

## Grade 1 Math Proficiency Scale

I can count in sequence and write numbers to 120.

Reporting Category: Math 1.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can count to 120 starting at any number less than 120.</p> <p>B. I can read and write numerals to 120.</p> <p>C. I can represent a number of objects with a written numeral.</p> <p>D. I can skip count by 5s and 10s.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-D. I can recognize or recall academic vocabulary including: <i>sequence, numerals, before, after, between, place value, tens, ones, hundreds, patterns, skip count, odd, even, total, number words, bundles, groups</i></p> <p>A-D. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>-Demonstrate rote knowledge of the counting sequence to 120.</li> <li>-Recognize the relationship between number names and quantities.</li> <li>-Understand place value and write numbers in standard form.</li> <li>-Count in patterns using models such as number lines, grids, etc.</li> <li>-Identify even and odd numbers.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can use place value to identify, represent, and compare two-digit numbers.

Reporting Category: Math 1.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>B. I can compare two-digit numbers based on the meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>number names, digit, place value, tens, ones, bundle, group</i></p> <p>A. I can perform basic processes such as:                      -Read and write two-digit numbers in standard form.                      -Use models such as bundles and sticks, unifix cubes, ten frames and number lines to represent amounts of tens and ones.                      -Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to 1, 2, 3, 4, 5, 6, 7, 8, or 9 tens (and 0 ones).                      -Understand that the numbers from 11-19 are composed of a ten and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones.                      -Understand that 10 can be thought of as a bundle of ten ones, called a "ten."</p> <p>B. I can recognize or recall academic vocabulary including: <i>greater than, less than, equal, compare, least, greatest, more, most, order, symbol</i></p> <p>B. I can perform basic processes such as:                      -Order a set of whole numbers from greatest to least or least to greatest.                      -Understand the meaning of <math>&gt;</math>, <math>=</math>, <math>&lt;</math> symbols and use them correctly when writing expressions.                      -Understand the meanings of the tens and ones digits to determine if a quantity is greater or less.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can use place value and properties of operations to add and subtract within 100.

Reporting Category: Math 1.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can add within 100 including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>B. I can subtract multiples of ten in the range 10-90 from multiples of ten in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-B. I can recognize or recall academic vocabulary including: <i>digit, place value, ones, tens, hundreds, addition, sum, total, subtraction, difference, equation, equal, symbol, plus (+), minus (-), count, count on, count back, strategy, multiple</i></p> <p>A-B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>-Compose and decompose numbers consisting of one- and two-digit numbers using strategies such as making ten and using friendly numbers.</li> <li>-Use models such as bundles and sticks, unifix cubes, ten frames, and number lines to add and subtract.</li> <li>-Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</li> <li>-Understand place value concepts of tens and ones.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can represent and solve word problems involving addition and subtraction within 20.

Reporting Category: Math 1.2.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions (e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p>B. I can solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-B. I can recognize or recall academic vocabulary including:  <i>equation, number sentence, story problem, word problem, add, combine, join, put together, total, sum, subtract, take apart, compare, difference, solve, strategy, reasonable, predict, missing, variable, unknown, represent, number tree</i></p> <p>A-B. I can perform basic processes such as:                      -Represent a word problem in ways such as acting out, drawing, creating a model or diagram, or writing an equation to solve for an unknown quantity (empty box).                      -Create or match a story to a given equation made up of (+, -, =) and numbers.                      -Recognize and describe the specific types of addition or subtraction problems (adding to, taking from, putting together, taking apart, and comparing).                      -Assess the reasonableness of answers.                      -Use strategies such as making ten, using doubles, and/or finding friendly numbers to add three numbers.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can solve problems by applying the properties of operations and the relationship between addition and subtraction.

