

**Bloomfield Public Schools**  
**Benchmark Rubrics – First Grade**

**LANGUAGE ARTS LITERACY: Reading**

Reads independently				
Trimester	<b>N – needs support</b>	<b>A – approaching standard</b>	<b>M – meets standard</b>	<b>E – exceeds standard</b>
1 <sup>st</sup>	Student has achieved reading success at Level B or below.	Student has achieved reading success at Level C-D.	Student has achieved reading success at Level E-F.	Student has achieved reading success at Level G or above.
2 <sup>nd</sup>	Student has achieved reading success at Level E or below.	Student has achieved reading success at level F-G.	Student has achieved reading success at Level H-I.	Student has achieved reading success at level J or above.
3 <sup>rd</sup>	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-J.	Student has achieved reading success at Level K or above.
<i>Reading Level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA)</i>				

Demonstrates stamina during independent reading				
Trimester	<b>N – needs support</b>	<b>A – approaching standard</b>	<b>M – meets standard</b>	<b>E – exceeds standard</b>
1 <sup>st</sup>	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 10 minutes.	Student consistently sustains attention during independent reading for 10 minutes.	Student consistently sustains attention during independent reading for more than 10 minutes.
2 <sup>nd</sup>	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for more than 15 to 20 minutes.
3 <sup>rd</sup>	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 more than 20 minutes.

Uses a variety of strategies to decode words				
Trimester	<b>N – needs support</b>	<b>A – approaching standard</b>	<b>M – meets standard</b>	<b>E – exceeds standard</b>

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1 <sup>st</sup>	<p>Student is unable or rarely able to recognize and use beginning sounds. Student is unable or rarely able to make sure reading makes sense. Student is unable or rarely able to use internal parts of words with beginnings and endings. Student is unable or rarely able to read high-frequency words automatically. Student is unable or rarely able to notice errors and cross-check with unused sources of information. Student is unable or rarely able to distinguish between information provided by pictures and information provided by words in a text.</p>	<p>Student is sometimes able to recognize and use beginning sounds. Student sometimes checks to make sure reading makes sense. Student sometimes uses internal parts of words with beginnings and endings. Student sometimes reads high frequency words automatically. Student sometimes notices errors and cross-checks with unused sources of information. Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text.</p>	<p>Student consistently identifies and decodes using beginning sounds. Student consistently checks to make sure reading makes sense. Student consistently uses internal parts of words with beginnings and endings. Student consistently reads high frequency words automatically. Student consistently notices errors and cross-checks with unused sources of information. Student consistently distinguishes between information provided by pictures and information provided by words in a text.</p>	<p>Student consistently identifies and decodes using beginning sounds and ending sounds. Student consistently checks to make sure reading makes sense, in above grade-level text. Student consistently used internal parts of words with beginnings and endings in above-grade-level text. Student consistently reads high frequency words automatically, in above-grade-level text. Student consistently notices errors, in above-grade-level text, and cross checks with unused sources of information. Student consistently distinguishes, in above grade-level texts, between information provided by pictures and information provided by words.</p>
2 <sup>nd</sup>	<p>Student is unable or rarely able to recognize and use beginning and ending sounds. Student is unable or rarely able to keep the accumulating story events (or content) in mind. Student is unable or rarely able to use meaning of accumulated text to figure out unfamiliar words. Student is unable or rarely able to stop and correct at the point of error.</p>	<p>Student is sometimes able to recognize and use beginning and ending sounds. Student sometimes keeps the accumulating story events (or content) in mind. Student sometimes uses meaning of accumulated text to figure out unfamiliar words. Student sometimes stops and corrects at the point of error.</p>	<p>Student consistently identifies and decodes using beginning and ending sounds. Student consistently keeps the accumulating story events (or content) in mind. Student consistently uses meaning of accumulated text to figure out unfamiliar words. Student consistently stops and corrects at the point of error</p>	<p>Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds. Student consistently keeps the accumulating story events (or content) in mind, in above-grade-level text. Student consistently uses meaning of accumulated text to figure out unfamiliar words, in above-grade-level text. Student consistently stops and corrects at the point of error, in above-grade-level text.</p>
3 <sup>rd</sup>	<p>Student is unable or rarely able to recognize and use beginning ending, and middle (vowel) sounds. Student is unable or rarely able to reread and self-correct at points of error.</p>	<p>Student is sometimes able to recognize and use beginning ending, and middle (vowel) sounds. Student sometimes rereads and self-corrects at points of error. Student sometimes monitors for all sources of information. Student sometimes uses an increasingly</p>	<p>Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds. Student consistently rereads and self-corrects at points of error. Student consistently monitors for all sources of information. Student consistently uses an increasingly</p>	<p>Student consistently decodes unknown and complex/multi-syllable words using all phonemes (blends digraphs, diphthongs). Student consistently rereads and selfcorrects at points of error, in abovegrade-level text.</p>

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	Student is unable or rarely able to monitor for all sources of information. Student is unable or rarely able to use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. Student is unable or rarely able to solve unknown words with relative ease.	more challenging repertoire of graphophonic/visual strategies to problem solve through text. Student sometimes solves unknown words with relative ease.	more challenging repertoire of graphophonic/visual strategies to problem solve through text. Student consistently solves unknown words with relative ease.	Student consistently monitors for all sources of information, in above grade-level text. Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through above-grade-level text. Student consistently solves unknown words with relative ease, in above grade-level text.
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Recognizes sight words				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student recognizes 24 or fewer sight words on Word Identification Assessment.	Student recognizes at least 25 sight words on Word Identification Assessment.	Student recognizes at least 35 sight words on Word Identification Assessment.	Student recognizes 50 or more sight words on Word Identification Assessment.
2 <sup>nd</sup>	Student recognizes 34 or fewer sight words on Word Identification Assessment.	Student recognizes at least 35 sight words on Word Identification Assessment.	Student recognizes at least 90 sight words on Word Identification Assessment.	Student recognizes 125 or more sight words on Word Identification Assessment.
3 <sup>rd</sup>	Student recognizes 89 or fewer sight words on Word Identification Assessment.	Student recognizes at least 90 sight words on Word Identification Assessment.	Student recognizes at least 125 sight words on Word Identification Assessment.	Student recognizes 140 or more sight words on Word Identification Assessment.

Reads with fluency				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> <li>Lack of fluent reading is evident during independent reading of texts.</li> <li>Student does not demonstrate fluency when reading target high frequency and decodable words.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is somewhat fluent during independent reading of texts.</li> <li>Student reads some target high-frequency and decodable words accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates fluent reading of on-grade-level texts when reading independently. Student consistently reads on grade-level target high frequency and decodable words accurately and with appropriate pacing.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates fluent reading of above grade-level texts when reading independently</li> <li>Student consistently reads above grade-level, high-frequency and decodable words accurately</li> </ul>

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	<ul style="list-style-type: none"> <li>Student does not recognize appropriate word patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Student may recognize some word patterns when reading independently. Student may read words very quickly and inaccurately or very slowly and inaccurately.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses and recognizes word patterns when reading words fluently.</li> <li>Student reads with appropriate expression. .</li> </ul>	<p>and with appropriate pacing. In above grade-level text,</p> <ul style="list-style-type: none"> <li>Student reads with expression.</li> </ul>
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Retells story with accuracy				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student is unable or rarely able to retell big events from a story.	Student is sometimes able to retell big events from a story.	Student can consistently retell big events from a story.	Student can consistently retell events from a story in higher level books.
2 <sup>nd</sup>	Student is unable or rarely able to retell big events from a story in sequence beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence beginning/middle/end.	Student can consistently retell big events from a story in sequence beginning/middle/end.	Student can consistently retell events from a story using details, including characters, setting, and problem solution.
3 <sup>rd</sup>	Student is unable or rarely able to retell big events from a story in sequence beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence beginning/middle/end.	Student consistently uses details including characters, setting, and problem solution while summarizing a story.	Student consistently uses details including characters, setting, and problem solution while summarizing a more complex story.

Reads with comprehension				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student has achieved reading success at Level B or below.	Student has achieved reading success at Level C or D.	Student has achieved reading success at Level E or F.	Student has achieved reading success at Level G or above.
2 <sup>nd</sup>	Student has achieved reading success at Level E or below.	Student has achieved reading success at Level F or G.	Student has achieved reading success at Level H or I.	Student has achieved reading success at Level J or above.
3 <sup>rd</sup>	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 or J.	Student has achieved reading success at Level K or above.

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**LANGUAGE ARTS LITERACY: Writing**

Writes independently				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> <li>Student does not achieve grade level writing success in a variety of time frames, tasks, and purposes.</li> <li>Student generally achieves a score of 1 or less on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Student in-consistently achieves grade level writing success in a variety of time frames, tasks, and purposes.</li> <li>Student generally achieves a score of 2 on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently achieves grade level writing success in a variety of time frames, tasks, and purposes.</li> <li>Student consistently achieves a score of 3 on both formal and informal writing assessments scored according to the appropriate grade level, genre specific rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently exceeds grade level writing success in a variety of time frames, tasks, and purposes.</li> <li>Student consistently achieves a score of 4 on both formal and informal writing assessments scored according to the appropriate grade level, genre specific rubric</li> </ul>

Demonstrates stamina in independent writing				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student is unable or rarely able to write for 10 minutes.	Student is approaching writing stamina of 10 minutes.	Student consistently writes for 10 minutes.	Student consistently writes for more than 10 minutes.
2 <sup>nd</sup>	Student is unable or rarely able to write for 15 minutes.	Student is approaching writing stamina of 15 minutes.	Student consistently writes for 15 minutes.	Student consistently writes for more than 15 minutes.
3 <sup>rd</sup>	Student is approaching writing stamina of 20 minutes.	Student is approaching writing stamina of 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for more than 20 minutes.

Generates ideas				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student does not generate ideas or sequence events. Student thinks, sketches, or writes a few unrelated ideas, as taught in units of study.	Student generates a few ideas and sequences events from experience or imagination. Student thinks, sketches and writes a few ideas, as taught in units of study.	Student generates some ideas and sequences events from experience or imagination. Student rehearses ideas with others when prompted. Student thinks, sketches and writes a few ideas, as taught in units of study.	Student generates ideas and sequences events for writing from experience, imagination or stories read together. Student rehearses ideas with others. Student thinks, sketches, and writes to tell a story related to the units of study.

