

# First Grade Common Core Standards Performance Chart

## Mathematics FIRST NINE WEEKS

Students will be able to:	To receive a grade of 2, the student...	To receive a grade of 3, the student...
	<p>with direct instruction, consistently demonstrates basic/proficient performance of standards/classroom expectations. Completes tasks with little teacher assistance, such as: directions, hints, and reminders.</p> <p><b>When you think of the student's academic performance:</b>                      proficient,                      independently works,                      adequately demonstrates,                      usually,                      consistent</p>	<p>exceeds standards/classroom expectations and is able to independently apply skills. Completes task without teacher assistance.</p> <p><b>When you think of the student's academic performance:</b>                      exceeds,                      thorough,                      independently applies,                      advanced,                      consistently above</p>

STANDARDS FOR MATHEMATICAL PRACTICE		
<p>Perseveres in solving and modeling word problems using various strategies/tools</p>	<p>Solves problems using mathematical thinking AND discusses/explains how they solved the problems. Looks for different strategies (concrete objects, number sentences, self-discovered strategies) to solve problems. Represents problem situations in MULTIPLE WAYS including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc.                      Uses different representations and explain the connections. Uses available tools when solving mathematical problems. Decides when certain tools might be helpful.</p>	
<p>Communicates and constructs mathematical arguments with precisions</p>	<p>Uses clear and precise language in their discussion with others and when they explain their own reasoning. Constructs arguments using concrete referents, such as objects, pictures, drawings, and actions. Practices mathematical communication skills as they participate in mathematical discussions. ("How did you get that?" "Explain your thinking." "Why is that true?") Explains their own thinking and listens to other's explanations.</p>	
<p>Uses repeated reasoning, trends, and/or patterns to make mathematical connections</p>	<p>Discerns a pattern or structure. (For instance, commutative property of addition, making a ten, jumping number line). Notices repetitive actions in counting, computation, etc. when given multiple opportunities with mathematics.</p>	

**NUMBER AND OPERATIONS IN BASE TEN (NBT)****CONTENT STANDARD: MCC1.NBT.1**

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Counts, writes, and represents numbers to 120	Counts to 50 by 1s beginning with any number from 0 to 49.	Counts to 75 (or greater) by 1s beginning from any number from 0 to 74 (or greater).
	Writes numbers less than 50 using numerals.	Writes numbers from 50 to 75 (or greater) using numerals.
	Counts to 50 by 1s. Writes numbers less than 50 using numerals. Represents numbers less than 50 using manipulatives and pictures. Represents numbers less than 50 as tens and ones using numerals, manipulatives, and pictures.	Counts to 75+ by 1s. Writes numbers from 0 to 75 (or greater) using numerals. Represents numbers from 0 to 75 (or greater) using manipulatives and pictures. Represents numbers from 0 to 75 (or greater) as tens and ones using numerals, manipulatives, and pictures.
	Identifies numbers from 0 to 50 as being more, less, or the same using pictures or manipulatives.	Identifies numbers from 0 to 75 (or greater) as being more, less, or the same using numbers.

**MEASUREMENT AND DATA (MD)****CONTENT STANDARD: MCC1.MD.4**

Organize, represent, and interpret data with up to three categories; 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 in another.

Organize, represent, and interpret data with up to three categories	Works with categorical data by organizing, representing and interpreting data. Constructs and interprets tally graphs and tables.	Works with categorical data by organizing, representing and interpreting data. Constructs and interprets tally, picture, and bar graphs and tables.
	Poses a question with 3 possible responses and works with the data collected.	Poses a question with 4+ possible responses and works with the data collected.