Reporting Category: Math 1.2.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can apply properties of operations as strategies to add and subtract.</p> <p>B. I can understand subtraction as an unknown-addend problem.</p> <p>C. I can determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-C. I can recognize or recall academic vocabulary including: <i>operations, properties, commutative, associative, strategy, add, sum, total, subtract, difference, unknown, addend, equation, number sentence, symbol, variable, equal, true, false</i></p> <p>A. I can perform basic processes such as:                      -Use models such as number trees, flap cards, dominos, etc. to represent the commutative property.                      -Use strategies such as make ten, doubles facts, and/or friendly numbers to demonstrate the associative property.                      -Students need not use formal terms for these properties.</p> <p>B-C. I can perform basic processes such as:                      -Use strategies such as counting on, counting back, using known facts, decomposing the sum, compensation etc. to determine the unknown number in an equation.                      -Identify the missing symbol (+, -, &lt;, &gt;, =) that makes a number sentence true.                      -Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.                      -Compose and decompose numbers to create a fact family.                      -Recognize equations that belong to the same fact family.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can add and subtract within 20 and demonstrate fluency with addition and subtraction facts within 10.

Reporting Category: Math 1.2.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can add and subtract within 20 accurately using a variety of strategies. B. I can demonstrate fluency for addition and subtraction within 10.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: <i>add, addend, sum, subtract, difference, equation, number sentence, strategy, compose, decompose, fluency, efficient, accurate, precise</i>  A-B. I can perform basic processes such as: -Solve addition and subtraction equations within 10 with efficiency and accuracy. (Student should be able to give the correct answer in about 3 seconds.) -Describe and use strategies such as counting every object, counting patterns, counting on from larger/smaller numbers, counting back, make ten, doubles, doubles plus or minus one, and using related facts. -Use models such as manipulatives, ten frames, number racks, drawings, number lines, and number grids with increasing accuracy and efficiency. -Understand how counting relates to addition and subtraction (e.g., by counting on 2 to add 2).
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can compose two- and three-dimensional shapes and describe their attributes.

Reporting Category: Math 1.3.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can distinguish between defining attributes and non-defining attributes. B. I can compose two-dimensional shapes or three-dimensional shapes to create a composite shape.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: <i>attribute, defining, non-defining, side, angle, vertex (corner), length, point, edge, face, base, position, congruent</i> <i>two-dimensional shapes (polygon, circle, triangle, square, rhombus, rectangle, trapezoid, hexagon)</i> <i>three-dimensional shapes (cone, cube, sphere, rectangular prism, cylinder, pyramid, triangular prism, net)</i>  A-B. I can perform basic processes such as: -Use models such as (but not limited to) pattern blocks, geoboards, geometric nets, and polydrons to explore the composition of two- and three-dimensional shapes. -Identify and name two- and three-dimensional shapes. -Recognize the difference between two- and three-dimensional shapes. -Sort a collection of shapes according to their attributes. -Recognize and provide examples of defining attributes (e.g., number of sides) and non-defining attributes (e.g., color).
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can use the understanding of fractions to partition shapes into halves and quarters.

Reporting Category: Math 1.3.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can partition circles and rectangles into two and four equal shares, and describe the shares using the words halves, fourths, and quarters.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including:  <i>fractions, partition, equal shares, unequal shares, whole, half, halves, half of, quarter, quarters, quarter of, fourth, fourths, fourth of</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>-Use fractions to name parts of a whole.</li> <li>-Describe a whole as two halves or four fourths.</li> <li>-Understand that decomposing a shape into more equal shares creates smaller shares.</li> <li>-Represent partitioning using manipulatives (such as pattern blocks) or folded/drawn models.</li> <li>-Recognize equal versus unequal partitioning.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.



## Grade 1 Math Proficiency Scale

I can measure and compare lengths using non-standard units.

Reporting Category: Math 1.4.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can order three objects by length and compare the lengths of two objects indirectly by using a third object. B. I can express the length of an object as a whole number of units.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: <i>measure, length, distance, gap, overlap, standard, non-standard, unit, inch, centimeter, compare, long, longer, longest, short, shorter, shortest, greater than, less than, predict</i>  A-B. I can perform basic processes such as: -Visually compare the lengths of two or three objects and describe this comparison using the actual measurements of each object. -Accurately measure the length of an object using standard or non-standard units. -Understand that objects must be measured with no gaps or overlaps by laying the same size unit end to end. -Understand that length is a measure of distance from a starting point to an ending point.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can tell and write time to the nearest half hour using analog and digital clocks.

