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
 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.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) 	 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.

First Grade ELA Parent Rubric

First Grade ELA Parent Rubric						
	L	1	2	3	4	
Daniel	Limited Progress	Beginning	Approaching	Benchmark	Exceeds the	
Benchmark	Toward Benchmark	Progress	Benchmark Mastery		Benchmark	
	Mastery	Toward	Deficilitiat k Mastery	Mastery	Benefimark	Performance Level Notes
	waster y					
		Benchmark				
		Mastery				
	Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrates an	
	understanding of the following:	understanding of the following:	understanding of the following:	understanding of the following:	understanding of ALL of the previous skills AND	
	Segment spoken words	Segment spoken words	Segment spoken words	Segment spoken words	able to blend words with	
	into initial, medial, and	into initial, medial, and	into initial, medial, and	into initial, medial, and	trigraphs	
Phonological	final phonemes in CVC	final phonemes,	final phonemes, including	final phonemes, including	u igi apiis	
_	words	including words with	words with blends AND	words with blends,		
Awareness -	Blend spoken words	blends	digraphs	digraphs, AND trigraphs		
Working	into initial, medial, and	Blend initial, medial,	 Blend initial, medial, and 	Blend initial, medial, and		
with Spoken	final phonemes in CVC	and final phonemes to	final phonemes to produce	final phonemes to produce		
Words	words	produce a single-	a single-syllable word,	a single-syllable word,		
		syllable word, including	including words with	including words with		
		words with blends,	blends, digraphs, OR	blends, digraphs, OR		
		digraphs, OR trigraphs	trigraphs	trigraphs		
			Blend OR segment single-	Blend single-syllable		
			syllable spoken words with	spoken words with at least five phonemes		
			at least five phonemes	Segment single-syllable		
				spoken words with at least		
				five phonemes		
				Segment AND blend		
				phonemes in multi-		
Occartorio				syllable spoken words		
Quarters 1,2,3,4		Q1 expectation	Q2/Q3 expectation	Q4 expectation		
1,2,3,4	Applies knowledge	Applies knowledge	Applies knowledge	Applies knowledge	Applies knowledge	
	accurately in 0-1 of the	accurately in 2-3 of the			accurately in ALL of the	
	following:	following:		following:	previous skills AND able	
	Decode OR encode	Decode OR encode	Decode AND encode	Decode AND encode	to decode words with	
	regularly spelled one-	regularly spelled one-	regularly spelled one-	regularly spelled one-	variable vowel teams	
	syllable words	syllable words	syllable words	syllable words	(e.g., l <u>oo</u> k, br <u>ea</u> d, s <u>ou</u> p)	
Dhonica	 Decode words using 	 Decode words using 	Decode words using		AND/OR vowel	
Phonics -	knowledge of spelling-	knowledge of spelling-	knowledge of spelling-	0 1 0	diphthongs (e.g., c <u>oi</u> n,	
Working	sound correspondences	sound correspondences	sound correspondences		b <u>oy</u> , pl <u>ow</u>)	
with	for common consonant	for common consonant	for common consonant	for common consonant		
Written	blends, digraphs, OR trigraphs	blends, digraphs, OR trigraphs	blends, digraphs, OR trigraphs	blends, digraphs, AND trigraphs		
Words	Decode two-syllable	Decode two-syllable	Decode two-syllable	Decode two-syllable		
	words with regular	words with regular	words with regular	words with regular		
	patterns by breaking	patterns by breaking the	patterns by breaking the	patterns by breaking		
	the words into	words into syllables	words into syllables	the words into		
	syllables	 Decode words that use 	Decode words that use	syllables		
	 Decode words that use 	final-e to make long	final-e to make long vowel	• Decode words that use		
	final-e to make long	vowel sounds	sounds	final-e to make long		
	vowel sounds	Decode words with	Decode words with	vowel sounds		
	Decode words with	inflectional endings	inflectional endings	Decode words with		
	inflectional endings	Decode words that use	Decode words that use	inflectional endings		
	 Decode words that use vowel teams to make 	vowel teams to make	vowel teams to make long vowel sounds	Decode words that use vowel teams to make		
	long vowel sounds	long vowel sounds • Decode simple words	Decode simple words with	long vowel sounds		
	I JOING VOWEL SOUTIUS	► Decoue Simple Words	l • Decoue simple words With	iong vower sounds		
Quartore	Decode simple words			Decode simple words		
Quarters 1,2,3,4	Decode simple words with r-controlled vowels	with r-controlled vowels	r-controlled vowels	Decode simple words with r-controlled vowel		

