

Riverview School District
Report Card Benchmarks Math
First Grade

| Report Card Expectations | Mid-Year Benchmark | End-of-year Standard |
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| <p>Demonstrates Effort Toward Quality.</p> | <p>Look for . . .</p> <ul style="list-style-type: none"> • working to his/her potential • using time wisely • sustained focus during independent work time • taking pride in his/her work • working carefully | <p>Look for . . .</p> <ul style="list-style-type: none"> • working to his/her potential • using time wisely • sustained focus during independent work time • taking pride in his/her work • working carefully |
| <p>Understands and applies concepts in number sense and place value (count, order, compare, etc. to 100).</p> | <p>Look for . . .</p> <ul style="list-style-type: none"> • representing a number greater than 20 in different ways (numbers, pictures, words, physical models) and translating from one representation to another • counting sets of objects less than 100 using grouping strategies with guidance • ordering 3 or more numbers greater than 20 from smallest to largest • using comparative language (less than, more than, equal to) to compare numbers greater than 20 • skip counting by 5, and 10 to at least 100 • counting forward and backward from a given number greater than 20 | <p>Look for . . .</p> <ul style="list-style-type: none"> • representing a number to 100 in different ways (numbers, pictures, words, physical models) and translating from one representation to another • grouping and regrouping objects into 1s and 10s • counting sets of objects less than 100 using grouping strategies • ordering 3 or more numbers to at least 100 from smallest to largest • using comparative language (less than, more than, equal to) to compare numbers to at least 100 • skip counting by 2, 5, and 10 to at least 120 • counting forward and backward from a given number less than 100 |
| <p>Understands and applies computation skills using addition (+) with fluency.</p> | <p>Look for . . .</p> <ul style="list-style-type: none"> • using some strategies (e.g., count on, count back, doubles) for addition to at least sums to 12 • beginning to recall addition facts through at least sums to 12 • beginning to solve problems involving addition using and explaining procedure | <p>Look for . . .</p> <ul style="list-style-type: none"> • using strategies (e.g., count on, count back, doubles) for addition to at least sums to 12 • recalling addition facts through at least sums to 12 • solving problems involving addition using and explaining procedures |

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| <p>Understands the meaning of subtraction (-).</p> | <p>Not assessed at semester</p> | <p>Look for . . .</p> <ul style="list-style-type: none"> • expressing stories involving subtraction with models, pictures, and symbols • showing relationships between addition and subtraction using physical models, diagrams, and acting out problems |
| <p>Understands and applies strategies and appropriate tools for adding larger whole numbers.</p> | <p>Look for . . .</p> <ul style="list-style-type: none"> • beginning to use appropriate tools to compute (e.g., mental math, pencil, paper, manipulatives, or calculator) | <p>Look for . . .</p> <ul style="list-style-type: none"> • using appropriate tools to compute (e.g., mental math, pencil, paper, manipulatives, or calculator) |
| <p>Understands and applies concepts and procedures in measurement (money, time, standard/non-standard units).</p> | <p>Apply appropriate end-of-year standards from the unit on measurement that were presented to students by the mid-year benchmark</p> | <p>Look for . . .</p> <ul style="list-style-type: none"> • ordering 3 or more objects based on an attribute (e.g., length, thickness) • reading a clock to the hour and using approximate language (e.g., almost 7) • identifying coins (penny, nickel, dime, quarter) and state their value • selecting units appropriate to object being measured (e.g., measure length of classroom with footprints, not beans) • using uniform units to measure objects • using physical models of measuring units to make comparisons |
| <p>Understands and applies concepts and procedures in geometric sense (sort and describe 2D shapes).</p> | <p>Apply appropriate end-of-year standards from the unit on geometric sense that were presented to students by the mid-year benchmark</p> | <p>Look for . . .</p> <ul style="list-style-type: none"> • describing 2D figures based on characteristics (e.g., number of sides) • identifying, comparing and sorting 2D figures (e.g., by shape, length of sides) • describing figures using accurate terminology (e.g., square, triangle) • indicating whether a number is above or below a benchmark number (e.g., greater than or less than 100) • describing the location of a given number 1-100 on a number line • identify a point up to 100 on a number line |

