

## Grade 1 Mathematics- Term 3

| Performance Indicator                                                                                                                 | Beginning- 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Developing- 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Secure- 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Exceeding- 4                                                                                                                                                                                                                                                                                                                                                                                           | Assessed   |
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| <b>Represents and solves addition and subtraction story problems using pictures, numbers and words.</b><br><br>NY-1.OA.1<br>NY-1.OA.2 | <ul style="list-style-type: none"> <li>With significant teacher support demonstrates <b>SOME</b> of the following indicators:</li> <li>Solve word problems involving addition (up to three whole numbers) and subtraction to twenty (may use the following to solve: objects, drawings and equations with a symbol for the unknown.)</li> <li>Inconsistently able to represent addition and subtraction using objects, pictures, oral explanations, expressions and equations.</li> <li>Inconsistently adds within 10</li> <li>Inconsistently subtracts within 10</li> </ul> | <ul style="list-style-type: none"> <li>With some teacher support can demonstrate <b>MOST</b> of the following indicators:</li> <li>Requires some teacher support to solve story problems involving addition (up to three whole numbers) and subtraction to 20 (may use the following to solve: objects, drawings and equations with a symbol for the unknown.)</li> <li>Adds within 10</li> <li>Subtracts within 10</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Independently and consistently demonstrates <b>ALL</b> of the following:               <ul style="list-style-type: none"> <li>solves contextual problems involving addition (up to three whole numbers) and subtraction to 20 (may use the following to solve: objects, drawings and equations with a symbol for the unknown.)</li> </ul> </li> <li>Accurately adds within 20</li> <li>Accurately subtracts within 20</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Consistently and independently shows mastery of the requirements identified for "secure" AND can solve contextual problems with more than three whole numbers and some two-digit whole numbers using objects, drawings and equations with a symbol for the unknown.</li> <li>Consistently adds beyond 20</li> <li>Consistently subtracts within 100.</li> </ul> | T1, T2, T3 |
| <b>Uses addition and subtraction to find the unknown part of an equation.</b><br><br>NY-1.OA.7<br>NY-1.OA.8                           | <ul style="list-style-type: none"> <li>With significant teacher support demonstrates <b>SOME</b> of the following indicators:               <ul style="list-style-type: none"> <li>the meaning of the equal sign in equations (ie: <math>6=6</math>, <math>7=8-1</math>, <math>5+2=2+5</math>, <math>4+1=5+2</math>)</li> <li>determines if equations involving addition and subtraction are true or false (equal or not equal, or same or different);</li> <li>determines the unknown whole number in an addition or subtraction</li> </ul> </li> </ul>                     | <ul style="list-style-type: none"> <li>With some teacher support can demonstrate <b>MOST</b> of the following indicators:               <ul style="list-style-type: none"> <li>the meaning of the equal sign in equations (ie: <math>6=6</math>, <math>7=8-1</math>, <math>5+2=2+5</math>, <math>4+1=5+2</math>)</li> <li>determines if equations involving addition and subtraction are true or false (equal or not equal, or same or different);</li> <li>determines the unknown whole number in an addition or subtraction equation (<math>8 + ? = 11</math>, <math>___ - 3 = 5</math>, <math>6 + 6 = ___</math>).</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Independently and consistently demonstrates <b>ALL</b> the following indicators:               <ul style="list-style-type: none"> <li>the meaning of the equal sign in equations (ie: <math>6=6</math>, <math>7=8-1</math>, <math>5+2=2+5</math>, <math>4+3=5+2</math>)</li> <li>determine if equations involving addition and subtraction are true or false (equal or not equal, or same or different)</li> <li>determines the unknown whole number in an addition or subtraction equation (<math>8 + ? = 11</math>,</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Consistently and independently shows mastery of the requirements that are identified for Secure AND</li> <li>Able to correct untrue or unequal equations</li> </ul>                                                                                                                                                                                             | T1, T2, T3 |