	_	4				
	L	1	2	3	4	
Benchmark	Limited Progress	Beginning	Approaching	Benchmark	Exceeds the	
Deficilitat K	Toward	Progress	Benchmark Mastery	Mastery	Benchmark	Performance Level Notes
	Benchmark	Toward	,	Mastery		
	Mastery	Benchmark				
	wiaster y					
		Mastery		_ , , ,		
	Reads level Pre-A , A , B ,				Reads level K or higher	
	or C text with comprehension as	*		comprehension as measured by a running record	as measured by a running	
Read Grade	measured by a running	, ,	, o	(Instructional Level)	record (Instructional	
Level Texts	record (Instructional	Level)	record (mstractional bever)	(mstructionar Lever)	Level)	
0	Level)	20,019			20,019	
Quarters 1,2,3,4						
1,2,3,4		Q1 expectation	Q2/Q3 expectation	Q4 expectation		
GL 1	Reads 40 or less grade-level		Reads 51-60 grade-level sight		Reads at least 76 grade-level	
Sight	sight words with	sight words with	words with automaticity AND		sight words AND writes at	
	automaticity AND writes 20			automaticity AND writes 41-		
Quarters				50 grade-level sight words	words accurately without	
1,2,3,4	words accurately without		1 1 0	accurately without	prompting or support	
, ,-,	prompting or support	prompting or support Q1 expectation	support Q2 expectation	prompting or support Q3/Q4 expectation		
	With prompting,	Orally identifies the	Orally identifies AND	Retells orally OR in writing	Retells in writing ALL of	
Retell Stories	identifies and/or		· · , · · · · · · · · · · · · · · · · · · ·	, ,	the following main story	
Literature	describes orally at least 1			story elements across the	elements:	
	of the following main	Characters		beginning, middle and end	Characters	
	story elements:	 Setting 		of a story:	• Setting	
	Characters	G	• Sequence of Events	Characters	Sequence of Events	
	Setting	AND	4	Setting	AND	
	Sequence of Events			Sequence of Events	AND	
	OR	• 1-2 events from the		AND	Explains in writing what	
	Unable to identify and	story			evidence in the text	
Occambana	describe orally any main			Orally explains what	supports the description of	
Quarters 2,3,4	story elements (even with			evidence in the text	the character(s)	
۵,3,4	prompting)			supports the description of the character(s)		
			Q2/Q3 expectation			
	With prompting, identifies	Uses text or text features to	Uses text and/or text		Orally OR in writing, retells	
Retell	orally the topic OR some		•	the topic and relevant	the topic and relevant	
Topic/Details	details of a text.			details (including details	details of two or more texts	
Informational Text	OR			from the text features)	on the same topic	
Text	Unable to identify orally the			from ALL sections of the		
	topic OR some details in a			text	AND	
	text (even with prompting)			AND	Explains in writing what	
				Orally explains what	evidence in the text	
Quarters 1,2,3,4				evidence in the text supports their thinking	supports their thinking	
		Q1 expectation	02/03 expectation			
		42 capetation	₹=/ ₹5 cmpectation	Q. cpectution		