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2 <sup>nd</sup>	Student generates a few ideas from experience or imagination. The topic is partially evident. Student thinks, sketches and writes a few ideas, as taught in units of study.	Student generates some ideas from experience or imagination. The topic is evident but too broad or too specific. Student thinks, sketches and writes a few ideas, as taught in units of study.	Student generates ideas from experience or imagination, or stories read together. Student rehearses ideas with others. Student chooses and narrows the topic with support. Student thinks, sketches and writes a few ideas, as taught in units of study.	Student generates interesting ideas for writing from experience, imagination, and stories read. Student chooses and narrows a topic. Student thinks, sketches, and writes a story with details about the narrowed topic, as taught in units of study.
3 <sup>rd</sup>	Student generates a few ideas from experience or imagination. Student chooses a topic that is somewhat clear. Student thinks, sketches and writes a few ideas, as taught in units of study.	Student generates some ideas from experience or imagination, or stories read together. Student chooses a clear topic. Student thinks, sketches and writes a few ideas, as taught in units of study.	Student generates ideas for writing from experience, stories read, and imagination. Student rehearses stories with others. Student chooses and narrows a topic.	Student generates interesting ideas for writing from experience, imagination, and stories. Student rehearses ideas independently. Student chooses a narrow, specific topic.

Writes complete sentences				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student does not understand that every sentence must be about something (subject) and tells something (predicate) about its subject.	Student rarely understands that every sentence must be about something (subject) and tells something (predicate) about its subject.	Student understands that every sentence must be about something (subject) and tells something (predicate) about its subject. Student stretches ideas from words to complete sentences.	Student consistently understands that every sentence must be about something (subject) and tells something (predicate) about its subject.

Uses punctuation appropriately				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student does not use end punctuation for sentences. Student does not use commas in dates and to separate single words and series.	Student rarely uses end punctuation for sentences. Student rarely uses commas in dates and to separate single words and series.	Student uses end punctuation for sentences. Student uses commas in dates and to separate single words and series.	Student consistently uses end punctuation for sentences. Student consistently uses commas in dates and to separate single words and series.

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Uses capitalization appropriately				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
<b>ALL</b>	Student does not capitalize names, places, dates, the beginning of sentences, and the pronoun “I”.	Student rarely capitalizes names, places, dates, the beginning of sentences, and the pronoun “I”.	Student capitalizes names, places, dates, the beginning of sentences, and the pronoun “I”.	Student consistently capitalizes names, places, dates, the beginning of sentences, and the pronoun “I”.

Applies conventions of grammar and usage				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student rarely applies grade-level grammar/usage, including: “I” voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops). Describing words.	Student is beginning to apply applies grade-level grammar/usage, including: “I” voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops). Describing words.	Student consistently applies grade level grammar/usage, including: “I” voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops). Describing words.	Student consistently applies above grade-level grammar/usage, including: “I” voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops). Describing words.
2 <sup>nd</sup>	Student rarely applies grade-level grammar/usage as listed in the 1 <sup>st</sup> Trimester, plus: Uses sequencing words to organize writing (first, next, then, finally). Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).	Student is beginning to apply grade-level grammar/usage as listed in the 1 <sup>st</sup> Trimester, plus: Uses sequencing words to organize writing (first, next, then, finally). Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).	Student consistently applies grade level grammar/usage as listed in the 1 <sup>st</sup> Trimester, plus: Uses sequencing words to organize writing (first, next, then, finally). Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.	Student consistently applies above grade-level grammar/usage as listed in the 1 <sup>st</sup> Trimester, plus: Uses sequencing words to organize writing (first, next, then, finally). Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.
3 <sup>rd</sup>	Student rarely applies grade-level grammar/usage as listed in the 1 <sup>st</sup> and 2 <sup>nd</sup> Trimesters, plus: Writers vary choice of describing words as a way to clarify meaning (big, gigantic). Common, proper, and possessive nouns.	Student is beginning to apply grade-level grammar/usage as listed in the 1 <sup>st</sup> and 2 <sup>nd</sup> Trimesters, plus: Writers vary choice of describing words as a way to clarify meaning (big, gigantic). Common, proper, and possessive nouns.	Student consistently applies grade level grammar/usage as listed in the 1 <sup>st</sup> and 2 <sup>nd</sup> Trimesters, plus: Writers vary choice of describing words as a way to clarify meaning (big, gigantic). Common, proper, and possessive nouns.	Student consistently applies above-grade-level grammar/usage as listed in the 1 <sup>st</sup> and 2 <sup>nd</sup> Trimesters, plus: Writers vary choice of describing words as a way to clarify meaning (big, gigantic). Common, proper, and possessive nouns. Uses conjunctions to expand ideas (and, but, so, or, because).

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	Uses conjunctions to expand ideas (and, but, so, or, because).	Uses conjunctions to expand ideas (and, but, so, or, because).	Uses conjunctions to expand ideas (and, but, so, or, because).	
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Learns and applies spelling patterns				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
<b>ALL</b>	Student does not use conventional spelling for words with common spelling patterns and for common irregular words. Student does not use phonetic spelling for untaught words. Student does not write common sight words with automaticity.	Student rarely uses conventional spelling for words with common spelling patterns and for common irregular words. Student rarely uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. Student rarely writes common sight words with automaticity.	Student uses conventional spelling for words with common spelling patterns and for common irregular words. Student uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. Student writes common sight words with automaticity.	Student consistently uses conventional spelling for words with common spelling patterns and for common irregular words. Student consistently uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. Student consistently writes common sight words with automaticity.

Forms letters and numerals correctly				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
<b>ALL</b>	Student does not form letters and numerals correctly.	Student rarely forms letters and numerals correctly.	Student forms letters and numerals correctly.	Student consistently forms all letters and numerals correctly.

Spaces letters and words correctly				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
<b>ALL</b>	Student does not space letters correctly or write with appropriate spacing between words.	Student occasionally spaces letters correctly or writes with appropriate spacing between words.	Student spaces letters correctly and writes with appropriate spacing between words.	Student consistently writes with appropriate spacing between words.

**LANGUAGE ARTS LITERACY: Listening and Speaking**

Expresses ideas clearly				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
<b>ALL</b>	Student rarely expresses ideas and comments in clear language and in	Student occasionally expresses ideas and comments in clear	Student consistently expresses ideas and comments in clear language and	Student has achieved grade-level expectations and extends ideas in



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	complete sentences, using correct verb tenses.	language and in complete sentences, using correct verb tenses.	in complete sentences, using correct verb tenses.	complete sentences, using correct subject-verb agreement and correct use of irregular plural nouns.
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Demonstrates listening skills for information and understanding				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
<b>ALL</b>	Student rarely responds to comments of others through multiple exchange. Student rarely asks questions about information presented orally in order to deepen understanding.	Student occasionally responds to comments of others through multiple exchange. Student occasionally asks questions about information presented orally in order to deepen understanding.	Student consistently responds to comments of others through multiple exchanges. Students asks and answers questions about information presented orally or visually in order to deepen understanding.	Student has achieved grade-level expectations, restates key elements, and answers questions about information to deepen understanding or clarify comprehension.

Participates in group discussions actively and appropriately				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
<b>ALL</b>	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 gaining the floor 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 gaining the floor in respectful ways.	Student has achieved grade-level expectations and 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.

**MATHEMATICS**

Understands and applies mathematical concepts				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	<u>Numbers to 12:</u> Student is unable to count sets of numbers less than 12. <u>Comparing and Ordering Numbers to 12:</u> Student is unable or rarely able to correctly compare three numbers to 12. <u>Addition:</u> Student is unable or rarely able to understand that addition can be	<u>Numbers to 12:</u> Student counts some sets of numbers less than 12. <u>Comparing and Ordering Numbers to 12:</u> Student is sometimes able to correctly compare three numbers to 12. <u>Addition:</u> Student sometimes understands that addition can be recorded by an	<u>Numbers to 12:</u> Student counts sets of numbers up to 12. <u>Comparing and Ordering Numbers to 12:</u> Student is able to correctly compare three numbers to 12, from greatest to least and least to greatest. <u>Addition:</u> Student understands that addition can be recorded by an expression (6+3) or	<u>Numbers to 12:</u> Student shows numbers to 12 in multiple ways or is able to name missing addends. <u>Comparing and Ordering Numbers to 12:</u> Student consistently understands and demonstrates comparing three 2-digit numbers greater than 20, from greatest to least and least to greatest. <u>Addition:</u> Student consistently understands and demonstrates that addition can be

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	<p>recorded by an expression (6+3) or by an equation (6+3=9) that shows sums to 9.  Student is unable or rarely able to understand that addition is commutative.  Student is unable or rarely able to understand and demonstrate that 0 is the additive identity.</p> <p><u>Subtraction:</u>  Student is unable or rarely able to understand that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences up through 9.</p> <p><u>5 and 10 Relationships:</u>  Student is unable or rarely able to represent 10 on a ten-frame using 5 and 10 as benchmarks.  Student is unable or rarely able to find missing part of 10 by using a part-part-whole model.</p> <p><u>Addition Facts to 12:</u> Student is unable or rarely able to add with addition facts through 10 using counters, ten-frames, break to 5 plus some more, and doubles facts.</p>	<p>expression (6+3) or by an equation (6+3=9) that shows sums to 9.  Student sometimes understands that addition is commutative.  Student sometimes understands and demonstrates the 0 is the additive identity.</p> <p><u>Subtraction:</u>  Student sometimes understands that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences up through 9.</p> <p><u>5 and 10 Relationships:</u>  Student is sometimes able to represent 10 on a ten-frame using 5 and 10 as benchmarks.  Student is sometimes able to find missing part of 10 by using a part-part-whole model.</p> <p><u>Addition Facts to 12:</u> Student is sometimes able to add with addition facts through 10 using counters, ten-frames, break to 5 plus some more, and doubles facts.</p>	<p>by an equation (6+3=9) that shows sums to 9.  Student understands that addition is commutative.  Student understands and demonstrates the 0 is the additive identity.</p> <p><u>Subtraction:</u>  Student understands that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences up through 9.</p> <p><u>5 and 10 Relationships:</u>  Student is able to represent 10 on a ten-frame using 5 and 10 as benchmarks.  Student is able to find missing part of 10 by using a part-part-whole model.</p> <p><u>Addition Facts to 12:</u> Student is able to add with addition facts through 10 using counters, ten-frames, break to 5 plus some more, and doubles facts.</p>	<p>recorded by an expression (6+3) or by an equation (6+3=9) that shows sums to 9.  Student understands that addition is commutative.  Student understands and demonstrates the 0 is the additive identity.</p> <p><u>Subtraction:</u> Student consistently understands and demonstrates that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows up to 2-digit differences.</p> <p><u>5 and 10 Relationships:</u>  Student can consistently recognize the relationships of 5 and 10.</p> <p><u>Addition Facts to 12:</u>  Student is consistently able to add with addition facts through 20 using counters, ten-frames, break to 5 plus some more, and doubles facts.</p>
2 <sup>nd</sup>	<p><u>Subtraction Facts to 12:</u> Student is unable or rarely able to use the inverse relationship between addition and subtraction to find subtraction facts (using addition to 12).</p> <p><u>Geometry:</u>  Student is unable or rarely able to name and sort 2- and 3-dimensional figures according to attributes.  Student is unable or rarely able to understand that shapes can be</p>	<p><u>Subtraction Facts to 12:</u> Student sometimes uses the inverse relationship between addition and subtraction to find subtraction facts (using addition to 12).</p> <p><u>Geometry:</u>  Student can sometimes name and sort 2- and 3-dimensional figures according to attributes.  Student can sometimes understand that shapes can be joined together or taken apart to form other shapes.</p>	<p><u>Subtraction Facts to 12:</u> Student uses the inverse relationship between addition and subtraction to find subtraction facts (using addition to 12).</p> <p><u>Geometry:</u>  Student can name and sort 2- and 3-dimensional figures according to attributes.  Student can understand that shapes can be joined together or taken apart to form other shapes.</p>	<p><u>Subtraction Facts to 12:</u> Student uses the inverse relationship between addition and subtraction to find subtraction facts (using addition to 20).</p> <p><u>Geometry:</u>  Student can compare and contrast attributes of different 3-D shapes.  Student can identify shapes that form a repeating pattern.</p>

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	<p>joined together or taken apart to form other shapes. Student is unable or rarely able to compose 2-D and 3-D shapes out of models. <u>Patterns:</u> Student rarely describes patterns, uses patterns to predict, or extends patterns.</p> <p><u>Counting and Number Patterns to 100:</u> Student is unable or rarely able to read and write numbers to 100. Student is unable or rarely able to identify and continue place value patterns. <u>Tens and Ones:</u> Student is unable or rarely able to count by tens and add ones for a total. Student is unable or rarely able to read and write 2-digit numbers in multiple ways. <u>Comparing and Ordering Numbers to 100:</u> Student is unable or rarely able to use place value to compare and order numbers.</p> <p><u>Measurement:</u> Student is unable or rarely able to compare and order objects by size, length, capacity, weight, and temperature.</p> <p><u>Time:</u> Student is unable or rarely able to tell time from an analog clock in hours and half-hours.</p>	<p>Student can sometimes compose 2-D and 3-D shapes out of models.</p> <p><u>Patterns:</u> Student sometimes describes patterns, uses patterns to predict, or extends patterns.</p> <p><u>Counting and Number Patterns to 100:</u> Student can sometimes read and write numbers to 100. Student can sometimes identify and continue place value patterns.</p> <p><u>Tens and Ones:</u> Student can sometimes count by tens and add ones for a total. Student can sometimes read and write 2-digit numbers in multiple ways.</p> <p><u>Comparing and Ordering Numbers to 100:</u> Student is sometimes able to use place value to compare and order numbers.</p> <p><u>Measurement:</u> Student is sometimes able to compare and order objects by size, length, capacity, weight, and temperature.</p> <p><u>Time:</u> Student can sometimes tell time from an analog clock in hours and half-hours.</p>	<p>Student can compose 2-D and 3-D shapes out of models.</p> <p><u>Patterns:</u> Student consistently describes patterns, uses patterns to predict, or extends patterns.</p> <p><u>Counting and Number Patterns to 100:</u> Student can read and write numbers to 100. Student can identify and continue place value patterns.</p> <p><u>Tens and Ones:</u> Student can sometimes count by tens and add ones for a total. Student can read and write 2-digit numbers in multiple ways.</p> <p><u>Comparing and Ordering Numbers to 100:</u> Student is able to use place value to compare and order numbers.</p> <p><u>Measurement:</u> Student is able to compare and order objects by size, length, capacity, weight, and temperature.</p> <p><u>Time:</u> Student can tell time from an analog clock in hours and half-hours.</p>	<p><u>Patterns:</u> Student consistently identifies and uses patterns in everyday situations, and makes connections to other ideas and concepts independently. <u>Counting and Number Patterns to 100:</u> Student can read and write numbers to 100. Student can identify and continue place value patterns.</p> <p><u>Tens and Ones:</u> Student can count by tens and add ones for a total. Student can read and write 3-digit numbers in multiple ways.</p> <p><u>Comparing and Ordering Numbers to 100:</u> Student is able to use place value to compare and order numbers. Student can explain number relationships, on a 100 chart and in location to the next multiple of 10. <u>Measurement:</u> Student is able to construct similar and dissimilar objects using various attributes.</p> <p><u>Time:</u> Student can tell time from an analog clock in hours, half-hours, quarter-hours, and minutes.</p>
3 <sup>rd</sup>	<p><u>Addition Facts to 18:</u> Student is unable or rarely able to add facts to 18 by using doubles facts, ten-frames, counters, and</p>	<p><u>Addition Facts to 18:</u> Student can sometimes add facts to 18 by using doubles facts, ten-frames, counters,</p>	<p><u>Addition Facts to 18:</u> Student can add facts to 18 by using doubles facts, ten-frames, counters, and changing to an equivalent fact with 10.</p>	<p><u>Addition Facts to 18:</u> Student can consistently add facts beyond 18 by using a variety of strategies.</p>