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|                                                                                 | equation ( $8 + ? = 11$ , $\_\_ - 3 = 5$ , $6 + 6 = \_\_$ ).                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                        | $\_\_ - 3 = 5$ , $6 + 6 = \_\_$ ).                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                  |            |
| <b>Uses various strategies to add and subtract within 20.</b><br><br>NY-1.OA.6a | <ul style="list-style-type: none"> <li>With significant teacher support demonstrates <b>SOME</b> of the following to add and subtract within 20:               <ul style="list-style-type: none"> <li>Counting on or counting back,</li> <li>Making 10,</li> <li>Decomposing a number leading to 10,</li> <li>Using a relationship between addition and subtraction, and</li> <li>Creating equivalent or easier known sums.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>With some teacher support demonstrates <b>MOST</b> of the following strategies to add and subtract within 20:               <ul style="list-style-type: none"> <li>Counting on or counting back,</li> <li>Making 10,</li> <li>Decomposing a number leading to 10,</li> <li>Using a relationship between addition and subtraction, and</li> <li>Creating equivalent or easier known sums.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Independently and consistently demonstrates <b>ALL</b> of the following strategies to add and subtract within 20:               <ul style="list-style-type: none"> <li>Counting on or counting back,</li> <li>Making 10,</li> <li>Decomposing a number leading to 10,</li> <li>Using a relationship between addition and subtraction, and</li> <li>Creating equivalent or easier known sums.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Consistently and independently shows mastery of the requirements identified for “secure” AND               <ul style="list-style-type: none"> <li>Goes beyond 20</li> </ul> </li> </ul>                                                                                                                                                   | T1, T2, T3 |
| <b>Extends a counting sequence.</b><br><br>NY-1.NBT.1                           | <ul style="list-style-type: none"> <li>Inconsistently counts to 100 by ones</li> <li>Inconsistently counts on to 100 beginning from any given number (instead of beginning at 1)</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Can count to 100 by ones</li> <li>Can count on to 100 beginning from any given number (instead of beginning at 1)</li> </ul>                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Independently and accurately counts to 120, starting at any number less than 120; AND reads and writes numbers to match quantities up to 120.</li> </ul>                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Consistently and independently shows mastery of the requirements identified for “secure” AND               <ul style="list-style-type: none"> <li>Independently and accurately counts within 1000</li> <li>Can skip count by 5s, 10s, and 100s.</li> <li>Reads and writes number to 1000 using base-ten numerals..</li> </ul> </li> </ul> | T1, T2, T3 |
| <b>Understands place value.</b><br><br>NY-1.NBT.2<br>NY-1.NBT.3                 | <ul style="list-style-type: none"> <li>Does not understand place value.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Given a two-digit number, inconsistently identifies amount of tens and ones.</li> <li>Can consistently compare two, one-digit numbers using comparison symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Consistently and independently understands the two digits of a two-digit number represent amounts of tens and ones.</li> <li>Can compare two, two-digit numbers based on meaning of the tens and ones digits, using comparison symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Consistently and independently understands the three digits of a three-digit number represent amounts of hundreds, tens and ones.</li> <li>Can compare two, three-digit numbers base on meaning of the hundreds, tens and ones digit, using comparison symbols <math>&gt;</math>,</li> </ul>                                              | T1, T2, T3 |

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| <b>Uses place value and properties of operations to add and subtract.</b><br><br>NY-1.NBT.4<br>NY-1.NBT.5<br>NY-1.NBT.6 | <ul style="list-style-type: none"> <li>With significant teacher support demonstrates <b>SOME</b> of the following place value strategies to add and subtract.               <ul style="list-style-type: none"> <li>Add within 100 (Two digit and a one digit number (Ex. 23 + 8) or two digit and a multiple of ten (Ex. 37 + 50))</li> <li>Mentally find ten more/ten less.</li> <li>Subtract multiples of 10 from multiples of 10, in the range 10-90</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>With some teacher support can use <b>MOST</b> of the following place value strategies to add and subtract.               <ul style="list-style-type: none"> <li>Add within 100 (Two digit and a one digit number (Ex. 23 + 8) or two digit and a multiple of ten (Ex. 37 + 50))</li> <li>Mentally find ten more/ten less.