	T	1	2	2	4	
Benchmark	L Linched Document	1	Approaching	3	Exceeds the	Performance Level Notes
	Limited Progress	Beginning	Benchmark Mastery	Benchmark	Benchmark	Perior mance Lever Notes
	Toward	Progress	J	Mastery		
	Benchmark	Toward				
	Mastery	Benchmark Mastery				
	Demonstrates the following:		Demonstrates the following:	Demonstrates the following:	Demonstrates ALL of the	
	•Uses mostly drawings to	Uses some drawings to	• Writes sentences that can	Writes sentences that	expectations for standard	
	help convey thoughts • Writes some words that	convey thoughts • Writes sentences that	be read by an educator (e.g., most sounds	can be read by an educator (e.g., most	mastery AND includes the following:	
	can be read by an educator	can be read by an	represented phonetically,	sounds and spelling	ionowing.	
	•With prompting and	educator (e.g., most	sight words spelled	patterns taught are	Some use of transitions	
	support, uses some	sounds represented	correctly, spaces between words)	represented, sight words	A conclusion/ending	
Communicating	structure of the genre	phonetically, sight words spelled correctly)	• Use of appropriate ending	spelled correctly, spaces between words)	Details to elaborate	
Through Writing	OR	 Use of appropriate 	punctuation and	 Use of appropriate 		
	Student uses drawing,	ending punctuation and	capitalization at the	ending punctuation,		
	dictating, labeling, or	capitalization at the beginning of a sentence	beginning of a sentence. • Provides a sense of closure	capitalization (proper nouns; beginning of a		
	random strings of letters to convey thoughts	Uses some structure of	• Uses some structure of the	sentence), and grade		
		the genre	genre	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		
Quarters				opinion or expository text		
1,2,3,4		Q1 expectation	Q2 expectation	00/04		
	Not yet participating in		Participates in	Participates in	Participates in	
	collaborative conversations	collaborative conversations with	collaborative conversations with diverse partners about	collaborative conversations with	collaborative conversations with	
					diverse partners about	
		grade 1 topics and texts by	demonstrating 2 of the	grade 1 topics and texts by	grade 1 topics and texts by	
		Ü			demonstrating ALL of the	
		following: • Conversations with	 Conversations with peers and 	following: • Conversations with	following: • Conversations with	
Collaborative		peers and	adults in small and	peers and	peers and	
Conversations		adults in small and	larger groups	adults in small and	adults in small and	
		larger groups	 Follows agreed upon rules, taking 	larger groups • Follows agreed upon	larger groups • Follows agreed upon	
		• Follows agreed upon rules, taking	turns and listening to	rules, taking	rules, taking	
		turns and listening to	others	turns and listening to	turns and listening to	
		others	Continues a	others	others	
		Continues a conversation through	conversation through multiple exchanges	Continues a conversation through	Continues a conversation through	
		multiple exchanges	• Presents information in	multiple exchanges	multiple exchanges	
		 Presents information 	complete	Presents information	Presents information	
		in complete	sentences and with appropriate volume	in complete sentences and with	in complete	
		sentences and with appropriate volume	Justifies thinking (e.g., "I	appropriate volume	sentences and with appropriate volume	
		• Justifies thinking (e.g., "I	think because)	 Justifies thinking (e.g., "I 	• Justifies thinking (e.g., "I	
		think because)		think <u>because</u>)	think because)	
					AND Applies skills in other	
Quarters						
1,2,3,4			Q2 expectation	Q3/Q4 expectation	content areas	

First Grade Math Parent Rubric

	L	1	2	3	4	
	Limited	Beginning	Approaching	Benchmark	Exceeds the	
Benchmark	Progress	Progress	Benchmark	Mastery	Benchmark	Performance Level Notes
	Toward	Toward	Mastery	i i i docti y	Denemiark	
	Benchmark	Benchmark	Mastery			
	Mastery					
	,	Mastery	Daman atmataa an	Damanatustasan	Student can do ALL of the	
Count	With support not yet able to:	Demonstrates an understanding of 1 of the	Demonstrates an understanding of 2 of the	Demonstrates an understanding of ALL of	following:	
Forwards	• Start at a given	following:	following:	the following:	• Starting at a given	
and	number to count	Starting at a given	Starting at a given	Starting at a given	number, count forward	
Backwards	forward OR	number, count forward	number, count forward	number, count forward	AND backwards to any	
within 120	backwards within 120	OR backwards within	AND backwards within	AND backwards within	number beyond 120 by	
	by ones AND able to	120 by ones	120 by ones	120 by ones	ones	
	skip count without	• Skip count by 2s to 10	• Skip count by 2s to 10	• Skip count by 2s to 20	• Skip count by 2s from any	
0 .	support	• Skip count by 5s to 25	• Skip count by 5s to 50	• Skip count by 5s to 100	given number to 20	
Quarters		Q1 expectation	Q2/Q3 expectation	Q4 expectation	• Skip count by 5s from any given number to 100	
1,2,3,4 Addition	With support not yet		With procedural	With procedural reliability:	Add two whole numbers	
	able to:	Add two whole numbers	reliability:	Add two whole numbers	with sums greater than	
and	• Add two whole	with sums from 0 to 20	Add two whole numbers	with sums from 0 to	20	
Subtraction	numbers with sums	OR	with sums from 0 to 20	20	AND	
0 to 20	from 0 to 20	 Use related facts to 	OR	AND	 Use related facts to 	
	AND	subtract two whole	Use related facts to	Use related facts to	subtract two whole	
Quarters	Use related facts to subtract two whole	numbers within 20	subtract two whole numbers within 20	subtract two whole numbers within 20	numbers greater than 20	
2,3,4	numbers within 20		numbers within 20	numbers within 20		
	numbers within 20	Q2 expectation	Q3 expectation	Q4 expectation		
Divide	With support not yet	With support:	 Partition circles and 	 Partition circles and 	 Partition circles and 	
Shapes	able to:	Partition circles and	rectangles into two	rectangles into two and	rectangles into two and	
into	Partition circles and	rectangles into two and four equal parts	and four equal	four equal parts	four equal parts AND name the parts as halves	
Halves	rectangles into two	AND	parts OR	AND	and fourths	
and	and four equal parts AND	Name the parts as halves	Name the parts as	Name the parts as halves and fourths	AND	
Fourths	• Name the parts as	and fourths	halves and fourths	naives and fourths	Justify thinking	
1 our tils	halves and fourths		marves and rour ens			
Quarter						
4						
	******	*****	0.1	Q4 expectation	0.1 1100	
Solve	With support not yet	With support:	Solve addition real-world	Solve addition real-world	Solve addition real-world	
Addition	able to: Solve addition real-	 Solve addition real-world problems using objects, 	problems using objects, drawings, or equations	problems using objects, drawings, or equations	problems using objects, drawings, or equations	
and	world problems using	drawings, or equations	with sums within 20	with sums within 20	with sums greater than	
Subtraction	objects, drawings, or	with sums within 20	OR	AND	20	
Real-World	equations with sums	OR	 Solve subtraction real- 	 Solve subtraction real- 	AND	
Problems	within 20	Solve subtraction real-	world problems using	world problems using	Solve subtraction real-	
	AND	world problems using	objects, drawings, or	objects, drawings, or	world problems using	
	 Solve subtraction real- world problems using 	objects, drawings, or equations with	equations with differences within 20	equations with differences within 20	objects, drawings, or equations with	
Quarters	objects, drawings, or	differences within 20	uniciciices Willilli 20	uniciences within 20	differences greater than	
1,2,3,4	• equations with				20	
	differences within 20	04	02/02 ama atati	Q4 expectation		
	l	Q1 expectation	Q2/Q3 expectation		l	

