

Revised: July 2022

<b>Mathematics</b> Standards Based Report Card 2023-2024 <b>1st Grade</b> 3: Meets expectations      2: Approaching expectations      1: Beginning to learn expectations <b>Blank Box:</b> Not assessed <b>IE:</b> Insufficient Evidence				
Math Priority Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Demonstrates fluency for addition and subtraction within 10</b> <i>1.RA.C.8 Demonstrate fluency with addition and subtraction within 10 (Fluency refers to accuracy and efficiency and does not equate to memorization)</i>				
<b>Uses addition and subtraction to solve different types of problems within 20</b> <i>1.RA.A.1 Use addition and subtraction within 20 to solve problems (expectation is that problems are 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.)</i>				
<b>Understands the meaning of the equal sign =</b> <i>1.RA.A.3 Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. (e.g. Determine which of the following equations is true: <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>)</i>				
<b>Understands that two-digit numbers are made up of tens and ones</b> <i>1.NBT.A.2 Understand two-digits- numbers are composed of ten(s) and one(s). ( The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)</i>				
<b>Represent, and interpret data with up to three categories</b> <i>1.DS.A.2 Draw conclusions from object graphs, picture graphs, T-Charts and tallies. (e.g., Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than another.)</i>				
<b>Finds ten more and ten less than the given number</b> <i>1.NBT.B.7 Add or subtract a multiple of 10 from another two-digit number, and justify the solution. (When appropriate, justify answers using concrete models, drawings or symbols which convey strategies connected to place value understanding. Understand that in adding or subtracting two -digit numbers, one adds or subtracts tens from tens and ones from ones.)</i>				
<b>Partition circles and rectangles into two and four equal shares</b> <i>1.GM.A.4 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</i>				
<b>Uses non-standard measurement</b> <i>1.GM.B.7 Demonstrate the ability to measure length or distance using objects. ( Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of</i>				

same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.)				
<b><i>Reason with Shapes and their attributes</i></b> 1.GM.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes				

<b>Priority Standard</b>	1.RA.C.8 Demonstrate fluency with addition and subtraction within 10 (Fluency refers to accuracy and efficiency and does not equate to memorization) <b>Report card: Demonstrate Fluency for addition and subtraction within 10</b>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>I know how to fluently (accurately, efficiently, selecting the best strategy, and flexibly) add and subtract within 10 such as <ul style="list-style-type: none"> <li>subitizing</li> <li>counting on and counting back</li> <li>Decompose and recompose numbers</li> <li>Doubles and near doubles</li> <li>Make a 10</li> </ul> </li> <li>I can participate in a number talk and defend my strategy on how I visualized ( i.e. seeing a ten frame, number line, story, dice, etc.)) came up with the answer. (MP3)</li> <li>I can explain the relationship between addition and subtraction. (MP1)</li> </ul>	
<b>Common Misconceptions</b>	<ul style="list-style-type: none"> <li>Struggles to subitize organized and un-organized objects.</li> <li>Do not understand the concept of addition and subtraction and/or which operation to use</li> <li>Do not understand the structure or meaning of an addition or subtraction number sentence</li> <li>Not understanding the relationship between addition and subtraction</li> </ul>	
<b>Meeting the Standard</b> <b>3</b>	<b>Approaching the Standard</b> <b>2</b>	<b>Beginning to Learn</b> <b>1</b>
Student fluently adds and subtracts numbers within 10 using a variety of strategies including subitizing, counting on/back,doubles, near doubles, Tens	Student adds and subtracts numbers within 10 with moderate accuracy. Student may sometimes need assistance in selecting the best strategy for efficiency.	Student adds and subtracts numbers within 10 inconsistently. Student requires concrete or visual aids to solve problems within 10.
<b>Next Level</b>	<ul style="list-style-type: none"> <li>Flexibly and efficiently adds and subtracts within 20</li> </ul>	

