

Report Card Section	Report Card Statement	Standards Assessed	Quarter Assessed	Assessment of Mastery		
				Met Standard (MS)	Approaching Standard (AS)	Insufficient Progress (IP)
Numbers and Operations	I can identify the quantity of a small set of objects without counting.	1.2A recognize instantly the quantity of structured arrangements;	1, 2, 3, 4	Consistently and independently identifies the quantity of a small set of objects without counting	Identifies the quantity of a small set of objects without counting	Limited ability/unable to identify the quantity of a small set of objects without counting
	I can represent a number using objects (base 10), pictures, expanded, and standard form to 120. Q1: 0-30 Q2: 0-30 Q3: 0-99 Q4: 0-120	1.2B use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way such as so many hundreds, so many tens and so many ones; 1.2C use objects, pictures, & expanded & standard forms to represent numbers up to 120;	1, 2, 3, 4	Consistently and independently represents a number using objects, base 10 (picture), expanded, and standard form Q1: ≥ 30 Q2: ≥ 30 Q3: ≥ 99 Q4: ≥ 120	Represents a number using objects, base 10 (pictures), expanded, and standard form with support	Limited ability/unable to represent a number using objects, base 10 (pictures), expanded, and standard form
	I can use place value to compare and order numbers up to 120. Q1: 0-30 Q2: 0-30 Q3: 0-99 Q4: 0-120	1.2D generate a number that is greater than or less than a given whole number up to 120; 1.2E use place value to compare whole numbers up to 120 using comparative language; 1.2F order whole numbers up to 120 using place value & open number lines; 1.2G represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$;	1, 2, 3, 4	Consistently and independently compares and orders whole numbers using both place value and an open number line Q1: ≥ 30 Q2: ≥ 30 Q3: ≥ 99 Q4: ≥ 120	Inconsistently compares and orders whole numbers using place value and an open number line	Limited ability/unable to compare and order whole numbers using place value and an open number line

Computations and Algebraic Relationships

I can use objects and pictorial models to solve word problems using addition within 20.	1.3B use objects & pictorial models to solve word problems involving joining, separating, & comparing sets within 20 & unknowns as any one of the terms in the problem such as: 2+4=__; 3+__=7; 5= __- 3	2, 3, 4	Consistently and independently solves all 1-step word problem types involving joining, using objects or pictures	Inconsistently solves 1-step word problems involving joining, using objects or pictures, or all types with support	Unable to solve types of 1-step word problems involving joining using objects or pictures
I can use objects and pictorial models to solve word problems using subtraction within 20.	1.3B use objects & pictorial models to solve word problems involving joining, separating, & comparing sets within 20 & unknowns as any one of the terms in the problem such as: 2+4=__; 3+__=7; 5= __- 3	2, 3, 4	Consistently and independently solves all 1-step word problem types involving separating, or comparing using objects or pictures	Inconsistently solves 1-step word problems involving separating, or comparing using objects or picture, or all types with support	Unable to solve types of 1-step word problems involving separating or comparing using objects or pictures
I can compose 10 with 2 or more addends with and without objects.	1.3C compose 10 with two or more addends with and without concrete objects;	2, 3, 4	Consistently and independently composes 10 with two or more addends with and without objects	Inconsistently composes 10 with two or more addends, only with objects with support	Limited ability/unable to Compose 10 with two or more addends, only with objects
I can apply strategies to find sums and differences within 20.	1.3D apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10; 1.5G apply properties of operations to add and subtract two or three numbers;	2, 3, 4	Consistently and independently uses strategies to add and subtract	Inconsistently uses strategies to add and subtract	Limited ability/unable to use strategies to add and subtract
I can recite numbers forward and backward from any given number between 1 and 120.	1.5A recite numbers forward and backward from any given number between 1 and 120;	1,2,3,4	Independently recites numbers to 120 from any given number	Inconsistently recites numbers to 120 from any given number	Unable to recite numbers to 120 from any given numbers
I can skip count by 2s, 5s, and 10s.	1.5B skip count by twos, fives, & tens to determine the total number of objects up to 120 in a set;	3, 4	Consistently and independently skip counts by twos, fives, and tens to determine the total number of objects in a set	Accurately skip counts 1 or 2 out of the 3 following ways: by twos, fives, or tens to determine the total number of objects in a set	Limited ability/unable to skip count by twos, fives, and tens to determine the total number of objects in a set
I can determine the number that is 10 more and 10 less than a given number up to 120.	1.5C use relationships to determine the number that is 10 more and 10 less than a given number up to 120;	3, 4	Consistently and independently determines the number that is 10 more and 10 less than a given number	Inconsistently or with support determines the number that is 10 more and 10 less than a given number	Limited ability/unable to determine the number that is 10 more and 10 less than a given number

Computations and Algebraic Relationships – cont.	I can generate and solve an addition or subtraction word problem when given a number sentence.	<p>1.3F generate & solve problem situations when given a number sentence involving addition or subtraction of numbers within 20;</p> <p>1.3E explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences;</p> <p>1.5D represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;</p>	3, 4	Consistently and independently generates (written or oral) and solves a word problem when given a number sentence involving addition or subtraction	Generates (written or oral) and solves a word problem when given a number sentence involving addition or subtraction with support	Limited ability/unable to generate (written or oral) and solve a word problem when given a number sentence involving addition and subtraction
	I can understand that both sides of the equal sign represent the same value.	1.5E understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);	1,2,3,4	Consistently and independently demonstrates an understanding that expressions on both sides of the equal sign represent the same value (i.e., $4+5=2+7$)	Understands that expressions on both sides of the equal sign represent the same value with support (i.e., $4+5=2+7$)	Identifies the equal sign and associates it with an answer to a problem rather than the balance of the two sides
	I can determine the unknown whole number in an addition or subtraction number sentence (fact family).	1.5F determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation;	3,4	Consistently and independently determines the unknown whole number in an addition or subtraction number sentence	Determines the unknown whole number in an addition or subtraction number sentence with support	Limited ability/unable to determine the unknown whole number in an addition or subtraction number sentence