First Grade Math Parent Rubric

				e Math Parent Rubr		
	L	1	2	3	4	
_	Limited	Beginning	Approaching	Benchmark	Exceeds the	
Benchmark	Progress	Progress	Benchmark Mastery	Mastery	Benchmark	
	~		Deficilitat k Mastery	Mastery	Deliciiliai K	Performance Level Notes
	Toward	Toward				
	Benchmark	Benchmark				
	Mastery	Mastery				
Determine the	With support not yet	Determine the sum in an	With support:	Determine an unknown	Determine an unknown	
Unknown	able to determine the	addition equation	Determine an unknown	whole number in an	whole number in an	
Number in an	unknown whole	OR	whole number in an	addition equation with	addition equation with	
	number in an addition	 Determine the difference 	addition equation with	the unknown in any	the unknown in any	
Addition and	or subtraction equation,	in a subtraction equation	the unknown in any	position	position	
Subtraction	relating three whole		position	OR	AND	
Equation	numbers		Determine an unknown	Determine an unknown	• Determine an unknown	
			whole number in a	whole number in a	whole number in a	
			subtraction equation	subtraction equation with	subtraction equation with	
Quarters			with the unknown in any	the unknown in any	the unknown in any	
201			position	position	position	
2,3,4		Q2 expectation	Q3 expectation	Q4 expectation		
	With support not yet	With support:	• Estimate	• Estimate	• Estimate	
	able to estimate or	• Estimate OR measure the	OR	AND	AND	
	measure the length of	length of an object to the	U	 Measure the length of an 	O	
Measure Length	an object to the nearest	nearest inch or	object to the nearest inch	object to the nearest inch	object to the nearest inch	
. rousur o zongun	inch or centimeter	centimeter	or centimeter	or centimeter	or centimeter	
					AND	
					• Justify the reason for	
Quarters					measuring with the selected unit	
3,4			Q3 expectation	Q4 expectation	selected unit	
	With support not yet	Use an analog OR a digital	Use an analog OR a digital	• •	• Use an analog AND a	
			clock to tell and write time		digital clock to tell and	
	<u> </u>	to the hour		write time to the hour	write time to the hour	
Tell Time	and write time to the			and half-hour	and half-hour AND	
	hour and half-hour				 Solve real-world 	
					problems using an analog	
					and digital clock	
Quarter						
4				04		
	TAT'-1	D	D	Q4 expectation	D	
	With support not yet	Demonstrates an understanding 1 of the			Demonstrates an	
	able to: • Find the value of	understanding 1 of the following:			understanding of ALL the following:	
	combinations of	• Find the value of	• Find the value of		• Find the value of	
	pennies, nickels, and	combinations of pennies,	combinations of pennies,	combinations of pennies,	combinations of pennies,	
Find the Value	dimes up to one	nickels, and dimes up to	nickels, and dimes up to	nickels, and dimes up to	nickels, and dimes up to	
of Money	dollar OR	one dollar	one dollar	one dollar	one dollar	
	 Find the value of one, 	 Find the value of one, 	 Find the value of one, 	 Find the value of one, five, 	 Find the value of one, five, 	
	five, and ten dollar	five, and ten dollar bills	five, and ten dollar bills	and ten dollar bills up to	and ten dollar bills up to	
	bills up to \$100 OR	up to \$100	up to \$100	\$100	\$100	
	Use the ¢ and \$ and		 Use the ¢ and \$ and dollar 		Use the ¢ and \$ and dollar	
	dollar signs	signs appropriately	signs appropriately	signs appropriately	signs appropriately	
	appropriately				AND	
					Solve real-world	
					problems involving either	
Quarter					dollar bills within \$100 or coins within 100 ¢ using	
Quarter 4					the ¢ and \$ symbols	
т				Q4 expectation		
				*	appropriacing	

