Grade 1 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.
At Standard Proficient	3	A. I can count to 120 starting at any number less than 120. B. I can read and write numerals to 120. C. I can represent a number of objects with a written numeral. D. I can skip count by 5s and 10s.
Approaching Standard	2	A-D. I can recognize or recall academic vocabulary including: *sequence, numerals, before, after, between, place value, tens, ones, hundreds, patterns, skip count, odd, even, total, number words, bundles, groups* A-D. I can perform basic processes such as: -Demonstrate rote knowledge of the counting sequence to 120. -Recognize the relationship between number names and quantities. -Understand place value and write numbers in standard form. -Count in patterns using models such as number lines, grids, etc. -Identify even and odd numbers.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
At Standard Proficient	3	A. I can understand that the two digits of a two-digit number represent amounts of tens and ones. 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 >, =, and <.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *number names, digit, place value, tens, ones, bundle, group* 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.” B. I can recognize or recall academic vocabulary including: *greater than, less than, equal, compare, least, greatest, more, most, order, symbol* 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 >, =, < 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.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
At Standard Proficient	3	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. 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.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *digit, place value, ones, tens, hundreds, addition, sum, total, subtraction, difference, equation, equal, symbol, plus (+), minus (-), count, count on, count back, strategy, multiple* A. I can perform basic processes such as: -Compose and decompose numbers consisting of one- and two-digit numbers using strategies such as making ten and using friendly numbers. -Use models such as bundles and sticks, unifix cubes, ten frames, and number lines to add and subtract. -Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. -Understand place value concepts of tens and ones.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
At Standard Proficient	3	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). 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).
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *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* 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.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
At Standard Proficient	3	A. I can apply properties of operations as strategies to add and subtract. B. I can understand subtraction as an unknown-addend problem. C. I can determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
Approaching Standard	2	A-C. I can recognize or recall academic vocabulary including: *operations, properties, commutative, associative, strategy, add, sum, total, subtract, difference, unknown, addend, equation, number sentence, symbol, variable, equal, true, false* 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. 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 (+, -, <, >, =) 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.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
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.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *add, addend, sum, subtract, difference, equation, number sentence, strategy, compose, decompose, fluency, efficient, accurate, precise* 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).
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
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.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *attribute, defining, non-defining, side, angle, vertex (corner), length, point, edge, face, base, position, congruent* *two-dimensional shapes (polygon, circle, triangle, square, rhombus, rectangle, trapezoid, hexagon)* *three-dimensional shapes (cone, cube, sphere, rectangular prism, cylinder, pyramid, triangular prism, net)* 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).
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
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.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *fractions, partition, equal shares, unequal shares, whole, half, halves, half of, quarter, quarters, quarter of, fourth, fourths, fourth of* A. I can perform basic processes such as: -Use fractions to name parts of a whole. -Describe a whole as two halves or four fourths. -Understand that decomposing a shape into more equal shares creates smaller shares. -Represent partitioning using manipulates (such as patterns blocks) or folded/drawn models. -Recognize equal versus unequal partitioning.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
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.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *measure, length, distance, gap, overlap, standard, non-standard, unit, inch, centimeter, compare, long, longer, longest, short, shorter, shortest, greater than, less than, predict* 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.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
At Standard Proficient	3	A. I can tell and write time in hours and half-hours using analog and digital clocks.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *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* A. I can perform basic processes such as: -Represent a stated time on an analog clock, using student clocks or drawings. -Explain how to correctly read an analog clock and write the time in a digital format. -Explain how to correctly read the display of a digital clock and write a stated time in this digital format. -Understand that a half-hour equals half the clock face or thirty minutes and the hour hand moves half-way to the next hour. -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.) -Understand that the tick marks represent minutes and are located around the perimeter of the clock. -Draw an analog clock; correctly partition the clock face and/or label the hours. -Understand that there are 24 hours in a day and that the hour hand must make two revolutions. -Understand that an hour is 60 minutes and the starting position for an hour is at zero ticks.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
At Standard Proficient	3	A. I can compare total values of combinations of coins up to one dollar.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *coin, penny, nickel, dime, quarter, cents, dollar, value, combination, total, sum, compare, greater than, less than, equal, cost, price* A. I can perform basic processes such as: -Compare the recorded values of two coin sets using the phrases *greater than*, *less than*, or *equal to*. -Use strategies such as "skip counting" or "counting on" to determine the value of a set of mixed coins. -Use models such as the number line, the hundreds chart, and actual coins to represent the counting process. -Skip count by 1, 5, 10 and 25 within 100. -Combine and exchange currency. (Examples: 5 pennies = 1 nickel, 4 quarters = 1 dollar) -Record the value of coins and/or coin combinations using the cent and dollar symbols. -Identify currency (penny, nickel, dime, quarter, dollar) and the value of each.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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.
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.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *bar graph, pictograph, tally, gate, tally chart, table, data, collection, title, label, row, column, key, total, compare, more than, less than, most, least* 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.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 1 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 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.