Geometry and Measurement

<p>I can identify, classify, create and sort regular and irregular 2D shapes based on attributes.</p>	<p>1.6A classify & sort regular & irregular two-dimensional shapes based on attributes using informal geometric language;</p> <p>1.6B distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;</p> <p>1.6C create two dimensional figures, including circles, triangles, rectangles and squares, as special rectangles, rhombuses, and hexagons;</p> <p>1.6D identify two dimensional shapes including circles, triangles, rectangles and squares as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;</p> <p>1.6F compose two dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;</p>	<p>1,2,3,4</p>	<p>Consistently and independently identifies, classifies, creates and sorts regular and irregular 2-D shapes in multiple ways based on attributes using geometric language</p>	<p>Identifies, classifies and sorts regular and irregular 2-D shapes in one way based on attributes using geometric language</p>	<p>Limited ability/unable to identify, classify, and sort regular and irregular 2-D shapes in one way based on attributes</p>
<p>I can identify, classify, create and sort 3D shapes based on attributes.</p>	<p>1.6B distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;</p> <p>1.6E identify 3D solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;</p>	<p>1,2,3,4</p>	<p>Consistently and independently identifies, classifies, creates and sorts regular and irregular 3-D shapes in multiple ways based on attributes using geometric language</p>	<p>Identifies, classifies and sorts regular and irregular 3-D shapes in one way based on attributes using geometric language</p>	<p>Limited ability/unable to identify, classify, and sort regular and irregular 3-D shapes in one way based on attributes</p>

Geometry and Measurement – cont.

<p>I can identify examples and non-examples of halves and fourths.</p>	<p>1.6G partition 2-D figures into two and four fair shares or equal parts and describe the parts using words;</p> <p>1.6.H identify examples and non-examples of halves and fourths;</p>	<p>1,2,3,4</p>	<p>Consistently and independently identifies examples and non-examples of halves and fourths</p>	<p>Identifies examples or non-examples of either halves or fourths, or both with support</p>	<p>Unable to identify equal halves or fourths</p>
<p>I can measure an object using the same size units to determine the length.</p>	<p>1.7A use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;</p> <p>1.7B illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;</p> <p>1.7C measure the same object/distance with units of two different lengths and describe how and why the measurements differ;</p> <p>1.7D describe a length to the nearest whole unit using a number and a unit;</p>	<p>3,4</p>	<p>Consistently and independently measures an object using the same-size units of length, laid end-to-end with no gaps or overlaps, and that will reach from one end of the object to the other</p>	<p>Measures an object using the same-size units of length, laid end-to-end with some gaps or overlaps, or measures correctly with support</p>	<p>Inaccurately measures an object</p>
<p>I can tell time to the hour and the half hour using analog and digital clocks.</p>	<p>1.7E tell time to the hour and the half hour using analog and digital clocks;</p>	<p>4</p>	<p>Consistently and independently tells time to the hour and the half hour using analog and digital clocks</p>	<p>Tells time to the hour and half hour using analog and digital clocks with support</p>	<p>Limited ability/unable to tell time</p>

Data Analysis and Financial Literacy	I can collect and use data to draw conclusions from picture and bar graphs.	1.8A collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts; 1.8B use data to create picture and bar-type graphs; 1.8C draw conclusions & generate & answer questions using information from picture & bar-type graphs;	2, 3, 4	Consistently and independently draws conclusions and generates and answers questions using information from picture and bar graphs	Draws conclusions or generates and answers questions using information from picture and bar graphs with support	Limited ability/unable to draw conclusions from a picture and/or bar graph
	I can identify U.S. coins, including pennies, nickels, dimes, and quarters, by name and value.	1.4A identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them;	4	Consistently and independently identifies coins by value and name and describes the relationship between them	Identifies coins by value and name, but needs support to describe relationship	Limited ability/unable to identify coins by name or value
	I can count by twos, fives, and tens to determine the value of a collection of like coins.	1.4C use relationships to count by twos, fives and tens to determine the value of a collection of pennies, nickels and or dimes;	4	Consistently and independently counts by twos, fives, and tens to determine the value of a collection of like coins	Can count by twos, fives, and tens to determine the value of a collection of like coins with support	Limited ability/unable to count a collection of like coins
	I can distinguish between income, spending, saving and charitable giving.	1.9A define money earned as income; 1.9B identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs; 1.9C distinguish between spending and saving; 1.9D consider charitable giving;	4	Consistently and independently distinguishes between income, spending, saving, and charitable giving	Distinguishes between income, spending, saving, and charitable giving with support	Limited ability/unable to distinguish between income, spending, saving, and charitable giving

Consistently = Able to complete tasks with 85-100% accuracy of the time over the assessment term (i.e. They are mostly accurate.)

Inconsistently = Able to complete tasks with 50-84% accuracy of the time over the assessment term (i.e. They are accurate more than half the time.)

With support = Instructional tools (i.e. dictionaries, word walls) or teacher prompts (i.e. suggesting strategy, asking questions, giving sentence stems)

Limited Ability/Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term