

Hasbrouck Heights School District

First Grade-Benchmarks

MATHEMATICS

Operations and Algebraic Thinking

1) Represents and solves problems involving addition.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to use strategies to solve problems involving addition.	Student is sometimes able to use strategies to solve problems involving addition.	Student is consistently able to use strategies to solve problems involving addition.	Student always uses strategies to solve problems involving addition.

2) Represents and solves problems involving subtraction.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to use strategies to solve problems involving subtraction.	Student is sometimes able to use strategies to solve problems involving subtraction.	Student is consistently able to use strategies to solve problems involving subtraction.	Student always uses strategies to solve problems involving subtraction.

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3) Understands the relationship between addition and subtraction.

Trimester	1	2	3	4
ALL	<p>Student needs significant support to apply their understanding of the following properties to solve problems using manipulatives:</p> <ul style="list-style-type: none"> • Commutative Property • Associative Property 	<p>With some assistance, student can apply their understanding of the following properties to solve problems using manipulatives:</p> <ul style="list-style-type: none"> • Commutative Property • Associative Property 	<p>Without assistance, student can apply their understanding of the following properties to solve problems with or without using manipulatives:</p> <ul style="list-style-type: none"> • Commutative Property • Associative Property 	<p>Student independently applies their understanding of the properties to fluently solve problems mentally and can explain why the following properties are true:</p> <ul style="list-style-type: none"> • Commutative Property • Associative Property

4) Relates counting to addition and subtraction.

Trimester	1	2	3	4
ALL	<p>Student rarely applies strategies of counting to addition and subtraction.</p>	<p>Student sometimes applies counting strategies to addition and subtraction with teacher support.</p>	<p>Student consistently applies counting strategies to addition and subtraction independently.</p>	<p>Student consistently applies counting strategies to addition and subtraction independently and can explain their thinking.</p>

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5) Demonstrates fluency for addition within 20.

Trimester	1	2	3	4
ALL	Student rarely understands concepts of addition through strategies such as manipulatives and problem solving.	Student sometimes understands concepts of addition through strategies such as manipulatives and problem solving.	Student consistently understands concepts of addition through strategies such as manipulatives and problem solving.	Student consistently understands and applies concepts of addition to numbers beyond 20 through strategies such as manipulatives and problem solving.

6) Demonstrates fluency for subtraction within 20.

Trimester	1	2	3	4
ALL	Student rarely understands concepts of subtraction through strategies such as manipulatives and problem solving.	Student sometimes understands concepts of subtraction through strategies such as manipulatives and problem solving.	Student consistently understands concepts of subtraction through strategies such as manipulatives and problem solving.	Student consistently understands and applies concepts of subtraction to numbers beyond 20 through strategies such as manipulatives and problem solving.

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7) Demonstrates understanding of addition and subtraction equations.

Trimester	1	2	3	4
ALL	<p>Student rarely understands concepts of equations such as:</p> <ul style="list-style-type: none"> • Meaning of the equal sign • Determining the unknown whole number. • Determining if equations are true or false. 	<p>Students sometimes understand at least two of the following concepts of equations:</p> <ul style="list-style-type: none"> • Meaning of the equal sign • Determining the unknown whole number. • Determining if equations are true or false. 	<p>Student consistently understands all of the following concepts of equations:</p> <ul style="list-style-type: none"> • Meaning of the equal sign • Determining the unknown whole number. • Determining if equations are true or false. 	<p>Student consistently understands both of the following concepts of equations:</p> <ul style="list-style-type: none"> • Meaning of the equal sign. • Determining unknown whole numbers. • Student can also use mental math strategies to determine if equations are true or false.

Numbers and Operations in Base Ten

8) Reads, writes, and represents learned numbers correctly up to 120.

Trimester	1	2	3	4
2nd	<ul style="list-style-type: none"> • Student is unable or rarely able to count to 120. • Student is unable or rarely able to read, write, or represent numbers 0-40. 	<ul style="list-style-type: none"> • Student is able to count to 120 with assistance. • Student is able to read, write, and represent numbers 0-40 with assistance. 	<ul style="list-style-type: none"> • Student is able to count to 120 without assistance. • Student is able to read, write, and represent numbers 0-40 independently. 	<ul style="list-style-type: none"> • Student is consistently able to count beyond 120. • Student can consistently and independently read, write, and represent numbers beyond 40 with accuracy.

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3rd	<ul style="list-style-type: none"> • Student is unable or rarely able to count to 120. • Student is unable or rarely able to read, write, or represent numbers 0-80. 	<ul style="list-style-type: none"> • Student is able to count to 120 with assistance. • Student is able to read, write, and represent numbers 0-80 with assistance. 	<ul style="list-style-type: none"> • Student is able to count to 120 without assistance. • Student is able to read, write, and represent numbers 0-80 independently. 	<ul style="list-style-type: none"> • Student is consistently able to count beyond 120. • Student can consistently and independently read, write, and represent numbers beyond 80 with accuracy.
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9) Demonstrates understanding of place value.