First Grade Math Parent Rubric

	First Grade Math Parent Rubric							
	L	1	2	3	4			
	Limited	Beginning	Approaching	Benchmark	Exceeds the			
	Progress	Progress	Benchmark Mastery	Mastery	Benchmark			
Benchmark	Toward	Toward	Deficilitiat k Mastery	Mastery	Deficilitatik	Performance Level Notes		
	Benchmark	Benchmark						
	Mastery	Mastery						
	With support not	Demonstrates an	Demonstrates an	Demonstrates an	Demonstrates an			
	yet able to:	understanding of 1 of the		understanding of ALL the	understanding of ALL the			
	Identify two and	following:			following:			
	three-dimensional	• Identify two OR three-	• Identify two OR three-	• Identify two AND three-	Identify two and three-			
Sort Shapes	figures based on their	dimensional figures based on their defining	dimensional figures	dimensional figures	dimensional figures based on their defining			
	defining attributes OR	attributes	based on their defining attributes.	based on their defining attributes.	attributes			
	Compare two and	• Compare two OR three-	• Compare two OR three-	• Compare two AND three-	Compare two and three-			
	three-dimensional	dimensional figures	dimensional figures	dimensional figures	dimensional figures based			
	figures based on their	based on their defining	based on their defining	based on their defining	on their defining			
	defining attributes	attributes	attributes	attributes	attributes			
	OR	 Sort two OR three- 	 Sort two OR three- 	• Sort two AND three-	 Sort two and three- 			
	Sort two and three-	dimensional figures	dimensional figures	dimensional figures	dimensional figures based			
	dimensional figures	based on their defining	based on their defining	based on their defining	on their defining			
	based on their	attributes	attributes	attributes	attributes			
Quarters	defining attributes				AND			
1,2,3,4		04	Q2/Q3 expectation		• Justify thinking when			
		Q1 expectation	Q2/Q3 expectation	Q4 expectation	comparing and sorting			
	TAT'-1	YAY1 1 .	D		figures			
	With support not yet able to:	With support, students	Demonstrates an understanding of 1 of the	Demonstrates an understanding of ALL the	Demonstrates an understanding of ALL the			
	Collect data into	can: • Collect data into			following:			
	categories and	categories and represent		• Collect data into	• Collect data into			
	represent the results	the results using tally	categories and represent	categories and represent	categories and represent			
Collect and	using tally marks or	marks or	the results using tally	the results using tally	the results using tally			
Interpret Data	pictographs	pictographs	marks or pictographs	marks or	marks or			
	OR	AND	OR	pictographs	pictographs			
	 Interpret data 	 Interpret data 	 Interpret data 	AND	AND			
	represented with	represented with tally	represented with tally	• Interpret data	• Interpret data			
	tally marks or	marks or pictographs by	marks or pictographs by	represented with tally	represented with tally			
	pictographs by	calculating the total	calculating the total	marks or pictographs by	marks or pictographs by			
	calculating the total	number of data points	number of data points	calculating the total	calculating the total			
	number of data points	and comparing the totals	and comparing the totals	number of data points	number of data points			
	and comparing the totals of different	of different categories	of different categories	and comparing the totals of different categories	and comparing the totals of different categories			
	categories			or uniterent categories	AND			
Quarters	Categories				Organize and label a tally			
1,2,3,4		Q1 expectation	Q2 expectation	Q3/Q4 expectation	chart or pictograph			