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	<p>changing to an equivalent fact with 10.  <u>Subtraction Facts to 18:</u>            Student is unable or rarely able to use part-part-whole model to show related addition and subtraction facts.            Student is unable or rarely able to subtract 2-digit numbers.            Student is unable or rarely able to mentally find 10 less than any 2-digit number.  <u>Adding and Subtracting with Tens and Ones:</u>            Student is unable or rarely able to add and subtract tens to a 2-digit number.            Student is unable or rarely able to add multiples of 10 to a 2-digit number by skip-counting.            Student is unable or rarely able to add 1-digit numbers to 2-digit numbers with and without regrouping.            Student is unable or rarely able to subtract a 1-digit number from a 2-digit number with and without regrouping.  <u>Fractional Parts:</u> Student is unable or rarely able to identify the equal division of a region into halves, thirds and quarters.  <u>Money:</u>            Student is unable or rarely able to recognize specific coins and their value.            Student is unable or rarely able to count sets of coins up to 99 cents.            Student is unable or rarely able to identify different groupings of coins with the same value.  <u>Data and Graphs:</u></p>	<p>and changing to an equivalent fact with 10.  <u>Subtraction Facts to 18:</u>            Student sometimes uses part-part-whole model to show related addition and subtraction facts.            Student is sometimes able to subtract 2-digit numbers.            Student is sometimes able to mentally find 10 less than any 2-digit number.  <u>Adding and Subtracting with Tens and Ones:</u>            Student is sometimes able to add and subtract tens to a 2-digit number.            Student is sometimes able to add multiples of 10 to a 2-digit number by skip-counting.            Student is sometimes able to add 1-digit numbers to 2-digit numbers with and without regrouping.            Student is sometimes able to subtract a 1-digit number from a 2-digit number with and without regrouping.  <u>Fractional Parts:</u> Student is sometimes able to identify the equal division of a region into halves, thirds and quarters.  <u>Money:</u>            Student sometimes recognizes specific coins and their value.            Student can sometimes count sets of coins up to 99 cents.            Student sometimes identifies different groupings of coins with the same value.  <u>Data and Graphs:</u></p>	<p><u>Subtraction Facts to 18:</u>            Student uses part-part-whole model to show related addition and subtraction facts.            Student is able to subtract 2-digit numbers.            Student is able to mentally find 10 less than any 2-digit number.    <u>Adding and Subtracting with Tens and Ones:</u>            Student is able to add and subtract tens to a 2-digit number.            Student is able to add multiples of 10 to a 2-digit number by skip-counting.            Student is able to add 1-digit numbers to 2-digit numbers with and without regrouping.            Student is able to subtract a 1-digit number from a 2-digit number with and without regrouping.    <u>Fractional Parts:</u> Student is able to identify the equal division of a region into halves, thirds and quarters.    <u>Money:</u>            Student recognizes specific coins and their value.            Student can count sets of coins up to 99 cents.            Student identifies different groupings of coins with the same value.    <u>Data and Graphs:</u></p>	<p><u>Subtraction Facts to 18:</u>            Student uses part-part-whole model to show related addition and subtraction facts.            Student is able to subtract 3-digit numbers.            Student is able to mentally find 10 and 100 less than any 3-digit number.    <u>Adding and Subtracting with Tens and Ones:</u>            Student is able to consistently add and subtract any combination of 2-digit and 3-digit numbers.    <u>Fractional Parts:</u> Student is able to consistently identify the equal division of a region into halves, thirds, quarters, sixths, and eighths.  <u>Money:</u>            Student recognizes specific coins and their value.            Student can count sets of coins up to 99 cents.            Student identifies different groupings of coins with the same value.            Student can add a combination of coins.    <u>Data and Graphs:</u></p>
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	Student is unable or rarely able to organize, represent, and interpret data using a variety of graphs. Student is unable or rarely able to problem-solve using graphs.	Student sometimes organizes, represents, and interprets data using a variety of graphs. Student sometimes problem-solves using graphs.	Student organizes, represents, and interprets data using a variety of graphs. Student problem-solves using graphs.	Student consistently organizes, represents, and interprets data using a variety of graphs. Student problem-solves using graphs. Student makes predictions based upon data and probability outcomes.
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Solves math facts with accuracy				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student is unable or rarely able to add within sums of 12.	Student can sometimes add within sums of 12.	Student can add within sums of 12.	Student is able to consistently add 1-digit numbers beyond 12.
2 <sup>nd</sup>	Student is unable or rarely able to subtract from 12.	Student sometimes subtracts from 12.	Student can subtract from 12.	Student is able to consistently subtract 1-digit numbers beyond 12.
3 <sup>rd</sup>	Student is unable or rarely able to add within sums of 18. Student is unable or rarely able to subtract from 18.	Student can sometimes add within sums of 18. Student can sometimes subtract from 18.	Student can add within sums of 18. Student can subtract from 18.	Student is able to consistently add and subtract 1-digit numbers beyond 18.

