

Mathematics

Number Sense

| Count objects to 30. | | | | |
|---|---|--|---|---|
| 1.2 Count, recognize, represent, name, and order a number of objects (up to 30). | | | | |
| 5 - Advanced | 4 - Proficient | 3 - Basic | 2 - Below Basic | 1 - Far Below Basic |
| <p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> count 16-30 objects. | <p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> count 11-15 objects. | <p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> count 6-10 objects. | <p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> count up to 5 objects. <p>May not be consistent with sequence.</p> | <p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> consistently count any numbers in sequence. <p>May attempt to count, but name random numbers or letters.</p> |

| Recognize numbers and name in random order. | | | | |
|---|--|---|---|--|
| 1.2 Count, recognize, represent, name, and order a number of objects (up to 30). | | | | |
| 5 - Advanced | 4 - Proficient | 3 - Basic | 2 - Below Basic | 1 - Far Below Basic |
| <p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> recognize and name more than 30 numbers presented in random order. | <p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> recognize and name between 7 and 30 numbers presented in random order (up to 30). | <p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> recognize and name between 4 and 6 numbers presented in random order (up to 30). | <p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> recognize and name up to 3 numbers presented in random order (up to 30). | <p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> recognize and name any numbers. |

Write numbers to 30.

1.2 Count, recognize, represent, name, and order a number of objects (up to 30).

| 5 - Advanced | 4 - Proficient | 3 - Basic | 2 - Below Basic | 1 - Far Below Basic |
|---|--|---|--|--|
| <p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • write numbers to 30 approximating standard formation. <p>Student may have reversals.</p> | <p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • write numbers to 10, approximating standard formation. <p>Student may have reversals.</p> | <p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • write the numbers to 5, approximating standard formation. <p>Student may have reversals.</p> | <p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • write one or two numbers. | <p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • write any numbers. |

Understand simple addition.

2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

Standard not taught this grading period.

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|--|--|--|--|--|
| Understand simple subtraction. | | | | |
| 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10). | | | | |
| Standard not taught this grading period. | | | | |
| | | | | |

Algebra and Functions

| Sort and classify objects. | | | | |
|--|---|---|--|---|
| 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group. | | | | |
| 5 - Advanced | 4 - Proficient | 3 - Basic | 2 - Below Basic | 1 - Far Below Basic |
| <p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> independently re-sort objects quickly and efficiently, use mathematical vocabulary to explain sorting and classifying, apply sorting and classifying rules to other situations. | <p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> sort objects two different ways. <p>Student may sort by color, shape, size, etc.</p> | <p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> sort objects at least one way. <p>Student may sort by color, shape, size, etc.</p> | <p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> sort objects without teacher support. | <p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> sort objects in any way. |

Measurement and Geometry

Compare length of objects.

1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects.

Standard not taught this grading period.

Name the days of the week.

1.3 Name the days of the week.

| 5 - Advanced | 4 - Proficient | 3 - Basic | 2 - Below Basic | 1 - Far Below Basic |
|---|--|---|---|--|
| <p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> name all the days of the week, relate days of the week to dates on a calendar, classify and relate days of the week to real life activities (M-F=school, S,S=weekend). | <p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> independently and consistently name the days of the week with automaticity. | <p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> name the days of the week with automaticity. | <p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> name all the days of the week. <p>Student may sing the days of the week.</p> <p>May use a visual aid to recall the days of the week.</p> | <p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> name all the days of the week. |

Identify and describe shapes.

2.1 Identify and describe common geometric objects.

| 5 - Advanced | 4 - Proficient | 3 - Basic | 2 - Below Basic | 1 - Far Below Basic |
|--|---|---|---|---|
| <p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> identify and describe all shapes independently and with automaticity. | <p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> identify all shapes independently and with automaticity. | <p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> identify 4 shapes. | <p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> identify 1-3 shapes. | <p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> identify any shapes. |

Statistics, Data Analysis, and Probability

| Understand simple graphing. | | | | |
|---|---|--|--|---|
| 1.1 Pose information questions: collect data; and record the results using objects, pictures, and picture graphs. | | | | |
| 5 - Advanced | 4 - Proficient | 3 - Basic | 2 - Below Basic | 1 - Far Below Basic |
| <p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> independently create graphs based on independent data collection. use sophisticated language when interpreting the graph. | <p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> construct a graph using objects or pictures. <p>Students will be able to interpret the information (i.e. There are more ____ than ____).</p> | <p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> construct a graph using objects or pictures. <p>Student may not be able to interpret the information.</p> | <p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> construct a graph using objects or pictures and is unable to interpret the information. | <p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> make a connection between data and graph. <p>Student may randomly color graph.</p> <p>Student may randomly place objects on graph.</p> |

Extend simple patterns.

1.2 Identify, describe, and extend simple patterns by referring to their shapes, sizes, or colors.

| 5 - Advanced | 4 - Proficient | 3 - Basic | 2 - Below Basic | 1 - Far Below Basic |
|---|--|---|--|--|
| <p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> independently create and describe more complex patterns such as AABC or AABCC. recognize patterns in the environment. | <p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> consistently read and extend patterns more complex than AB, such as ABC. self correct a pattern. | <p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> consistently read and extend an AB pattern . | <p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> read an AB pattern, but is unable to extend it. | <p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> extend or read any pattern. |