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| **Standard 1.3 Algebraic Reasoning-Patterns and Relationships- The student will use a variety of problem-solving approaches to model, describe and extend patterns-Demonstrate number patterns by counting as many as 100 objects by 1’s, 2’s, 5’s and 10’s** | | |
| **Topic: Algebraic Reasoning** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Demonstrate number patterns by counting as many as 100 objects by 1’s, 2’s, 5’s and 10’s.**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 4.3 Measurement-The student will develop and use measurement skills in a variety of situations-Money: Identify and name the value of pennies, dimes, nickels, and quarter.** | | |
| **Topic: Measurement** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Identify and name the value of pennies, dimes, nickels, and quarters.**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.1b Number Sense and Operation-The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Sense-Compare objects by size and quantity (e.g. more than, less than, equal to)** | | |
| **Topic: Number Sense and Operation** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Compare objects by size and quantity (e.g. more than, less than, equal to)**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 3.2 Geometry-The student will use geometric properties and relationships to recognize and describe shapes-Identify , name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g. the face of a round clock is a circle, a desktop is a rectangle)** | | |
| **Topic: Geometry** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g. the face of a round clock is a circle, a desktop is a rectangle)**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.1c Number Sense and Operation-The student will read, write, and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Sense-Use concrete models of tens and ones to develop the concept of place value.** | | |
| **Topic: Number Sense and Operation** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Use concrete models of tens and ones to develop the concept of place value.**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 5.1b Data Analysis-The student will demonstrate an understanding of data collection and display-Data Analysis-Formulate and solve problems that involve collecting and analyzing data common to children’s lives (e.g., color of shoes, number of pets, favorite foods)** | | |
| **Topic: Data Analysis** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Formulate and solve problems that involve collecting and analyzing data common to children’s lives (e.g., color of shoes, number of pets, favorite foods)**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 5.1a Data Analysis- The student will demonstrate an understanding of data collection and display-Data Analysis-Organize, describe, and display data using concrete objects, pictures, or numbers** | | |
| **Topic: Data Analysis** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Organize, describe, and display data using concrete objects, pictures, or numbers**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 4.2b Measurement-The student will develop and use measurement skills in a variety of situations-Time-Develop the concepts of days, weeks, and months using a calendar** | | |
| **Topic: Measurement** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Develop the concept of days, weeks, and months using a calendar**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.1a Number Sense and Operation-The student will read, write, and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.** | | |
| **Topic: Number Sense and Operation** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **The student will use models to construct basic addition and subtraction facts with whole numbers.**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 1.1 Algebraic Reasoning: Patterns and Relationships-The student will use a variety of problem-solving approaches to model, describe and extend patterns-Describe, extend, and create patterns using concrete objects(e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping)** | | |
| **Topic: Algebraic Reasoning: Patterns and Relationships** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Describe, extend, and create patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping)**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 3.4 Geometry-The student will use geometric properties and relationships to recognize and describe shapes-Use language to describe relationships of objects in space (e.g. above, below, behind, between)** | | |
| **Topic: Geometry** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Use language to describe relationships of objects in space (e.g., above, below, behind, between)**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 1.2 Algebraic Reasoning: Patterns and Relationships-The student will use a variety of problem-solving approaches to model, describe, and extend patterns-Describe, extend and create patterns with numbers in a variety of situations (e.g. addition charts, skip counting, calendars.)** | | |
| **Topic: Algebraic Reasoning: Patterns and Relationships** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Describe, extend and create patterns with numbers in a variety of situations (e.g. addition charts, skip counting, calendars)**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.1c Number Sense and Operations- The student read, write and model numbers and numbers relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Sense-Read and write numerals to 100.** | | |
| **Topic: Number Sense and Operations** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Read and write numerals to 100**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.2ai Number Sense and Operation-The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Operations-Develop and apply the concepts of addition and subtraction-Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes)** | | |
| **Topic: Number Sense and Operations** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Develop and apply the concepts of addition and subtraction-Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes)**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.2aii Number Sense and Operation-The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Operations-Develop and apply the concepts of addition and subtraction-Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.** | | |
| **Topic: Number Sense and Operations** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.** * **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.2b Number Sense and Operation-The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Operations-Write addition and subtraction number sentences for problem-solving situations.** | | |
| **Topic: Number Sense and Operations** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Write addition and subtraction number sentences for problem-solving situations.** * **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 4.2a Measurement-The student will develop and use measurement skills in a variety of situations-Time-Tell time on a digital and analog clocks to the hour and half-hour** | | |
| **Topic: Measurement** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**  **Tell time on a digital and analog clocks to the hour and half-hour**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 1.4 Algebraic Reasoning: Patterns and Relationships-The student will use a variety of problem-solving approaches to model, describe, and extend patterns-Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g. 2+4=4+2, 3+0=3)** | | |
| **Topic: Algebraic Reasoning: Patterns and Relationships** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g. 2+4=4+2, 3+0=3)**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 4.1 Measurement-The student will develop and use measurement skills in a variety of situations-Linear Measurement-Measure objects with one-inch tiles and with a standard ruler to the nearest inch** | | |
| **Topic: Measurement** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**  **Linear Measurement-Measure objects with one-inch tiles and with a standard ruler to the nearest inch**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.2aii Number Sense and Operation-The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Operations-Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., 7+3=10 and 10-3=7)** | | |
| **Topic: Number Sense and Operations** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., 7+3=10 and 10-3=7)** * **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.1a Number Sense and Operation-The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Sense- Use concrete models of tens and ones to develop the concept of place value.** | | |
| **Topic: Number Sense and Operations** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Use concrete models of tens and ones to develop the concept of place value.** * **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.2c Number Sense and Operation-The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Operations-Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks)** | | |
| **Topic: Number Sense and Operations** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks)** * **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 2.1d Number Sense and Operation-The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers-Number Operations-Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks)** | | |
| **Topic: Number Sense and Operations** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks)** * **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 3.1 Geometry-The student will use geometric properties and relationships to recognize and describe shapes-Sort and identify congruent shapes** | | |
| **Topic: Geometry** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**  **Sort and identify congruent shapes**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Standard 3.1 Geometry-The student will use geometric properties and relationships to recognize and describe shapes-Identify, name, and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere)** | | |
| **Topic: Geometry** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**  **Identify, name, and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere)-**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |