

Student's Name: _____

Individual Profile of Progress: Grade 1 Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Number Systems					
				1.N.1 Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100)	
				1.N.2 Count out (produce) a collection of a specified size (10 to 100 items), using groups of ten	
				1.N.3 Quickly see and label with a number, collections of 1 to 10	
				1.N.4 Count by 1s to 100	
				1.N.5 Skip count by 10s to 100	
				1.N.6 Skip count by 5s to 50	
				1.N.7 Skip count by 2s to 20	
				1.N.8 Verbally count from a number other than one by 1s	
				1.N.9 Count backwards from 20 by 1s	
				1.N.10 Draw pictures or other informal symbols to represent a spoken number up to 20	
				1.N.11 Identify that spacing of the same number of objects does not affect the quantity (conservation)	

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				1.N.12 Arrange objects in size order (increasing and decreasing)	
				1.N.13 Write numbers to 100	
				1.N.14 Read the number words <i>one, two, three... ten</i>	
				1.N.15 Explore and use place value	
				1.N.16 Compare and order whole numbers up to 100	
				1.N.17 Develop an initial understanding of the base ten system: 10 ones = 1 ten 10 tens = 1 hundred	
				1.N.18 Use a variety of strategies to compose and decompose one-digit numbers	
				1.N.19 Understand the commutative property of addition	
				1.N.20 Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)	
				1.N.21 Use before, after, or between to order numbers to 100 (with or without the use of a number line)	
				1.N.22 Use the words higher, lower, greater, and less to compare two numbers	
				1.N.23 Use and understand verbal ordinal terms, first to twentieth	

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Students will understand meanings of operations and procedures, and how they relate to one another.

Operations					
				1.N.24	Develop and use strategies to solve addition and subtraction word problems
				1.N.25	Represent addition and subtraction word problems and their solutions as number sentences
				1.N.26	Create problem situations that represent a given number sentence
				1.N.27	Use a variety of strategies to solve addition and subtraction problems with 1- and 2-digit numbers without regrouping
				1.N.28	Demonstrate fluency and apply addition and subtraction facts to and including 10
				1.N.29	Understand that different parts can be added to get the same whole

Students will compute accurately and make reasonable estimates.

Estimation					
				1.N.30	Estimate the number in a collection to 50 and then compare by counting the actual items in the collection

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Individual Profile of Progress: Grade 1 Algebra Strand

Students will recognize, use, and represent algebraically patterns, relations, and functions.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Patterns, Relations, and Functions					
				1.A.1 Determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects)	

Grade 1 Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Shapes					
				1.G.1 Match shapes and parts of shapes to justify congruency	
				1.G.2 Recognize, name, describe, create, sort, and compare two-dimensional and three-dimensional shapes	

Students will apply transformations and symmetry to analyze problem-solving situations.

Transformational Geometry					
				1.G.3 Experiment with slides, flips, and turns of two-dimensional shapes	
				1.G.4 Identify symmetry in two-dimensional shapes	

Students will apply coordinate geometry to analyze problem-solving situations.

Coordinate Geometry					
				1.G.5 Recognize geometric shapes and structures in the environment	

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Individual Profile of Progress: Grade 1 Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Units of Measurement					
				1.M.1 Recognize length as an attribute that can be measured	
				1.M.2 Use non-standard units (including finger lengths, paper clips, students' feet and paces) to measure both vertical and horizontal lengths	
				1.M.3 Informally explore the standard unit of measure, the inch	

Students will use units to give meaning to measurements.

Units					
				1.M.4 Know vocabulary and recognize coins (penny, nickel, dime, quarter)	
				1.M.5 Recognize the cent notation as ¢	
				1.M.6 Use different combinations of coins to make money amounts up to 25 cents	
				1.M.7 Recognize specific times (morning, noon, afternoon, evening)	
				1.M.8 Tell time to the hour, using both digital and analog clocks	
				1.M.9 Know the days of the week and months of the year in sequence	
				1.M.10 Classify months and connect to seasons and other events	

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Students will develop strategies for estimating measurements.

Estimation				
			1.M.11 Select and use non-standard units to estimate measurements	

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Individual Profile of Progress: Grade 1 Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Collection of Data					
				1.S.1 Pose questions about themselves and their surroundings	
				1.S.2 Collect and record data related to a question	
Organization and Display of Data					
				1.S.3 Display data in simple pictographs for quantities up to 20 with units of one	
				1.S.4 Display data in bar graphs using concrete objects with intervals of one	
				1.S.5 Use Venn diagrams to sort and describe data	
Analysis of Data					
				1.S.6 Interpret data in terms of the words: most, least, greater than, less than, or equal to	
				1.S.7 Answer simple questions related to data displayed in pictographs (i.e., category with most, how many more in a category compared to another, how many all together in two categories)	

Students will make predictions that are based upon data analysis.

Predictions from Data					
				1.S.8 Discuss conclusions and make predictions in terms of the words likely and unlikely	
				1.S.9 Construct a question that can be answered by using information from a graph	

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