Trimester	1	2	3	4
2-3	Student is unable or rarely able to use place value to compare numbers, sequence numbers, and represent two-digit numbers as tens and ones.	Student is sometimes able to use place value to compare numbers, sequence numbers, and represent two-digit numbers as tens and ones.	Student is consistently able to use place value to compare numbers, sequence numbers, and represent two-digit numbers as tens and ones with accuracy.	Student consistently uses mental math strategies for place value to compare numbers, sequence numbers, and represent two-digit numbers as tens and ones with accuracy.

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10) Uses place value strategies to add within 100.

Trimester	1	2	3	4
3	Student is unable or rarely able to use place value strategies to add within 100 while using concrete models, drawings, or mental math.	<ul style="list-style-type: none"> Student is sometimes able to use place value strategies to add within 100 while using concrete models, drawings, or mental math strategies. 	<ul style="list-style-type: none"> Student is consistently able to use place value strategies to add within 100 accurately while using concrete models, drawings, or mental math strategies. 	<ul style="list-style-type: none"> Student consistently and independently adds within 100 with accuracy. Student independently uses concrete models, drawings, or mental math strategies.
		<ul style="list-style-type: none"> Student can sometimes find ten more than a number mentally, without having to count. 	<ul style="list-style-type: none"> Student consistently finds ten more than a number, without having to count, and can explain why. 	<ul style="list-style-type: none"> Student can explain the reasoning for sometimes having to compose another ten.

11) Subtracts multiples of ten.

Trimester	1	2	3	4
3	Student is unable or rarely able to subtract multiples of 10 with teacher assistance.	Student sometimes subtracts multiples of 10 using models or drawings with some teacher assistance.	Student consistently subtracts multiples of 10 using models, drawings, and mental strategies independently.	Student subtracts multiples of ten mentally and can explain their reasoning.

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Measurement and Data

12) Orders three objects by length.

Trimester	1	2	3	4
3	Student is unable or rarely able to recognize when an object is shorter or longer than another object.	Student can organize 3 objects by length (longest to shortest and shortest to longest) with assistance.	Student can organize 3 objects by length (longest to shortest and shortest to longest) and compare the length of two objects by using a third independently.	Student can organize 3 objects by length (longest to shortest and shortest to longest) and compare the length of two objects by using a third independently. Student can select an appropriate tool to measure an object.

13) Measures length using non-standard units of measurement.

Trimester	1	2	3	4
3	Student is unable or rarely able to measure length using non-standard units of measurement with teacher assistance.	Student is sometimes able to measure length using non-standard units of measurement and may need guidance.	Student is consistently able to measure length using non-standard units of measurement independently.	Student independently measures length using non-standard units of measurement and can explain their reasoning is estimation if used.

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14) Tells the time to the hour and half hour.

Trimester	1	2	3	4
3	Student is unable or rarely able to tell time to the hour.	Student is able to tell time to the hour but may need assistance to tell time to the half hour.	Student is consistently able to tell time to both the hour and the half hour.	Student is able to tell time to the nearest 5 minutes.

15) Organizes, represents, and interprets data with up to three categories.

Trimester	1	2	3	4
3	Student is unable to organize, represent, or interpret data.	Student is sometimes able to organize, represent, or interpret data with more than one category.	Student is consistently able to organize, represent, or interpret data with up to three categories.	<ul style="list-style-type: none"> • Student is consistently able to organize, represent, or interpret data with more than three categories. • Student can collect their own data.

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Geometry

16) Understands and applies knowledge of shapes and their attributes to compare and compose 2- and 3- dimensional shapes.

Trimester	1	2	3	4
3	<p>Student rarely applies knowledge of shapes and their attributes to compare and create 2- and 3- dimensional shapes such as:</p> <ul style="list-style-type: none"> • rectangles • squares • trapezoids • triangles • half-circles • quarter-circles • cubes • rectangular prisms • cones • cylinders 	<p>Student sometimes applies knowledge of shapes and their attributes to compare and create 2- and 3- dimensional shapes with little assistance such as:</p> <ul style="list-style-type: none"> • rectangles • squares • trapezoids • triangles • half-circles • quarter-circles • cubes • rectangular prisms • cones • cylinders 	<p>Student consistently and independently applies knowledge of shapes and their attributes to compare and create 2- and 3- dimensional shapes such as:</p> <ul style="list-style-type: none"> • rectangles • squares • trapezoids • triangles • half-circles • quarter-circles • cubes • rectangular prisms • cones • cylinders 	<p>Student consistently and independently applies knowledge of shapes and their attributes to compare and create 2- and 3- dimensional shapes(and applies attributes to real life situations) such as:</p> <ul style="list-style-type: none"> • rectangles • squares • trapezoids • triangles • half-circles • quarter-circles • cubes • rectangular prisms • cones • cylinders

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17) Understand and applies knowledge of fractions (uses phrases such as halves, fourths, and quarters).

Trimester	1	2	3	4
3	Student is unable or rarely able to apply knowledge of fractions to shapes.	Student is sometimes able to apply knowledge of fractions to shapes.	Student is consistently able to apply knowledge of fractions to shapes and understands terms such as halves, fourths, and quarters.	Student is consistently able to apply knowledge of fractions to shapes and uses terms such as halves, fourths, and quarters independently.