ADW Academic Standards
Report Card Guide Sheets

Grade: First   Subject: Math

Report Card Standard	Number Sense Counts, reads and writes whole numbers to 100.		

Learning Targets by Quarter

1	2	3	4
I can: Count numbers up to 25. Read the number form of numbers up to 25. Write the number form of numbers up to 25. Read some number words up to 25.	I can: Count numbers up to 50. Read the number form of numbers up to 50. Write the number form of numbers up to 50. Read some number words up to 50.	I can: Count numbers up to 75. Read the number form of numbers up to 75. Write the number form of numbers up to 75. Read some number words up to 75.	I can: Count numbers up to 100. Read the number form of numbers up to 100. Write the number form of numbers up to 100. Read some number words up to 100.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4
Student can: Name a number on a number line or a hundreds chart up to 25. Count a group of objects up to 25. Write the digits for a number stated orally. Match a group of objects to the number and/or the number word.	Student can: Name a number on a number line or a hundreds chart up to 50. Count a group of objects up to 50. Write the digits for a number stated orally. Match a group of objects to the number and/or the number word.	Student can: Name a number on a number line or a hundreds chart up to 75. Count a group of objects up to 75. Write the digits for a number stated orally. Match a group of objects to the number and/or the number word.	Student can: Name a number on a number line or a hundreds chart up to 100. Count a group of objects up to 100. Write the digits for a number stated orally. Match a group of objects to the number and/or the number word.

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Report Card Standard	Number Sense Compares whole numbers up to 10 and arranges them in numerical order.		

Learning Targets by Quarter			
1	**2**	**3**	**4**
I can: Put the numbers zero to 10 in counting order.	I can: Compare numbers up to 10 and put the numbers in order from least to greatest.	I can: Compare numbers up to 10 and put the numbers in order from least to greatest.	I can: Compare numbers up to 10.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
Student can: Arrange numbers in order from zero (least) to 10 (greatest) using numbers or objects.	Student can: Put numbers in order from least to greatest when given a set of numbers up to 10.	Student can: Name the numbers before and after (between) a given number up to 10.	Student can: Compare two numbers up to 10 as being greater than, less than, or equal to.

Report Card Standard	Number Sense Identifies the number of tens and ones in numbers less than 100.		

Learning Targets by Quarter			
1	**2**	**3**	**4**
I can: Name the number of tens and ones in numbers up to 20.	I can: Name the number of tens and ones in numbers up to 50.	I can: Name the number of tens and ones in numbers up to 75.	I can: Name the number of tens and ones in numbers less than 100.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
Student can: Use a tens and ones chart to show place value of two digit numbers up to 20.	Student can: Use a tens and ones chart to show place value of two digit numbers. Point to the digit that is in the ones place on the tens and ones chart. Point to the digit that is in the tens place on the tens and ones chart. Show how 10 ones are the same as 1 ten using manipulatives. Use manipulatives to show tens and ones for two digit numbers up to 50.	Student can: Use a tens and ones chart to show place value of two digit numbers. Point to the digit that is in the ones place on the tens and ones chart. Point to the digit that is in the tens place on the tens and ones chart. Show how 10 ones are the same as 1 ten using manipulatives. Use manipulatives to show tens and ones for two digit numbers up to 75.	Student can: Use a tens and ones chart to show place value of two digit numbers. Point to the digit that is the ones in the tens and ones chart. Point to the digit that is in the tens place on the tens and ones chart. Show how 10 ones is the same as 1 ten using manipulatives. Use manipulatives to show tens and ones for two digit numbers less than 100.

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Report Card Standard	Number Sense Demonstrates understanding of parts of a whole.		

Learning Targets by Quarter			
1	**2**	**3**	**4**
	I can: Recognize shapes that are divided into two or three equal parts.	I can: Recognize shapes that are divided into four or fewer equal parts. Define shapes that are divided equally as congruent. Describe sets of four or fewer objects as "__ out of __ parts."	I can: Recognize shapes that are divided into eight or fewer equal parts. Define shapes that are divided equally as congruent. Describe sets of eight or fewer objects as "__ out of __ parts."

Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
	Student can: Identify a shape that is divided equally. Identify ½, and ⅓ when given a shape picture.	Student can: Identify ½, 1/3, and ¼ when given a shape picture. Identify a shape that is divided equally. Write a fraction to identify a subset of a whole through fourths. Write a fraction for a shape divided into four or fewer matching parts.	Student can: Identify 1/8 or fewer when given a shape picture. Identify a shape that is divided equally. Write a fraction to identify a subset of a whole through eighths. Write a fraction for a shape divided into eight or fewer matching parts.