</li> <li>Subtract multiples of 10 from multiples of 10, in the range 10-90</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Consistently and independently can use <b>ALL</b> of the following place value strategies to add and subtract.               <ul style="list-style-type: none"> <li>Add within 100 (Two digit and a one digit number (Ex. 23 + 8) or two digit and a multiple of ten (Ex. 37 + 50))</li> <li>Mentally find ten more/ten less.</li> <li>Subtract multiples of 10 from multiples of 10, in the range 10-90</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Consistently and independently shows mastery of the requirements identified for "Secure" AND can work with numbers within 1,000</li> </ul>                          | T3         |
| <b>Adds and subtracts fluently within 10.</b><br><br>NY-1.OA.6b                                                         | <ul style="list-style-type: none"> <li>Rarely able to fluently add within 10. (i.e. reasonably quickly, and say or write it.)</li> <li>Rarely able to fluently subtract within 10.               <ul style="list-style-type: none"> <li>Sometimes able to fluently add within 5. (i.e. reasonably quickly, and say or write it.)</li> <li>Sometimes able to fluently subtract within 5.</li> </ul> </li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Sometimes able to fluently add within 10. (i.e. reasonably quickly, and say or write it.)</li> <li>Sometimes able to fluently subtract within 10.</li> </ul>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Able to fluently add and subtract within 10. (i.e. reasonably quickly, and say or write it.)</li> </ul>                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Fluently adds and subtracts within 20 using mental strategies.</li> <li>Knows from memory all sums within 20 of two one-digit numbers.</li> </ul>                   | T1, T2, T3 |
| <b>Measures lengths using non-standard units of measurement.</b><br><br>NY-1.MD.1<br>NY-1.MD.2                          | <ul style="list-style-type: none"> <li>Even with teacher assistance, student is unable to               <ul style="list-style-type: none"> <li>order three objects by length comparing the length of two objects indirectly by using a third object.</li> <li>measure the length of an object using</li> </ul> </li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>With teacher assistance:               <ul style="list-style-type: none"> <li>orders three objects by length comparing the length of two objects indirectly by using a third object.</li> <li>measure the length of an object using the same-size "length units" placed end to end with no gaps or</li> </ul> </li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Independently and consistently orders three objects by length; comparing the length of two objects indirectly by using a third object.</li> <li>Measure the length of an object using same-size "length units" placed end to end with no gaps or overlaps.</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>Consistently and independently shows mastery of the requirements identified for "Secure" AND</li> <li>Can measure and estimate lengths in standard units</li> </ul> | T2         |

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|                                                                                               | <p>the same-size "length units" placed end to end with no gaps or overlaps:</p> <ul style="list-style-type: none"> <li>○ express the length of an object as a whole number of "length units."</li> </ul>                               | <p>overlaps:</p> <ul style="list-style-type: none"> <li>○ express the length of an object as a whole number of "length units."</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>● Express the length of an object as a whole number of "length units."</li> </ul>                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                           |
| <p><b>Tells and writes time to the hour and half-hour.</b><br/>NY-1.MD.3a</p>                 | <ul style="list-style-type: none"> <li>● Even with assistance, student is unable to tell and write time to the hour and half hour on both an analog and digital clock and uses appropriate terms (i.e. o'clock, half past).</li> </ul> | <ul style="list-style-type: none"> <li>● Can independently tell and write time to the hour. With teacher assistance, can tell and write time to the half hour on both an analog and digital clock and uses appropriate terms (i.e. o'clock, half past).</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>● Independently and consistently can tell and write time in hours and half hours on both an analog and digital clock and uses appropriate terms (i.e. o'clock, half past).</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>● Consistently and independently shows mastery of the requirements identified for "Secure" AND</li> <li>● Is able to tell and write time to the nearest 5 minutes using am and pm.</li> </ul>                                                                                                                                                                                             | <p>T2 hour)<br/>T3(½ hr)</p>              |
| <p><b>Recognizes and identifies coins and their values.</b><br/>NY-1.MD.3b<br/>NY-1.MD.3c</p> | <ul style="list-style-type: none"> <li>● Inconsistently identifies and names coins- penny, nickel, dime and quarter.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>● Can identify and name coins- penny, nickel, dime and quarter.</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>● Can identify and name coins- penny, nickel, dime and quarter and their value and use the cent symbol (¢) appropriately.</li> <li>● Counts a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>● Consistently and independently shows mastery of the requirements identified for "Secure" AND</li> <li>● Solves real world and mathematical problems with one dollar involving quarters, dimes, nickels and pennies using the dollar and cent symbols appropriately.</li> </ul>                                                                                                          | <p>T2,<br/>recog/ID<br/><br/>T3 count</p> |
| <p><b>Represents and interprets data:</b><br/>NY-1.MD.4</p>                                   | <ul style="list-style-type: none"> <li>● Inconsistently organizes, represents and interprets data in <b>one or no</b> category..</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>● Organizes, represents and interprets data with up to <b>two</b> categories, asking and answering questions about: <ul style="list-style-type: none"> <li>○ The total number of data points;</li> <li>○ How many in each category;</li> <li>○ How many more or less are in one category than in another.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Consistently organizes, represents and interprets data with up to <b>three</b> categories, asking and answering questions about: <ul style="list-style-type: none"> <li>○ The total number of data points;</li> <li>○ How many in each category;</li> <li>○ How many more or less are in one category than in another.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Consistently and independently organizes, represents and interprets data with up to <b>four</b> categories, asking and answering questions about: <ul style="list-style-type: none"> <li>○ The total number of data points;</li> <li>○ How many in each category;</li> <li>○ How many more or less are in one category than in another.</li> </ul> </li> <li>● Solves simple</li> </ul> | <p>T2</p>                                 |

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| <b>Uses, identifies and compares shapes and their attributes.</b><br><br>NY-1.G.1<br>NY-1.G.2<br>NY-1.G.3 | <ul style="list-style-type: none"> <li>Consistently and independently can do SOME of the following indicators:               <ul style="list-style-type: none"> <li>Distinguish between defining versus non-defining attributes for a variety of shapes.</li> <li>Compose 2D shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 3D shapes (cubes, rectangular prisms, cones, and cylinders)</li> <li>partition circles and rectangles into two or four equal shares using the words <i>halves</i>, <i>fourths</i>, <i>quarters</i></li> </ul> </li> </ul> | Consistently and independently can do MOST of the following indicators: <ul style="list-style-type: none"> <li>Distinguish between defining versus non-defining attributes for a variety of shapes.</li> <li>Compose 2D shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 3D shapes (cubes, rectangular prisms, cones, and cylinders)</li> <li>partition circles and rectangles into two or four equal shares using the words <i>halves</i>, <i>fourths</i>, <i>quarters</i></li> </ul> | <ul style="list-style-type: none"> <li>Consistently and independently can do ALL of the following indicators:               <ul style="list-style-type: none"> <li>Distinguish between defining versus non-defining attributes for a variety of shapes.</li> <li>Compose 2D shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 3D shapes (cubes, rectangular prisms, cones, and cylinders)</li> <li>partition circles and rectangles into two or four equal shares using the words <i>halves</i>, <i>fourths</i>, <i>quarters</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Consistently and independently shows mastery of the requirements identified for "Secure" AND</li> <li>Is able to build, create, compose, describe and compare other 2D shapes beyond the ones required for "secure". (pentagon, octagon, etc.) and classify two-dimensional shapes as polygons and non-polygons.</li> <li>Is able to compose, create, describe and compare other 3D shapes beyond the ones required for "secure". (sphere, pyramid, hexahedron, etc.)</li> <li>Consistently and independently able to analyze, compare, create and compose above grade level shapes such as pyramids.</li> <li>Partitions circle and rectangle into two, three or four equal shares describing the shares using words like <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc.</li> </ul> | T1, T2, T3 |