<b>Priority Standard</b>	1.RA.A.1 Use addition and subtraction within 20 to solve problems (expectation is that problems
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	<p>are 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.) *Not limited to Word Problems</p> <p><b>Report card: Uses addition and subtraction to solve different types of problems within 20</b></p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• I can solve all of the different types of word problems involving the joining of two numbers: add to, take from, put together, take apart, and compare.</li> <li>• I can use objects and pictorial models to compare numbers as how many more and how many fewer.</li> <li>• I can interpret a word problem and make sense of how to solve it. (MP2, MP6)</li> <li>• I can determine the unknown in a problem in order to solve it. (MP1)</li> <li>• I can explain how my strategy (using manipulatives, objects, drawings, and/or actions) helped me to solve word problems (MP3).</li> </ul>	
<b>Common Misconceptions</b>	<ul style="list-style-type: none"> <li>• Confuse an addend with the sum or part with the whole</li> <li>• Always add the two quantities given in the problem</li> <li>• Assume the unknown is always either the sum or the difference</li> <li>• Does not count on correctly</li> <li>• Identify the greater (or lesser) number rather than how many more (or less)</li> <li>• Add quantities instead of compare them</li> <li>• Does not understand a comparison relationship</li> </ul>	
<b>Meeting the Standard</b> <b>3</b>	<b>Approaching the Standard</b> <b>2</b>	<b>Beginning to Learn</b> <b>1</b>
<p>Student can consistently use addition and subtraction to solve all types of problems (add to, take from, put together, take apart, and compare) with unknowns in all positions. Student can make sense of the problem and explain their strategy for solving.</p>	<p>Student can add and/or subtract within 20 to solve some types of problems. They may be able to solve some types (add to, take from, put together, take apart, and compare) but need support to solve other types. Student may or may not be able to explain their strategy.</p>	<p>Student needs support to solve problems within 20 and may confuse problem types. They may need support to interpret the problem and explain their reasoning.</p>
<b>Next Level</b>	<ul style="list-style-type: none"> <li>• Extend the work to solve two-step problems that include adding and subtracting</li> </ul>	

<p><b>Priority Standard</b></p>	<p>1.RA.A.3 Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. (e.g. Determine which of the following equations is true: <math>6 = 6</math>, <math>7 = 8-1</math>, <math>5+2 = 2 +5</math>, <math>4 + 1 = 5 + 2</math>)</p> <p><b>Report Card: Understands the meaning of the equal sign =</b></p>	
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can solve addition and subtraction equations</li> <li>• I can understand that both sides of an equal sign should have the same value.</li> <li>• I can use the equal sign to make both sides of an equation true.</li> <li>• I can explain how my strategy (using manipulatives, objects, drawings, and/or actions) justify my equation being true or false. (MP3).</li> <li>• I can interpret an equation to tell if it is true or false. (MP2, MP6)</li> </ul>	
<p><b>Common Misconceptions</b></p>	<ul style="list-style-type: none"> <li>• Does not understand a number sentence is NOT an equation</li> <li>• Believes an Equal sign may not have expressions on both sides (i.e. <math>3+5 = 10-2</math>)</li> <li>• Does not understand equations can offer a solution on the left side of the equal sign with the expression on the right side of the equal sign. (i.e. <math>10 = 4+6</math>)</li> </ul>	
<p><b>Meeting the Standard</b> <b>3</b></p>	<p><b>Approaching the Standard</b> <b>2</b></p>	<p><b>Beginning to Learn</b> <b>1</b></p>
<p>Student can consistently justify why the equal sign determines when an equation is true or false.</p>	<p>Student inconsistently justify why an equation is true or false. Or, can justify whether an equation is true or false when the problem is presented with only one expression and a number solution (i.e. <math>6+5 = 11</math>).</p>	<p>Student needs support to determine if an equation is true or false using manipulatives or models to prove the statement.</p>
<p><b>Next Level</b></p>	<ul style="list-style-type: none"> <li>• Determines when equations are true or false when given equations with multiple steps on both sides of the equal sign</li> </ul>	

<p><b>Priority Standard</b></p>	<p>1.NBT.A.2 Understand two-digits- numbers are composed of ten(s) and one(s). ( The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)  <b>Report card: Understands that two-digit numbers are made up of tens and ones</b></p>	
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I know that 10 can be thought of as a bundle of ten ones and is called a “ten”.</li> <li>• I can use appropriate tools (counting cubes, base ten blocks, ten frames, or other concrete materials) to model ten objects as a bundle of ten. (MP5)</li> <li>• I can decompose a number from 11-19 using appropriate tools (counting cubes, base ten blocks, ten frames, or other concrete materials) to model tens and ones. (MP5)</li> <li>• I can decompose a number from 21-99 using appropriate tools (counting cubes, base ten blocks, ten frames, or other concrete materials) to model tens and ones.</li> <li>• I can identify the patterns of decade numbers. (MP8)</li> <li>• I can explain why decade numbers are made of tens and zero ones. (MP8)</li> </ul>	
<p><b>Common Misconceptions</b></p>	<ul style="list-style-type: none"> <li>• Incorrectly decompose a teen number in a number bond</li> <li>• Think that each digit in a two-digit number is interchangeable</li> <li>• Do not recognize that 10 can be expressed as 10 tens or 1 ten</li> <li>• Do not recognize that the digit in the tens place of a two-digit number denotes a number of tens and then digit in the ones place denotes a number of ones</li> </ul>	
<p><b>Meeting the Standard</b> 3</p>	<p><b>Approaching the Standard</b> 2</p>	<p><b>Beginning to Learn</b> 1</p>
<p>Student can consistently use tens and ones to compose and decompose two-digit numbers with high accuracy and can explain their understanding using tools (manipulatives, number bonds, etc.).</p>	<p>Student can use tens and ones to compose and decompose two-digit numbers with moderate accuracy. They may be able to break down teen numbers but need support with larger two-digit numbers. The may show some inconsistencies with explaining their reasoning.</p>	<p>Student needs support to use tens and ones to compose and decompose two-digit numbers and needs support to explain their understanding.</p>
<p><b>Next Level</b></p>	<ul style="list-style-type: none"> <li>• Extend the concept of place value to understand three digit numbers</li> </ul>	

<p><b>Priority Standard</b></p>	<p>1.DS.A.2 Draw conclusions from object graphs, picture graphs, T-Charts and tallies. (e.g., Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than another.)  <b>Report card: Represent, and interpret data with up to three categories</b></p>	
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can explain why and how people collect data. (MP1)</li> <li>• I can collect data and use appropriate representations (tally chart, picture graph, tables, pictures, etc.) (MP1, MP5)</li> <li>• I can use appropriate labels to communicate the meaning of each category in my representation (tally chart, bar graph, picture graph, line plot, tables, pictures, etc. (MP6)</li> <li>• I can ask questions about the data collected using mathematical vocabulary (total, in all, how many more, how many less, etc.). (MP6)</li> <li>• I can interpret what I learned from the data to answer addition and subtraction questions (put-together, take apart, compare, and addition of three whole numbers). (MP1)</li> <li>• I can listen to others and explain representations using mathematical vocabulary. (total, in all, how many more, how many less, etc.). (MP1,MP3)</li> </ul>	
<p><b>Common Misconceptions</b></p>	<ul style="list-style-type: none"> <li>• When creating their own graphs or charts, students may struggle to line up pictures or tally's resulting in false conclusions such as which category has more or less.</li> </ul>	
<p><b>Meeting the Standard</b> <b>3</b></p>	<p><b>Approaching the Standard</b> <b>2</b></p>	<p><b>Beginning to Learn</b> <b>1</b></p>
<p>Student can consistently represent collected data using the appropriate graph or chart. Student is able to independently draw conclusions about the data using object graphs, picture graphs, t-charts, and tally charts.</p>	<p>Student can use an object graph, picture graph, t-chart, and tally chart but inconsistently represents their own collected data. Student can draw conclusions about data using different graphs and charts with support.</p>	<p>Student needs support to collect and organize data in a chart or graph. Student is able to recognize parts of these graphs and charts but is unable to draw conclusions from the data.</p>
<p><b>Next Level</b></p>	<ul style="list-style-type: none"> <li>• Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.</li> <li>• Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</li> </ul>	

<p><b>Priority Standard</b></p>	<p>1.NBT.B.7 Add or subtract a multiple of 10 from another two-digit number, and justify the solution. (When appropriate, justify answers using concrete models, drawings or symbols which convey strategies connected to place value understanding. Understand that in adding or subtracting two-digit numbers, one adds or subtracts tens from tens and ones from ones.)  <b>Report card: Finds ten more and ten less than the given number</b></p>	
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can use strategies accurately and efficiently to find ten more or ten less than a given number (MP6)</li> <li>• I can explain my reasoning using math vocabulary. (MP6)</li> </ul>	
<p><b>Common Misconceptions</b></p>	<ul style="list-style-type: none"> <li>• Increase the ones digit by 1 instead of the tens digit when adding 10</li> <li>• Decrease the ones digit by 1 instead of the tens digit when subtracting 10</li> <li>• Increase the tens digit by 1 when subtracting</li> <li>• Decrease the tens digit by 1 when adding 10</li> </ul>	
<p><b>Meeting the Standard</b> <b>3</b></p>	<p><b>Approaching the Standard</b> <b>2</b></p>	<p><b>Beginning to Learn</b> <b>1</b></p>
<p>Student can consistently find 10 more or 10 less with high accuracy and can explain the method used to show understanding of place value.</p>	<p>Student can find 10 more or 10 less with moderate accuracy and may or may not be able to explain the method used to show understanding of place value.</p>	<p>Student needs support to find 10 more or 10 less  Student may need tools (manipulatives, ten frames, etc.) to support their addition and subtraction.  Student also needs support to explain the reasoning.</p>
<p><b>Next Level</b></p>	<ul style="list-style-type: none"> <li>• Add and subtract two digit numbers and extend the use of mental imagery through open number lines.</li> </ul>	