Uses a variety of strategies to solve problems				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student is unable or rarely able to use strategies (counting on, making 10, decomposing a number, doubles) with sums through 12. Student is unable or rarely able to use strategies (related addition, drawings, concrete items) with differences through 12.	Student sometimes uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 12. Student sometimes uses strategies (related addition, drawings, concrete items) with differences through 12.	Student uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 12. Student uses strategies (related addition, drawings, concrete items) with differences through 12.	Student consistently internalizes sums and differences through 12 without using strategies.
2 <sup>nd</sup>	Student is unable or rarely able to identify and use patterns to solve problems.	Student sometimes identifies and uses patterns to solve problems.	Student identifies and uses patterns to solve problems.	Student identifies and uses patterns in everyday situations Student makes insightful connections to other ideas and concepts independently.
3 <sup>rd</sup>	Student is unable or rarely able to use strategies (doubles, doubles +1, doubles +2, making tens) with sums to 18. Student is unable or rarely able to use strategies (related facts, fact families) with differences to 18.	Student sometimes uses strategies (doubles, doubles +1, doubles +2, making tens) with sums to 18. Student sometimes uses strategies (related facts, fact families) with differences to 18.	Student uses strategies (doubles, doubles +1, doubles +2, making tens) with sums to 18. Student uses strategies (related facts, fact families) with differences to 18.	Student consistently internalizes sums and differences through 18 without using strategies.

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Demonstrates understanding of addition				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student does not understand and cannot explain properties of addition with sums up to 9 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of addition with sums up to 9 by using representations (objects, drawings, story contexts).	Student understands and explains properties of addition with sums up to 9 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums up to 9 by using representations (objects, drawings, story contexts).
2 <sup>nd</sup>	Student does not understand and cannot explain properties of addition with sums up to 9 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of addition with sums up to 9 by using representations (objects, drawings, story contexts).	Student understands and explains properties of addition with sums up to 9 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums up to 9 by using representations (objects, drawings, story contexts).
3 <sup>rd</sup>	Student does not understand and cannot explain addition of 2-digit numbers using concrete models or drawings to show composition of a 10 or a 100.	Student sometimes understands and explains addition of 2-digit numbers using concrete models or drawings to show composition of a 10 or a 100.	Student understands and explains addition of 2-digit numbers using concrete models or drawings to show composition of a 10 or a 100.	Student consistently understands and explains addition of 3-digit numbers using concrete models or drawings to show composition of a 100 or a 1,000.

Demonstrates understanding of subtraction				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student does not understand and cannot explain properties of subtraction with missing parts up to 9 by using representation (objects, drawings, story contexts).	Student understands and explains some properties of subtraction with missing parts up to 9 by using representation (objects, drawings, story contexts).	Student understands and explains properties of subtraction with missing parts up to 9 by using representation (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts greater than 9 by using representation (objects, drawings, story contexts).
2 <sup>nd</sup>	Student does not understand and cannot explain properties of subtraction with missing parts up to 9 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of subtraction with missing parts up to 9 by using representations (objects, drawings, story contexts).	Student understands and explains properties of subtraction with missing parts up to 9 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts greater than 9 by using representations (objects, drawings, story context).
3 <sup>rd</sup>	Student does not understand and cannot explain subtraction of 2-digit numbers using concrete models or drawings to show decomposition of a 10 or a 100.	Student sometimes understands and explains subtraction of 2-digit numbers using concrete models or drawings to show decomposition of a 10 or a 100.	Student understands and explains subtraction of 2-digit numbers using concrete models or drawings to show decomposition of a 10 or a 100.	Student consistently understands and explains subtraction of 3-digit numbers using concrete models or drawings to show decomposition of a 100 or a 1,000.

Demonstrates understanding of numbers up to 100				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student is unable or rarely able to compare and order numbers up to 12 using “greater than” and “less than” vocabulary.	Student is sometimes able to compare and order numbers up to 12 using “greater than” and “less than” vocabulary.	Student is consistently able to compare and order numbers up to 12 using “greater than” and “less than” vocabulary.	Student is consistently able to compare and order numbers greater than 12 using “greater than” and “less than” vocabulary.

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2 <sup>nd</sup>	Student is unable or rarely able to compare and order 3 or more numbers up to 100 using position words.	Student is sometimes able to compare and order 3 or more numbers up to 100 using position words.	Student is consistently able to compare and order 3 or more numbers up to 100 using position words.	Student is consistently able to compare and order 5 or more numbers up to 100 using position words.
3 <sup>rd</sup>	Student is unable or rarely able to add and subtract 10 from a 2-digit number. Student is unable or rarely able to subtract a 1-digit number from a 2-digit number with renaming a ten to ones.	Student is sometimes able to add and subtract 10 from a 2-digit number. Student is sometimes able to subtract a 1-digit number from a 2-digit number with renaming a ten to ones.	Student is consistently able to add and subtract 10 from a 2-digit number. Student is consistently able to subtract a 1-digit number from a 2-digit number with renaming a ten to ones.	Student is consistently able to add and subtract 10 from a 2-digit and 3-digit number. Student is consistently able to subtract a 1-digit and 2-digit number from a 2-digit or 3-digit number with renaming a ten to ones.