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| <p>Understands and applies concepts and procedures in probability and statistics (identify question, collect data, represent using charts/graphs, answer questions).</p> | <p>Apply appropriate end-of-year standards from the unit on probability and statistics that were presented to students by the mid-year benchmark</p> | <p>Look for . . .</p> <ul style="list-style-type: none"> • displaying results of data collection by making student invented and conventional displays • constructing bar graphs with physical materials and recording pictorially • collecting data related to questions and organizing the data into useful categories in familiar situations (e.g., how many students like/do NOT like apples?) • answering questions about bar graphs or pictographs |
| <p>Understands and applies concepts in algebraic sense (patterns, symbols, labels, equality).</p> | <p>Look for . . .</p> <ul style="list-style-type: none"> • creating, describing, and extending a variety of repeating patterns • identifying the unit in a repeating pattern • identifying and describing numerical patterns in the 100s chart with guidance • identifying geometric patterns in art, textiles, and ceramics with guidance • beginning to demonstrate equality by recording number sentences with balance using the "=" symbol • completing open sentences showing equalities (e.g., $5 = \underline{\quad}$) with guidance • explaining, using pictures or words, the meaning of equality with guidance • giving examples of equality with guidance | <p>Look for . . .</p> <ul style="list-style-type: none"> • creating, describing, and extending a variety of repeating patterns • identifying the unit in a repeating pattern • identifying and describing numerical patterns in the 100s chart • identifying geometric patterns in art, textiles, and ceramics • demonstrating equality by recording number sentences with balance using the "=" symbol • completing open sentences showing equalities (e.g., $5 = \underline{\quad}$) • explaining, using pictures or words, the meaning of equality • giving examples of equality |

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| <p>Solves problems (define the problem, create a plan, use appropriate strategies and tools to find a solution).</p> | <p>Look for . . .</p> <ul style="list-style-type: none">• restating information for a problem from a teacher led discussion in own words• using strategies (e.g., physical model, pictures, counting) to solve a problem• using pictures, numbers, labels and/or equations to express solutions to a problem | <p>Look for . . .</p> <p><u>Define Problems</u></p> <ul style="list-style-type: none">• stating information presented in a teacher led discussion to determine if there is a problem• stating a problem in own words• generating questions that would need to be answered to solve a problem• identifying know and unknown information with teacher guidance <p><u>Construct Solutions</u></p> <ul style="list-style-type: none">• gathering and organizing categorical data (e.g., in a teacher-guided activity, creating a two-column chart)• using strategies (e.g., chart to count, skip count, physical model)• using appropriate tools from among mental math, paper and pencil, manipulatives• recognizing when an approach is unproductive and trying a new approach |
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| <p>Communicates mathematically (gather and organize information, share using mathematical language or notation).</p> | <p>Look for . . .</p> <p><u>Gathering Information</u></p> <ul style="list-style-type: none"> • gathering information needed to solve a problem with teacher guidance • developing and following a plan to gather data with teacher guidance <p><u>Organizing, Representing, and Sharing Information</u></p> <ul style="list-style-type: none"> • displaying results of data collection by making student-invented representation • explaining or representing ideas using mathematical language from: <ul style="list-style-type: none"> - number sense (e.g., numbers to 100) - measurement (e.g., order 3 or more objects according to an attribute and identify the chosen attribute) - geometric sense (e.g., name and describe 2D figures based on their characteristics) - statistics (e.g., construct bar graphs with physical materials) - algebraic sense (e.g., explain the meaning of equality) | <p>Look for . . .</p> <p><u>Gather Information</u></p> <ul style="list-style-type: none"> • determining what information is needed and how to collect it for a given purpose and who the information is for • developing and following a plan to gather data about an event • following simple written directions for creating an art project using a model (e.g., requiring cutting and folding geometric shapes) • generating questions that could be answered using informational text <p><u>Organize, Represent, and Share Information</u></p> <ul style="list-style-type: none"> • organizing and displaying data on a chart to communicate a solution for the given audience • displaying results of data collection by making student-invented and conventional displays • explaining or representing ideas using mathematical language from: <ul style="list-style-type: none"> - number sense (e.g., numbers to 100) - measurement (e.g., order 3 or more objects according to an attribute and identify the chosen attribute) - geometric sense (e.g., name and describe 2D figures based on their characteristics) - statistics (e.g., construct bar graphs with physical materials) - algebraic sense (e.g., explain the meaning of equality) |
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