

Standard: 1.E.N.1.2 Students will use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones.

4.0	Students can illustrate whole numbers between 10 and 100 by drawing the number using groups of tens and ones.
3.0 Rigor <u>Level 1</u>	Students will use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones.
2.0	Using concrete objects (ex. pennies, buttons, sticks, and straws), students will make groups of tens and ones. Explanation: This is just to show 3 groups of tens using objects or show me 8, show me 20, etc. Not putting it together as a number. An awareness of what a group of 10 is. Student knows vocabulary: tens and ones
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.N.1.3a Students will read, write, discuss and represent whole numbers up to 100.(only to 20)

4.0	Students will be able to sort numbers into categories provided by the teacher (greater than 10, less than 5, greater than 12, etc.)
3.0 Rigor <u>Level 2</u>	Students will read, write, discuss and represent whole numbers up to 100. (only to 20)
2.0	Students will recognize and represent numbers to 10.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.N.1.3b Students will read, write, discuss and represent whole numbers up to 100.(only to 50)

4.0	Students will be able to sort numbers into categories provided by the teacher (greater than 50, less than 30, greater than 10, etc.)
3.0 Rigor <u>Level 2</u>	Students will read, write, discuss and represent whole numbers up to 100. (only to 50)
2.0	Students will recognize and represent number to 20.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.N.1.3c Students will read, write, discuss and represent whole numbers up to 100.

4.0	Students will be able to sort numbers into categories provided by the teacher up to 500.
3.0 Rigor <u>Level 2</u>	Students will read, write, discuss and represent whole numbers up to 100. (using concrete objects to represent)
2.0	Students can read numbers left to right
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.N.1.6 Students will compare and order whole numbers from 0 to 100.

4.0	Students will decide if a series of numbers are in the correct order and explain verbally or in writing why or why not. (example: 48, 53, 36 or 68, 73, 94)
3.0 Rigor <u>Level 3</u>	Students will compare and order whole numbers from 0 to 100.
2.0	Students can recognize whole numbers from 0 to 100.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.N.2.1 Students will represent and solve real-world and mathematical problems using addition and subtraction up to ten.

4.0	Students will solve real-world and mathematical problems, using addition and subtraction up to ten in Multi-step situations. (Example: 5 birds on a pole, 3 more join them, and then 4 flew away. How many are left?)
3.0 Rigor <u>Level 4</u>	Students will represent and solve real-world and mathematical problems using addition and subtraction up to ten.
2.0	. Students can sort words that mean to add or to subtract. (examples: join, all together, in all, how many left, gave away, went away, left etc)
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.N.2.3 Students will demonstrate fluency with basic addition facts and related subtraction facts up to 10.

4.0	Students will do mixed addition and subtraction problems to 10 fluently.
3.0 Rigor <u>Level 1</u>	Students will demonstrate fluency with basic addition facts and related subtraction facts up to 10.
2.0	Students understand/demonstrate that addition is putting things together and subtraction is taking things apart.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.N.3.2 Students will partition (fair share) sets of objects into equal groupings.

4.0	Students will draw equal sets of objects for a given number in a variety of ways. (Example: 12 cookies, draw for 4 people, for 6 people and for 3 people)
3.0 Rigor <u>Level 1</u>	Students will partition (fair share) sets of objects into equal groupings.
2.0	Students can make sets of objects (5's, 10's, etc.).
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.N.4.3 Students will determine the value of a collection of pennies, nickels or dimes up to one dollar counting by ones, fives or tens.

4.0	Students will be able to determine if they have enough money to buy a certain item.
3.0 Rigor <u>Level 3</u>	Students will determine the value of a collection of pennies, nickels or dimes up to one dollar counting by ones, fives or tens. (using two types of coins).
2.0	Student can name the coins. (Quarter, Nickle, Dime and Pennies) Student can tell the value of each coin.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.A.1.1a Students will identify, create, complete and extend repeating, growing and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts (Repeating only)

4.0	Students will identify and correct errors in repeating patterns.
3.0 Rigor <u>Level 1 & 2</u>	Students will identify, create, complete and extend repeating, growing and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts. (Repeating patterns only)
2.0	Students can make quantities, numbers and shapes.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.A.1.1b Students will identify, create, complete and extend repeating, growing and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts (Growing and Shrinking Only)

4.0	Students will identify and correct errors in growing and shrinking patterns.
3.0 Rigor <u>Level 1 & 2</u>	Students will identify, create, complete and extend repeating, growing and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts. (Growing and Shrinking Only)
2.0	Students can make repeating patterns using quantity, numbers or shapes.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.D.1.2 Students will use data to create pictures and bar-type graphs to determine one-to-one correspondence.

4.0	Students will collect data on a chosen topic and organize the data on a bar or pictograph.
3.0 Rigor <u>Level 2</u>	Students will use data to create pictures and bar-type graphs to determine one-to-one correspondence.
2.0	Students will demonstrate an understanding of an already created graph Students will understand the vocabulary of one-to-one correspondence Students will recognize what a bar graph and picture graph are
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.D.1.3 Students will draw conclusions from picture and bar-type graphs.

<p>4.0</p>	<p>Students will be able to explain what would happen if you added or took away objects from the graph. (It would change the totals and perhaps the one with more/less.)</p>
<p>3.0 Rigor <u>Level 3</u></p>	<p>Students will draw conclusions from picture and bar-type graphs.</p>
<p>2.0</p>	<p>Students recognize the parts of an already created graph (scale, title, labels, etc.) Students will recognize what a bar graph and picture graph are.</p>
<p>1.0</p>	<p>Even with help, the student has little or no success with the goal/standard.</p>

Subject: Math

Standard: 1.E.GM.1.1 Students will identify trapezoids and hexagons by pointing to the shape when given the name.

4.0	Students will explain (verbally or in writing) why a shape is a trapezoid or a hexagon.
3.0 Rigor <u>Level 1</u>	Students will identify trapezoids and hexagons by pointing to the shape when given the name. (Including elongated trapezoids.)
2.0	Students can count the sides on a given plane shape.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.GM.1.2 Students will compose and decompose larger shapes using smaller two-dimensional shapes.

4.0	Students will compose shapes in multiple ways on their own.
3.0 Rigor <u>Level 1</u>	Students will compose and decompose larger shapes using smaller two-dimensional shapes. (using concrete objects)
2.0	Students can identify the basic shapes (circle, square, rectangle, and triangle).
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.GM.2.1 Students will use nonstandard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.

4.0	Students can measure an item in the classroom using two different nonstandard measurement tools then explain why the answers were the same or different.
3.0 Rigor <u>Level 1</u>	Students will use nonstandard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.
2.0	Students know where to begin to measure an item. (end starting point)
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: Math

Standard: 1.E.GM.3.1 Students will tell time to the hour and the half-hour on an analog and digital clock.

4.0	Students will show times to the hour and the half-hour on an analog and digital clock.
3.0 Rigor <u>Level 1</u>	Students will tell time to the hour and the half-hour on an analog and digital clock.
2.0	Students can identify the minute and hour hand on an analog clock. Students will recognize numbers 1 to 12.
1.0	Even with help, the student has little or no success with the goal/standard.