<p><b>Priority Standard</b></p>	<p><i>1.GM.A.4</i> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.  <b>Report card: Partition circles and rectangles into two and four equal shares</b></p>	
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can partition or divide circles and rectangles into two equal parts.</li> <li>• I can partition or divide circles and rectangles into four equal parts</li> <li>• I can describe parts of a shape as a whole, halves, fourths, or quarters.</li> <li>• I can describe how when a shape is partitioned into more than one part each part is now smaller than the original whole.</li> </ul>	
<p><b>Common Misconceptions</b></p>	<ul style="list-style-type: none"> <li>• Parts must be equal to be called halves or fourths</li> <li>• All shapes are easily halved by adding a vertical or horizontal line through the middle.</li> </ul>	
<p><b>Meeting the Standard</b> 3</p>	<p><b>Approaching the Standard</b> 2</p>	<p><b>Beginning to Learn</b> 1</p>
<p>Student can consistently divide circles and rectangles into two and four equal parts while describing each new part with the correct name (half, fourth quarter). Student can also recognize halves and fourths when looking at a partitioned shape.</p>	<p>Student can partition circles and rectangles into two and four parts but may inconsistently label each part as half, fourth, or quarters. Student may struggle to identify and name equal parts of a whole.</p>	<p>Student needs support to recognize partitioned shapes as halves, fourths, or quarters of a whole. Student is unable to create equal parts of circles and rectangles.</p>
<p><b>Next Level</b></p>	<ul style="list-style-type: none"> <li>• Shapes can be partitioned into more than 2 and 4 parts called fractions.</li> </ul>	

<p><b>Priority Standard</b></p>	<p><i>1.GM.B.7 Demonstrate the ability to measure length or distance using objects. ( Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.)</i></p> <p><b>Report Card: Uses non standard measurement</b></p>	
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I know how to measure starting at the endpoint. (MP6)</li> <li>• I can express the length of an object using a whole number. (MP2)</li> <li>• I can order up to three objects by their length. (MP1)</li> <li>• I can compare the length of a set of objects. (MP4)</li> </ul> <p>Non-standard measurement:</p> <ul style="list-style-type: none"> <li>• I know that I cannot have gaps or overlaps when measuring with inch or unifix cubes. (MP6)</li> <li>• I can measure the approximate length of an object using non-standard measurement (inch cubes, unifix cubes). (MP4, MP5, MP6)</li> <li>• I can compare the length of two objects indirectly by using a third object (transitivity)</li> </ul> <p>Standard measurement: (Not formally assessed but introduced)</p> <ul style="list-style-type: none"> <li>• I can measure the approximate length of an object using standard measurement (inches-ruler) <b>with support</b> (inches-ruler). (MP4, MP5, MP6)</li> <li>• I can compare the non-standard measurement (inch cubes, unifix cubes) to the standard measurement (inches-ruler) <b>with support</b>. (MP3, MP6)</li> </ul>	
<p><b>Common Misconceptions</b></p>	<ul style="list-style-type: none"> <li>• Have gaps or overlaps when measuring</li> <li>• Do not recognize that the number of iterated non-standard units represents the length of an object</li> <li>• Do not understand that "unit" implies uniformity in length</li> </ul>	
<p><b>Meeting the Standard</b> <b>3</b></p>	<p><b>Approaching the Standard</b> <b>2</b></p>	<p><b>Beginning to Learn</b> <b>1</b></p>
<p>Student can consistently and independently use non-standard measurement to independently measure, compare, and order lengths of objects with high accuracy.</p>	<p>Student can sometimes use non-standard measurement to independently measure, compare, and order lengths of objects with high accuracy.</p>	<p>Student inconsistently uses non-standard measurement to compare and order lengths of objects.</p>
<p><b>Next Level</b></p>	<ul style="list-style-type: none"> <li>• Use standard measurement without support, including inches and centimeters</li> </ul>	

<b>Priority Standard</b>	1.GM.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes Report card: Reason with shapes and their attributes	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• I can identify the defining attributes of shapes (sides, corners, vertex, closed shape, open shape).</li> <li>• I can sort shapes by their attributes and explain my reasoning. (MP3)</li> <li>• I can draw a shape given a set of attributes. (MP2)</li> <li>• I can build a shape given a set of attributes. (MP1)</li> <li>• I can compose shapes</li> <li>• I can decompose shapes</li> </ul>	
<b>Common Misconceptions</b>	<ul style="list-style-type: none"> <li>• Do not recognize or incorrectly name basic shapes</li> <li>• Are unable to distinguish between defining and non-defining attributes</li> <li>• Cannot determine whether a shape has all or only some given attributes</li> </ul>	
<b>Meeting the Standard</b> 3	<b>Approaching the Standard</b> 2	<b>Beginning to Learn</b> 1
Student can consistently identify defining attributes of 2D shapes, sort shapes by those attributes, and can draw a shape given specific attributes.	Student can identify defining attributes of 2D shapes and sort shapes by those attributes with moderate accuracy. Student may or may not be able to draw a shape given specific attributes.	Student needs support to identify and use defining attributes of 2D shapes.
<b>Next Level</b>	<ul style="list-style-type: none"> <li>• Identify and use defining attributes of three dimensional shapes</li> </ul>	

