Unable to add a one digit number to a two digit number up to 100 with an understanding that sometimes it is necessary to compose a ten.
Needs Improvement (2)	With prompting and support, adds a one digit number to a two digit number up to 100 with an understanding that sometimes it is necessary to compose a ten.
Proficient (3)	Independently adds a one digit number to a two digit number up to 100 with an understanding that sometimes it is necessary to compose a ten and can explain the strategy used.
Advanced (4)	

#### Third Trimester: Benchmarks

Not assessed this trimester

### Math

**Essential Standard: Mentally finds 10 more or 10 less than a 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

#### Second Trimester: Benchmarks

Warning (1)	Unable to mentally find 10 more and 10 less than a number.
Needs Improvement (2)	With prompting and support mentally finds 10 more and 10 less than a number.
Proficient (3)	Independently finds 10 more and 10 less than a number (mentally), and explains the reasoning used.
Advanced (4)	

#### Third Trimester: Benchmarks

Not assessed this trimester

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

Math

**Essential Standard: Subtracts multiples of 10 up to 90**

### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.NBT.6, Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), uses concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Warning (1)	Unable to subtract multiples of 10 up to 90
Needs Improvement (2)	With prompting and support subtracts multiples of 10 up to 90
Proficient (3)	Independently subtracts multiples of 10 in the range of 10- 90 and explains the reasoning used.
Advanced (4)	

#### Third Trimester: Benchmarks

Not assessed during this trimester

## MEASUREMENT AND DATA

**ESSENTIAL KNOWLEDGE OUTCOME:** Students understand how to collect, represent, analyze, and interpret data gathered using a variety of tools.

Math

**Essential Standard: Measure by comparison and same size length units.**

### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

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

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

Warning (1)	Unable to order three objects by length and express the length of an object as a whole number of length units
Needs Improvement (2)	With prompting and support orders three objects by length and expresses the length of an object as a whole number of length units
Proficient (3)	Independently orders three objects by length; expresses the length of an object as a whole number of length units
Advanced (4)	Applies understanding of various units of measurement in problem solving.

#### Second Trimester: Benchmarks

Not assessed during this trimester

#### Third Trimester: Benchmarks

Not assessed during this trimester

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

<b>Math</b>
<b>Essential Standard: Tell and write time.</b>

### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1. MD. 3. Tell and write time in hours and half-hours using analog and digital clocks.

<b>First Trimester: Benchmarks</b>	
	Not assessed in this trimester

<b>Second Trimester: Benchmarks</b>	
	Not assessed in this trimester

<b>Third Trimester: Benchmarks</b>	
Warning (1)	Unable to tell and write time in hours and half hours using analog and digital clocks
Needs Improvement (2)	With prompting and support tells and writes time in hours and half hours using analog and digital clocks.
Proficient (3)	Independently tells and writes time in hours and half-hours using analog and digital clocks.
Advanced (4)	Demonstrates knowledge of the time concepts through problem solving and well developed explanations.

<b>Math</b>
<b>Essential Standard: Organize, represent and interpret data</b>

### 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

<b>First Trimester: Benchmarks</b>	
Warning (1)	Unable to: organize, interpret and represent 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
Needs Improvement (2)	With prompting and support: 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
Proficient (3)	Independently 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
Advanced (4)	

<b>Second Trimester: Benchmarks</b>	
	Not assessed in this trimester

<b>Third Trimester: Benchmarks</b>	
	Not assessed in this trimester

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

### Math

**Essential Standard: Identifies and tells the value of all U.S. coins and solves problems**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.MA.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 5 pennies). Use appropriate notation (e.g.69¢). Use the values of coins in the solutions of problems

#### First Trimester: Benchmarks

	Not assessed in this trimester
--	--------------------------------

#### Second Trimester: Benchmarks

	Not assessed in this trimester
--	--------------------------------

#### Third Trimester: Benchmarks

Warning (1)	Unable to identify the values of all U.S. coins and know their comparative values. Unable to finds equivalent values and uses appropriate notation (69¢). Does not use the values of coins in the solutions of problems.
Needs Improvement (2)	With prompting and support identifies the values of all U.S. coins and knows their comparative values. Finds equivalent values and uses appropriate notation (69¢). Uses the values of coins in the solutions of problems.
Proficient (3)	Independently identifies the values of all U.S. coins and knows their comparative values. Finds equivalent values and uses appropriate notation (69¢). Uses the values of coins in the solutions of problems.
Advanced (4)	

### 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.

### Math

**Essential Standard: Describe attributes of shapes**

#### 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 or three- dimensional shapes 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

Warning (1)	Unable to distinguish between defining attributes versus non defining attributes; build and draw 2 dimensional shapes that possess defining attributes.
Needs Improvement (2)	With prompting and support distinguishes between defining attributes versus non defining attributes, builds and draws 2 dimensional shapes that possess defining attributes.
Proficient (3)	Independently distinguishes between defining attributes versus non defining attributes; builds and draws 2 dimensional shapes that possess defining attributes.
Advanced (4)	Evaluate and compare 2 dimensional shapes by attributes and explain.

#### Second Trimester: Benchmarks

	Not assessed in this trimester
--	--------------------------------

#### Third Trimester: Benchmarks

Warning (1)	Unable to distinguish between defining attributes versus non defining attributes; build and draw 3 dimensional shapes that possess defining attributes.
Needs Improvement (2)	With prompting and support distinguishes between defining attributes versus non defining attributes, builds and draws 3 dimensional shapes that possess defining attributes.

# Grade 1 Scoring Rubric/Curriculum Guide

## Mathematics – First Grade

Proficient (3)	Independently distinguishes between defining attributes versus non defining attributes; builds and draws 3 dimensional shapes that possess defining attributes.
Advanced (4)	Evaluate and compare 3 dimensional shapes by attributes and explain.

Proficient (3)	Independently composes three dimensional shapes to create a composite shape and compose new shapes from the composite shape.
Advanced (4)	Compare, contrast and explain the new shapes composed

	of. Understands for these examples that decomposing into more equal shares creates smaller shares.
Advanced (4)	

<b>Second Trimester: Benchmarks</b>
Not assessed during this trimester

<b>Third Trimester: Benchmarks</b>
Not assessed during this trimester

### Math

#### **Essential Standard: Partition circles and rectangles into halves and fourths**

#### **ESSENTIAL STANDARD/STUDENT DEMONSTRATION:**

1.G.3. Partition circles and rectangles into two and four equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Understand for these examples that decomposing into more equal shares creates smaller shares.

<b>First Trimester: Benchmarks</b>	
Warning (1)	Unable to partition circles and rectangles into two and four equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Unable to understand for these examples that decomposing into more equal shares creates smaller shares.
Needs Improvement (2)	With prompting and support partitions circles and rectangles into two and four equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. With support understands for these examples that decomposing into more equal shares creates smaller shares
Proficient (3)	Independently partitions circles and rectangles into two and four equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter