

PARENT GUIDE

First Grade Benchmarks and Rubrics for Reporting Student Progress



2022-2023

First Grade Benchmarks and Rubrics for Reporting Progress 2022-2023

The Florida B.E.S.T. Standards for English Language Arts and Mathematics below are reported to families on the First Grade Report Card. Consideration was given to the benchmarks that are most critical to success in second grade. Many of the selected benchmarks encompass mastery of other skills; therefore, not all benchmarks will be individually reported.

Language Arts	Mathematics
<ul style="list-style-type: none"> • Phonological Awareness – Working with Spoken Words (ELA.1.F.1.2) • Phonics – Working with Written Words (ELA.1.F.1.3) • Read Grade Level Text (ELA.1.F.1.4, ELA.K12.EE.2.1) • Sight Words (ELA.1.F.1.4) • Retell Stories - Literature (ELA.1.R.1.1, ELA.1.R.3.2.a, ELA.K12.EE.1.1, ELA.K12.EE.3.1) • Retell Topic/Details – Informational Text (ELA.1.R.2.2, ELA.1.R.3.2.b, ELA.1.R.2.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1) • Communicating Through Writing (ELA.1.C.1.1, ELA.1.C.1.2, ELA.1.C.1.3, ELA.1.C.1.4, ELA.1.C.3.1) • Collaborative Conversations (ELA.1.C.2.1, ELA.K12.EE.4.1) 	<ul style="list-style-type: none"> • Count Forwards and Backwards Within 120 (MA.1.NSO.1.1) • Add and Subtract Numbers 0-20 (MA.1.NSO.2.2) • Divide Shapes into Halves and Fourths (MA.1.FR.1.1) • Solve Addition and Subtraction Real-World Problems (MA.1.AR.1.2) • Determine the Unknown Number in an Addition and Subtraction Equation (MA.1.AR.2.3) • Measure Length (MA.1.M.1.1) • Tell Time (MA.1.M.2.1) • Find the Value of Money (MA.1.M.2.3) • Sort Shapes (MA.1.GR.1.1) • Collect and interpret Data (MA.1.DP.1.1, MA.1.DP.1.2)

The Florida B.E.S.T. Standards for English Language Arts and Mathematics are written with the skills and knowledge required of students by the **end of the school year**. Teachers will use a rubric to determine how students are progressing toward mastery of the benchmarks. Since the benchmarks are end of the year expectations, families should expect to see students' performance levels grow across the year from a score of 1 to a score of 3 or 4 by the end of the year. Below is a list of the performance levels that are used on the report card. Scores for each benchmark are entered in Focus.

Definitions of performance levels that are used on the report card:

4	The student has an advanced understanding and exceeds <i>end of year</i> , grade level benchmark mastery. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
3*	The student demonstrates mastery on <i>end of year</i> , grade level benchmark. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
2	The student is approaching <i>end of year</i> , grade level benchmark mastery. A student receiving a 2 understands basic skills and concepts but is not yet independent. The student is applying concepts and skills with increasing success.
1	The student is beginning progress towards <i>end of year</i> , grade level benchmark mastery. A student receiving a 1 benefits from additional support.
L	The student has limited progress towards <i>end of year</i> , grade level benchmark mastery.
Z	The benchmark is not assessed during this quarter.

The 3 is the grade level expectation and is what all students should meet by the **end of the year.*