Reporting Category: Math 1.4.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can tell and write time in hours and half-hours using analog and digital clocks.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including:  <i>clock, digital, analog, clock face, hands (second hand, minute hand, hour hand), tick marks, hour, half-hour, minute, a.m., p.m., day, night, midday, midnight, noon, half-past, day, week, month, year</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>-Represent a stated time on an analog clock, using student clocks or drawings.</li> <li>-Explain how to correctly read an analog clock and write the time in a digital format.</li> <li>-Explain how to correctly read the display of a digital clock and write a stated time in this digital format.</li> <li>-Understand that a half-hour equals half the clock face or thirty minutes and the hour hand moves half-way to the next hour.</li> <li>-Identify the hour and minute hand and understand the relationship between them. (Example: As the minute hand completes one revolution, the hour hand slowly moves to the next whole number.)</li> <li>-Understand that the tick marks represent minutes and are located around the perimeter of the clock.</li> <li>-Draw an analog clock; correctly partition the clock face and/or label the hours.</li> <li>-Understand that there are 24 hours in a day and that the hour hand must make two revolutions.</li> <li>-Understand that an hour is 60 minutes and the starting position for an hour is at zero ticks.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can count and compare combinations of quarters, dimes, nickels, and pennies.

Reporting Category: Math 1.4.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can compare total values of combinations of coins up to one dollar.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including:  <i>coin, penny, nickel, dime, quarter, cents, dollar, value, combination, total, sum, compare, greater than, less than, equal, cost, price</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>-Compare the recorded values of two coin sets using the phrases <i>greater than, less than, or equal to</i>.</li> <li>-Use strategies such as "skip counting" or "counting on" to determine the value of a set of mixed coins.</li> <li>-Use models such as the number line, the hundreds chart, and actual coins to represent the counting process.</li> <li>-Skip count by 1, 5, 10 and 25 within 100.</li> <li>-Combine and exchange currency. (Examples: 5 pennies = 1 nickel, 4 quarters = 1 dollar)</li> <li>-Record the value of coins and/or coin combinations using the cent and dollar symbols.</li> <li>-Identify currency (penny, nickel, dime, quarter, dollar) and the value of each.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can represent and interpret data using tables, tallies, and graphs.

Reporting Category: Math 1.4.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can organize, represent, and interpret data with up to three categories and ask and answer questions about the data shown.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including:  <i>bar graph, pictograph, tally, gate, tally chart, table, data, collection, title, label, row, column, key, total, compare, more than, less than, most, least</i></p> <p>A. I can perform basic processes such as:                      -Organize the data from a survey using tally marks and/or by creating a bar graph or pictograph.                      -Compare two quantities represented within a data set to determine how many more/how many less.                      -Add two or more quantities represented within a data set to determine the total number of select data points.                      -Identify the quantity of each category within a data set.                      -Identify and describe the scale represented on a graph.                      -Identify and describe the components of a graph (title, labels, key, etc.) or chart.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 Math Proficiency Scale

I can make sense of problems.

Reporting Category: Math 1.5.1

Exceeds Standard	4	I am able to transfer these mathematical processes to more complex content and thinking, including problems and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can make sense of a problem and choose an effective plan to solve it using objects, drawings, operations, or mental math.
Approaching Standard	2	A. With support, I can make sense of a problem and choose an effective plan to solve it using objects, drawings, operations, or mental math.
Not at Standard	1	I demonstrate partial or no success with the mathematical processes described above.

## Grade 1 Math Proficiency Scale

I can effectively model my mathematical thinking.

Reporting Category: Math 1.5.2

Exceeds Standard	4	I am able to transfer these mathematical processes to more complex content and thinking, including problems and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can accurately model problem situations using numbers, words, objects, drawings, charts, lists, or equations.
Approaching Standard	2	A. With support, I can accurately model problem situations using numbers, words, objects, drawings, charts, lists, or equations.
Not at Standard	1	I demonstrate partial or no success with the mathematical processes described above.