**SCIENCE**

Observes, describes, asks questions, and makes predictions				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
ALL	Student rarely observes, describes, asks questions, and makes predictions regarding scientific phenomenon.	Student occasionally observes, describes, asks questions, and makes predictions regarding scientific phenomenon.	Student consistently observes, describes, asks questions, and makes predictions regarding scientific phenomenon.	Student has exceeded grade-level expectations to observe, describe, ask questions, and make predictions regarding scientific phenomenon.

Communicates ideas through writing, drawing, and discussion				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
ALL	Student communicates information that may not be relevant and expresses ideas that are unclear and imprecise.	Student communicates information that is mostly relevant and expresses ideas that are occasionally unclear or inappropriate.	Student communicates information that is relevant and expresses ideas clearly.	Student communicates information that is relevant and expresses ideas in a clear, concise, effective, and creative manner.

**SOCIAL STUDIES**

Demonstrates understanding of concepts				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
ALL	The student demonstrates little understanding of the concepts.	The student can explain the concept showing an understanding of some of the connections to the subject matter currently being taught.	The student can draw inferences that show an understanding of the connections the concept has to the subject matter.	The student will transfer concepts and make connections independently.

Communicates ideas through writing, drawing, and discussion				
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Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	The student communicates information that may not be relevant to the topic. The student expresses their ideas in a way that is unclear and imprecise.	The student communicates information that is mostly relevant to the topic. The student expresses ideas in a way that is occasionally unclear or inappropriate.	The student communicates information that is relevant to the topic. The student expresses ideas clearly.	The student communicates information that is always relevant to the topic. The student expresses in a clear, concise, effective, and possibly creative manner.

**ART**

Demonstrates appropriate skill development				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> <li>Student rarely applies the use of elements of art and basic media in his/her artwork.</li> <li>Students rarely uses tools appropriate to the production of work of art in a variety of art media.</li> </ul>	<ul style="list-style-type: none"> <li>Student is beginning to understand and apply the use of elements of art and basic media in his/her artwork.</li> <li>Student is learning how to use tools appropriate to the production of works of art in a variety of art media.</li> </ul>	<ul style="list-style-type: none"> <li>Student understands and applies the use of the elements of art and basic media in his/her artwork most of the time.</li> <li>Student uses the tools appropriate to the production of work of art in a variety of art media most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student understands and consistently applies the use of elements of art and their basic media in his/her artwork.</li> <li>Student consistently uses tools appropriate to the production of works of art in a variety of art media.</li> </ul>

Participates and demonstrates effort				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> <li>Student rarely engages in group discussion.</li> <li>Student rarely asks for clarification and further explanation as needed.</li> <li>Student rarely extends his/her ideas and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student occasionally engages in group discussion.</li> <li>Student occasionally asks for clarification and further explanation as needed.</li> <li>Student occasionally extends his/her help and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student engages in group discussion most of the time.</li> <li>Student asks for clarification and further explanation as needed most of the time.</li> <li>Student extends his/her ideas and understandings most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently engages and extends group discussion</li> <li>Student consistently asks for clarification and further explanation as needed.</li> <li>Student consistently extends his/her ideas and understandings.</li> </ul>

**MUSIC**

Demonstrates appropriate skill development				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> <li>Student rarely applies the use of elements of music.</li> <li>Student is unable to identify, notate beat or visually follow rhythmic symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Student is beginning to understand and apply the use of elements of music.</li> <li>Student is learning how to identify, notate beat and</li> </ul>	<ul style="list-style-type: none"> <li>Student understands and applied the use of the elements of music most of the time.</li> <li>Student identifies, notates beat and visually follows rhythmic symbols most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student understands and consistently applies the use of elements of music.</li> <li>Student consistently able to identify, notate beat and visually follows rhythmic symbols.</li> </ul>



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		visually follow rhythmic symbols.		
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Participates and demonstrates effort				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> <li>Student rarely engages in group discussion.</li> <li>Student rarely asks for clarification and further explanation as needed.</li> <li>Student rarely extends his/her ideas and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student occasionally engages in group discussion.</li> <li>Student occasionally asks for clarification and further explanation as needed.</li> <li>Student occasionally extends his/her help and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student engages in group discussion most of the time.</li> <li>Student asks for clarification and further explanation as needed most of the time.</li> <li>Student extends his/her ideas and understandings most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently engages and extends group discussion</li> <li>Student consistently asks for clarification and further explanation as needed.</li> <li>Student consistently extends his/her ideas and understandings.</li> </ul>

**PHYSICAL EDUCATION**

Demonstrates appropriate skill development				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely demonstrates understanding of skills, movement performance, and physical fitness.	Student demonstrates some understanding of skills, movement performance, and physical fitness.	Student demonstrates a basic understanding of skills, movement performance, and physical fitness.	Student demonstrates an excellent understanding of skills, movement performance, and physical fitness.

Participates and demonstrates effort				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely participates in class activities and is not putting forth effort in class.	Student occasionally participates in activities and is beginning to put forth effort in class.	Student participates and shows his/her best effort.	Student goes above and beyond by always participating and showing his/her best effort in class.

Demonstrates sportsmanship and positive attitude				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely demonstrates good sportsmanship.	Student occasionally demonstrates good sportsmanship.	Student shows good sportsmanship.	Student always has great sportsmanship and motivates or helps others.