First Grade ELA Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark	Performance Level Notes
<p>Phonological Awareness – Working with Spoken Words</p> <p>Quarters 1,2,3,4</p>	<p>Demonstrates understanding of the following:</p> <ul style="list-style-type: none"> Segment spoken words into initial, medial, and final phonemes in CVC words Blend spoken words into initial, medial, and final phonemes in CVC words 	<p>Demonstrates understanding of the following:</p> <ul style="list-style-type: none"> Segment spoken words into initial, medial, and final phonemes, including words with blends Blend initial, medial, and final phonemes to produce a single-syllable word, including words with blends, digraphs, OR trigraphs <p align="center">Q1 expectation</p>	<p>Demonstrates understanding of the following:</p> <ul style="list-style-type: none"> Segment spoken words into initial, medial, and final phonemes, including words with blends AND digraphs Blend initial, medial, and final phonemes to produce a single-syllable word, including words with blends, digraphs, OR trigraphs Blend OR segment single-syllable spoken words with at least five phonemes <p align="center">Q2/Q3 expectation</p>	<p>Demonstrates understanding of the following:</p> <ul style="list-style-type: none"> Segment spoken words into initial, medial, and final phonemes, including words with blends, digraphs, AND trigraphs Blend initial, medial, and final phonemes to produce a single-syllable word, including words with blends, digraphs, OR trigraphs Blend single-syllable spoken words with at least five phonemes Segment single-syllable spoken words with at least five phonemes Segment AND blend phonemes in multi-syllable spoken words <p align="center">Q4 expectation</p>	<p>Demonstrates an understanding of ALL of the previous skills AND able to blend words with trigraphs</p>	
<p>Phonics – Working with Written Words</p> <p>Quarters 1,2,3,4</p>	<p>Applies knowledge accurately in 0-1 of the following:</p> <ul style="list-style-type: none"> Decode OR encode regularly spelled one-syllable words Decode words using knowledge of spelling-sound correspondences for common consonant blends, digraphs, OR trigraphs Decode two-syllable words with regular patterns by breaking the words into syllables Decode words that use final-e to make long vowel sounds Decode words with inflectional endings Decode words that use vowel teams to make long vowel sounds Decode simple words with r-controlled vowels 	<p>Applies knowledge accurately in 2-3 of the following:</p> <ul style="list-style-type: none"> Decode OR encode regularly spelled one-syllable words Decode words using knowledge of spelling-sound correspondences for common consonant blends, digraphs, OR trigraphs Decode two-syllable words with regular patterns by breaking the words into syllables Decode words that use final-e to make long vowel sounds Decode words with inflectional endings Decode words that use vowel teams to make long vowel sounds Decode simple words with r-controlled vowels <p align="center">Q1 expectation</p>	<p>Applies knowledge accurately in 4-5 of the following:</p> <ul style="list-style-type: none"> Decode AND encode regularly spelled one-syllable words Decode words using knowledge of spelling-sound correspondences for common consonant blends, digraphs, OR trigraphs Decode two-syllable words with regular patterns by breaking the words into syllables Decode words that use final-e to make long vowel sounds Decode words with inflectional endings Decode words that use vowel teams to make long vowel sounds Decode simple words with r-controlled vowels <p align="center">Q2/Q3 expectation</p>	<p>Applies knowledge accurately in ALL of the following:</p> <ul style="list-style-type: none"> Decode AND encode regularly spelled one-syllable words Decode words using knowledge of spelling-sound correspondences for common consonant blends, digraphs, AND trigraphs Decode two-syllable words with regular patterns by breaking the words into syllables Decode words that use final-e to make long vowel sounds Decode words with inflectional endings Decode words that use vowel teams to make long vowel sounds Decode simple words with r-controlled vowel <p align="center">Q4 expectation</p>	<p>Applies knowledge accurately in ALL of the previous skills AND able to decode words with variable vowel teams (e.g., <u>l</u>o<u>o</u>k, br<u>ea</u>d, s<u>ou</u>p) AND/OR vowel diphthongs (e.g., c<u>oi</u>n, b<u>oy</u>, pl<u>ow</u>)</p>	

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark	Performance Level Notes
Read Grade Level Texts Quarters 1,2,3,4	Reads level Pre-A, A, B, or C text with comprehension as measured by a running record (Instructional Level)	Reads level D or E text with comprehension as measured by a running record (Instructional Level) Q1 expectation	Reads level F, G, or H text with comprehension as measured by a running record (Instructional Level) Q2/Q3 expectation	Reads level I, or J text with comprehension as measured by a running record (Instructional Level) Q4 expectation	Reads level K or higher text with comprehension as measured by a running record (Instructional Level)	
Sight Words Quarters 1,2,3,4	Reads 40 or less grade-level sight words with automaticity AND writes 20 or less grade-level sight words accurately without prompting or support	Reads 41-50 grade-level sight words with automaticity AND writes 21-30 grade-level sight words accurately without prompting or support Q1 expectation	Reads 51-60 grade-level sight words with automaticity AND writes 31-40 grade-level sight words accurately without prompting or support Q2 expectation	Reads 61-75 grade-level sight words with automaticity AND writes 41-50 grade-level sight words accurately without prompting or support Q3/Q4 expectation	Reads at least 76 grade-level sight words AND writes at least 51 grade-level sight words accurately without prompting or support	
Retell Stories Literature Quarters 2,3,4	With prompting, identifies and/or describes orally at least 1 of the following main story elements: <ul style="list-style-type: none"> • Characters • Setting • Sequence of Events OR Unable to identify and describe orally any main story elements (even with prompting)	Orally identifies the following main story elements: <ul style="list-style-type: none"> • Characters • Setting AND <ul style="list-style-type: none"> • 1-2 events from the story 	Orally identifies AND describes the following main story elements: <ul style="list-style-type: none"> • Characters • Setting • Sequence of Events 	Retells orally OR in writing ALL of the following main story elements across the beginning, middle and end of a story: <ul style="list-style-type: none"> • Characters • Setting • Sequence of Events AND Orally explains what evidence in the text supports the description of the character(s)	Retells in writing ALL of the following main story elements: <ul style="list-style-type: none"> • Characters • Setting • Sequence of Events AND Explains in writing what evidence in the text supports the description of the character(s)	
Retell Topic/Details Informational Text Quarters 1,2,3,4	With prompting, identifies orally the topic OR some details of a text. OR Unable to identify orally the topic OR some details in a text (even with prompting)	Uses text or text features to orally identify the topic and details of a text Q1 expectation	Uses text and/or text features to orally identify the topic and relevant details from at least 2 sections of the text Q2/Q3 expectation	Orally OR in writing, retells the topic and relevant details (including details from the text features) from ALL sections of the text AND Orally explains what evidence in the text supports their thinking Q4 expectation	Orally OR in writing, retells the topic and relevant details of two or more texts on the same topic AND Explains in writing what evidence in the text supports their thinking	

