

Grade 1: Math

Solves one-step word problems within 20.

Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
Students will be able to make sense of problems, represent and solve them accurately, and explain why their answer makes sense to the context of the problem.	I can write an equation to match a problem.	I can write an equation to match a problem and get the right answer.	I can write an equation to match a problem and show how I solved it.	I can write an equation to match a problem, show how I solved it and explain why my answer makes sense.

Uses properties of operations to add and subtract.

<i>Performance Indicator</i>	<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
Students will be able to use Commutative, Associative and Identity Properties to add and subtract.	I can add and subtract.	I can use turn-around facts, grouping numbers or adding zero when I add and subtract.	I can use turn-around facts, grouping numbers or adding zero when I add and subtract, and I can explain why it worked.	I can figure out rules that work when I add or subtract any numbers.

Adds and subtracts within 20 using a variety of strategies.

<i>Performance Indicator</i>	<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
Students will be able to add and subtract within 20.	I can add OR subtract within 20. I need my teacher's help for the other operation.	I can add and subtract within 20 by counting all.	I can use an efficient strategy to add and subtract within 20. I can tell why I used that strategy for this problem.	I can show my strategy as equations.

Adds within 100 using models or drawings and strategies.

<i>Performance Indicator</i>	<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
Students will be able to use place value, properties of operations and the relationship between addition and subtraction to solve addition problems within 100.	I can add by counting all or counting on.	I can use what I know about place value and addition and subtraction to add. I use objects or drawings.	I can use a series of equations and objects or drawings to explain my strategy.	I can use a series of equations to explain my strategy. I don't need objects or drawings.

Subtracts multiples of 10 in the range of 10 - 90.

<i>Performance Indicator</i>	<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
Students will be able to use place value, properties of operations and the relationship between addition and subtraction to solve subtraction problems with multiples of 10.	I can subtract multiples of 10 by counting all or counting back by 1s.	I can use what I know about place value and addition and subtraction to subtract multiples of 10. I use objects or drawings.	I can use an equation and objects or drawings to explain my strategy.	I can explain how to subtract a multiple of 10 from a number that has some ones.

Measures length using non-standard units.

<i>Performance Indicator</i>	<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
Students will be able to measure length using objects.	I can line up objects without gaps or overlaps.	I can tell an object's length.	I can tell how I figured out an object's length.	I can explain why there are different measurements for the same object.

Math Practices

FIRST GRADE	Does Not Meet	Partially Meets	Meets	Exceeds
MP.1: Make sense of problems and persevere in solving them	With my teacher's help, I can figure out the meaning of a problem by thinking about other problems like this one.	I can figure out the meaning of a problem by thinking about other problems like this one. With my teacher's help, I can find a way to start the task and solve the problem.	I can figure out the meaning of a problem by thinking about other problems like this one. I can find a way to start the task and try other ways if I need to. I ask myself if my solution makes sense.	I can explain why my answer makes sense in the context of the problem.
MP.2: Reason abstractly and quantitatively	I can use objects and/or pictures to represent amounts. I can draw pictures or use objects to solve problems.	I can use numbers and symbols to represent an amount. I can draw pictures or use objects to solve problems.	I can use numbers, symbols and equations to represent and solve problems and explain my strategy.	I can refer back to the problem context to explain my answer.
MP.3: Construct viable arguments and critique the reasoning of others	I can share my ideas about math. I can listen to my friends' ideas. I can also talk about their math ideas. With my teacher's help, I can ask questions if my friend's ideas don't make sense.	I can use math words to explain my ideas with others. When my friends share their math ideas, I can think about them and ask questions if they don't make sense.	I can explain my math ideas by referring to drawings or objects. I can comment on my friends' math thinking.	I can use objects or drawings to demonstrate similarities and differences between my thinking and someone else's.
MP.4: Model with mathematics	I can model real-life problems in different ways by picking one of these: numbers, words, drawings, objects, acting out, or number sentences	I can model real-life math situations with objects and equations.	I can model real-life math situations with objects and equations. I check to make sure my model matches the problem.	I can explain how my model represents the problem and how it helps solve problems.

FIRST GRADE	<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
MP.5: Use appropriate tools strategically (ex: language, materials, symbols)	I can choose tools that help me make sense of problems. With help, I can use tools to solve problems.	I can choose tools that help me make sense of problems. I can use tools to solve problems.	I can consider different tools and choose one, based on the specific task, to make sense of a problem and solve it.	I can choose the most efficient tool to solve a problem and explain why it was used.
MP.6: Attend to precision	With my teacher's help, I can share my ideas and strategies by using math words and symbols.	I can accurately solve problems. With my teacher's help, I can share my ideas and strategies by using precise math words and symbols.	I can accurately solve problems. I can share my ideas and strategies, and explain my solution using precise math words and symbols.	I am accurate and efficient in my math calculations and strategies. I can explain my solutions using precise math words and symbols.
MP.7: Look for and make use of structure	I can look for patterns in numbers.	I can look for patterns in numbers and use them to solve problems.	I can look for patterns in numbers and use them to solve new problems. I can use the properties to add and subtract.	I can explain why patterns or rules work with some problems and not with others.
MP.8: Look for and express regularity in repeated reasoning	With my teacher's help, I notice when something happens more than once.	When I'm working in math, I notice when something happens more than once.	When I'm working in math, I notice when something happens more than once. I can use what I noticed to help me create shortcuts in other math situations.	I can model what happens with new numbers and explain why it works.