Benchmark	<p style="text-align: center;">L</p> <p style="text-align: center;">Limited Progress Toward Benchmark Mastery</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Beginning Progress Toward Benchmark Mastery</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Approaching Benchmark Mastery</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Benchmark Mastery</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">Exceeds the Benchmark</p>	<p style="text-align: center;">Performance Level Notes</p>
<p style="text-align: center;">Communicating Through Writing</p> <p style="text-align: center;">Quarters 1,2,3,4</p>	<p>Demonstrates the following:</p> <ul style="list-style-type: none"> • Uses mostly drawings to help convey thoughts • Writes some words that can be read by an educator • With prompting and support, uses some structure of the genre <p style="text-align: center;">OR</p> <p>Student uses drawing, dictating, labeling, or random strings of letters to convey thoughts</p>	<p>Demonstrates the following:</p> <ul style="list-style-type: none"> • Uses some drawings to convey thoughts • Writes sentences that can be read by an educator (e.g., most sounds represented phonetically, sight words spelled correctly) • Use of appropriate ending punctuation and capitalization at the beginning of a sentence • Uses some structure of the genre <p style="text-align: center;">Q1 expectation</p>	<p>Demonstrates the following:</p> <ul style="list-style-type: none"> • Writes sentences that can be read by an educator (e.g., most sounds represented phonetically, sight words spelled correctly, spaces between words) • Use of appropriate ending punctuation and capitalization at the beginning of a sentence. • Provides a sense of closure • Uses some structure of the genre <p style="text-align: center;">Q2 expectation</p>	<p>Demonstrates the following:</p> <ul style="list-style-type: none"> • Writes sentences that can be read by an educator (e.g., most sounds and spelling patterns taught are represented, sight words spelled correctly, spaces between words) • Use of appropriate ending punctuation, capitalization (proper nouns; beginning of a sentence), and grade appropriate sentence formation (see ELA.1.C.3.1) • Provides a sense of closure • Uses structure of the genre • Evidence of use of a source when writing an opinion or expository text <p style="text-align: center;">Q3/Q4 expectation</p>	<p>Demonstrates ALL of the expectations for standard mastery AND includes the following:</p> <ul style="list-style-type: none"> • Some use of transitions • A conclusion/ending • Details to elaborate 	
<p style="text-align: center;">Collaborative Conversations</p> <p style="text-align: center;">Quarters 1,2,3,4</p>	<p>Not yet participating in collaborative conversations</p>	<p>Participates in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> by demonstrating 1 of the following:</p> <ul style="list-style-type: none"> • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences and with appropriate volume • Justifies thinking (e.g., “I think __ because __”) <p style="text-align: center;">Q1 expectation</p>	<p>Participates in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> by demonstrating 2 of the following:</p> <ul style="list-style-type: none"> • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences and with appropriate volume • Justifies thinking (e.g., “I think __ because __”) <p style="text-align: center;">Q2 expectation</p>	<p>Participates in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> by demonstrating ALL of the following:</p> <ul style="list-style-type: none"> • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences and with appropriate volume • Justifies thinking (e.g., “I think __ because __”) <p style="text-align: center;">Q3/Q4 expectation</p>	<p>Participates in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> by demonstrating ALL of the following:</p> <ul style="list-style-type: none"> • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences and with appropriate volume • Justifies thinking (e.g., “I think __ because __”) <p style="text-align: center;">AND</p> <p>Applies skills in other content areas</p>	

First Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark	Performance Level Notes
Count Forwards and Backwards within 120 Quarters 1,2,3,4	With support not yet able to: • Start at a given number to count forward OR backwards within 120 by ones AND able to skip count without support	Demonstrates an understanding of 1 of the following : • Starting at a given number, count forward OR backwards within 120 by ones • Skip count by 2s to 10 • Skip count by 5s to 25 Q1 expectation	Demonstrates an understanding of 2 of the following : • Starting at a given number, count forward AND backwards within 120 by ones • Skip count by 2s to 10 • Skip count by 5s to 50 Q2/Q3 expectation	Demonstrates an understanding of ALL of the following : • Starting at a given number, count forward AND backwards within 120 by ones • Skip count by 2s to 20 • Skip count by 5s to 100 Q4 expectation	Student can do ALL of the following : • Starting at a given number, count forward AND backwards to any number beyond 120 by ones • Skip count by 2s from any given number to 20 • Skip count by 5s from any given number to 100	
Addition and Subtraction 0 to 20 Quarters 2,3,4	With support not yet able to: • Add two whole numbers with sums from 0 to 20 AND • Use related facts to subtract two whole numbers within 20	With support: • Add two whole numbers with sums from 0 to 20 OR • Use related facts to subtract two whole numbers within 20 Q2 expectation	With procedural reliability: • Add two whole numbers with sums from 0 to 20 OR • Use related facts to subtract two whole numbers within 20 Q3 expectation	With procedural reliability: • Add two whole numbers with sums from 0 to 20 AND • Use related facts to subtract two whole numbers within 20 Q4 expectation	• Add two whole numbers with sums greater than 20 AND • Use related facts to subtract two whole numbers greater than 20	
Divide Shapes into Halves and Fourths Quarter 4	With support not yet able to: • Partition circles and rectangles into two and four equal parts AND • Name the parts as halves and fourths	With support: • Partition circles and rectangles into two and four equal parts AND • Name the parts as halves and fourths	• Partition circles and rectangles into two and four equal parts OR • Name the parts as halves and fourths	• Partition circles and rectangles into two and four equal parts AND • Name the parts as halves and fourths Q4 expectation	• Partition circles and rectangles into two and four equal parts AND name the parts as halves and fourths AND • Justify thinking	
Solve Addition and Subtraction Real-World Problems Quarters 1,2,3,4	With support not yet able to: • Solve addition real-world problems using objects, drawings, or equations with sums within 20 AND • Solve subtraction real-world problems using objects, drawings, or equations with differences within 20	With support: • Solve addition real-world problems using objects, drawings, or equations with sums within 20 OR • Solve subtraction real-world problems using objects, drawings, or equations with differences within 20 Q1 expectation	• Solve addition real-world problems using objects, drawings, or equations with sums within 20 OR • Solve subtraction real-world problems using objects, drawings, or equations with differences within 20 Q2/Q3 expectation	• Solve addition real-world problems using objects, drawings, or equations with sums within 20 AND • Solve subtraction real-world problems using objects, drawings, or equations with differences within 20 Q4 expectation	• Solve addition real-world problems using objects, drawings, or equations with sums greater than 20 AND • Solve subtraction real-world problems using objects, drawings, or equations with differences greater than 20	

First Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark	Performance Level Notes
Determine the Unknown Number in an Addition and Subtraction Equation Quarters 2,3,4	With support not yet able to determine the unknown whole number in an addition or subtraction equation, relating three whole numbers	<ul style="list-style-type: none"> Determine the sum in an addition equation OR Determine the difference in a subtraction equation <p align="center">Q2 expectation</p>	With support: <ul style="list-style-type: none"> Determine an unknown whole number in an addition equation with the unknown in any position Determine an unknown whole number in a subtraction equation with the unknown in any position <p align="center">Q3 expectation</p>	<ul style="list-style-type: none"> Determine an unknown whole number in an addition equation with the unknown in any position OR Determine an unknown whole number in a subtraction equation with the unknown in any position <p align="center">Q4 expectation</p>	<ul style="list-style-type: none"> Determine an unknown whole number in an addition equation with the unknown in any position AND Determine an unknown whole number in a subtraction equation with the unknown in any position 	
Measure Length Quarters 3,4	With support not yet able to estimate or measure the length of an object to the nearest inch or centimeter	With support: <ul style="list-style-type: none"> Estimate OR measure the length of an object to the nearest inch or centimeter 	<ul style="list-style-type: none"> Estimate OR Measure the length of an object to the nearest inch or centimeter <p align="center">Q3 expectation</p>	<ul style="list-style-type: none"> Estimate AND Measure the length of an object to the nearest inch or centimeter <p align="center">Q4 expectation</p>	<ul style="list-style-type: none"> Estimate AND Measure the length of an object to the nearest inch or centimeter AND Justify the reason for measuring with the selected unit 	
Tell Time Quarter 4	With support not yet able to use an analog OR a digital clock to tell and write time to the hour and half-hour	Use an analog OR a digital clock to tell and write time to the hour	Use an analog OR a digital clock to tell and write time to the hour and half-hour	Use an analog AND a digital clock to tell and write time to the hour and half-hour	<ul style="list-style-type: none"> Use an analog AND a digital clock to tell and write time to the hour and half-hour AND Solve real-world problems using an analog and digital clock <p align="center">Q4 expectation</p>	
Find the Value of Money Quarter 4	With support not yet able to: <ul style="list-style-type: none"> Find the value of combinations of pennies, nickels, and dimes up to one dollar OR Find the value of one, five, and ten dollar bills up to \$100 OR Use the ¢ and \$ and dollar signs appropriately 	Demonstrates an understanding of 1 of the following: <ul style="list-style-type: none"> Find the value of combinations of pennies, nickels, and dimes up to one dollar Find the value of one, five, and ten dollar bills up to \$100 Use the ¢ and \$ and dollar signs appropriately 	Demonstrates an understanding of 2 of the following: <ul style="list-style-type: none"> Find the value of combinations of pennies, nickels, and dimes up to one dollar Find the value of one, five, and ten dollar bills up to \$100 Use the ¢ and \$ and dollar signs appropriately 	Demonstrates an understanding of ALL of the following: <ul style="list-style-type: none"> Find the value of combinations of pennies, nickels, and dimes up to one dollar Find the value of one, five, and ten dollar bills up to \$100 Use the ¢ and \$ and dollar signs appropriately <p align="center">Q4 expectation</p>	Demonstrates an understanding of ALL the following: <ul style="list-style-type: none"> Find the value of combinations of pennies, nickels, and dimes up to one dollar Find the value of one, five, and ten dollar bills up to \$100 Use the ¢ and \$ and dollar signs appropriately AND Solve real-world problems involving either dollar bills within \$100 or coins within 100 ¢ using the ¢ and \$ symbols appropriately 	

First Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark	Performance Level Notes
Sort Shapes Quarters 1,2,3,4	With support not yet able to: <ul style="list-style-type: none"> Identify two and three-dimensional figures based on their defining attributes OR Compare two and three-dimensional figures based on their defining attributes OR Sort two and three-dimensional figures based on their defining attributes 	Demonstrates an understanding of 1 of the following : <ul style="list-style-type: none"> Identify two OR three-dimensional figures based on their defining attributes Compare two OR three-dimensional figures based on their defining attributes Sort two OR three-dimensional figures based on their defining attributes <p align="center">Q1 expectation</p>	Demonstrates an understanding of 2 of the following : <ul style="list-style-type: none"> Identify two OR three-dimensional figures based on their defining attributes. Compare two OR three-dimensional figures based on their defining attributes Sort two OR three-dimensional figures based on their defining attributes <p align="center">Q2/Q3 expectation</p>	Demonstrates an understanding of ALL the following : <ul style="list-style-type: none"> Identify two AND three-dimensional figures based on their defining attributes. Compare two AND three-dimensional figures based on their defining attributes Sort two AND three-dimensional figures based on their defining attributes <p align="center">Q4 expectation</p>	Demonstrates an understanding of ALL the following : <ul style="list-style-type: none"> Identify two and three-dimensional figures based on their defining attributes Compare two and three-dimensional figures based on their defining attributes Sort two and three-dimensional figures based on their defining attributes AND Justify thinking when comparing and sorting figures 	
Collect and Interpret Data Quarters 1,2,3,4	With support not yet able to: <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs OR Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories 	With support, students can: <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs AND Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories <p align="center">Q1 expectation</p>	Demonstrates an understanding of 1 of the following : <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs OR Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories <p align="center">Q2 expectation</p>	Demonstrates an understanding of ALL the following : <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs AND Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories <p align="center">Q3/Q4 expectation</p>	Demonstrates an understanding of ALL the following : <ul style="list-style-type: none"> Collect data into categories and represent the results using tally marks or pictographs AND Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories AND Organize and label a tally chart or pictograph 	