Report Card Standard	Number Sense Represents, compares, and interprets data using pictures and a variety of graphs.		
Learning Targets by Quarter			
1	**2**	**3**	**4**
I can: Graph data on a pictograph.	I can: Graph data on a graph.	I can: Identify most and fewest on a graph.	I can: Graph data on a pictograph. Identify most and fewest on a pictograph. Compare data on a pictograph.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
Student can: Place pictures on a pictograph to represent data (data is pre-sorted).	Student can: Place pictures on a pictograph to represent data. Place data/numbers on a graph.	Student can: Place pictures or numbers on a pictograph to represent data. Identify the column on the graph that has the most or the fewest. Make observations using comparison words (like more or fewer) to describe the graph.	Student can: Sort and create a graph when given data. Tell how many more or fewer one column has than another. Combine sets on a pictograph. Example: How many students like dogs and cats? Orally state or write observations about a pictograph.

Report Card Standard	Computation
	Demonstrates fluency in addition facts to 20.

Learning Targets by Quarter

1	2	3	4
I can: Show meaning of addition (putting together) using manipulatives.	I can: - Write an addition sentence that matches a picture or group of objects using a + and = sign. - Show equivalent forms of the same number	I can: -Show meaning of addition (putting together) using manipulatives. -Write an addition sentence that matches a picture or group of objects using a + and = sign. -Show equivalent forms of the same number. Solve addition facts with a sum of 10 or less.	I can: -Show meaning of addition (putting together) using manipulatives. -Write an addition sentence that matches a picture or group of objects using a + and = sign. -Show equivalent forms of the same number. Solve addition facts with a sum of 20 or less.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4
Student can: Use manipulatives to add numbers and solve number story problems represented by pictures.	Student can: -Say plus when + is shown. -Say equals when = is shown. -Recognize that the plus sign (+) means add/addition. -Use addition vocabulary, examples: sum, add, plus, in all, all together, addend, equals. -Write an addition number sentence as ___ + ___ =____ (horizontal) or ____ + ____ _____ ____ (vertical) -Show different ways to make the same number using manipulatives.	Student can: -Use manipulatives to add numbers and solve number story problems represented by pictures. -Recognize that the plus sign (+) means add/addition. -Use addition vocabulary, examples: sum, add, plus, in all, all together, addend, equals. -Write an addition number sentence as ___ + ___ =____ (horizontal) or ____ + ____ _____ ____ (vertical) -Show different ways to make the same number using manipulatives and numbers. -Solve addition facts with a sum of 10 or less.	Student can: -Use manipulatives to add numbers and solve number story problems. -Use pictures to show and solve addition story problems. -Recognize that the plus sign (+) means add/addition. -Use addition vocabulary, examples: sum, add, plus, in all, all together, addend, equals. -Write an addition number sentence as ___ + ___ =____ (horizontal) or ____ + ____ _____ ____ (vertical) -Show different ways to make the same number using manipulatives and numbers. -Solve addition facts with a sum of 20 or less.

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Report Card Standard	Computation Demonstrates fluency in subtraction facts to 20.

Learning Targets by Quarter

1	2	3	4
I can: Show meaning of subtraction (taking away) using manipulatives.	I can: – Write a subtraction sentence that matches a picture or group of objects using a - and = sign. – Show equivalent forms of the same number.	I can: – Show meaning of subtraction (taking away) using manipulatives. – Write a subtraction sentence that matches a picture or group of objects using a - and = sign. – Show equivalent forms of the same number. – Fluently solve the corresponding subtraction facts for addition facts with a sum of 10 or less.	I can: – Show meaning of subtraction (taking away) using manipulatives. – Write a subtraction sentence that matches a picture or group of objects using a - and = sign. – Show equivalent forms of the same number. – Fluently solve the corresponding subtraction facts for addition facts with a sum of 20 or less.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4

Student can:
 	
Use manipulatives to subtract numbers and solve number story problems represented by pictures.
	Student can:
	
	– Say minus when - is shown.
	– Say equals when = is shown.
	– Recognize that the minus sign (-) means subtraction.
	– Use subtraction vocabulary, examples: difference, minus, equal, take away, are left, went away.
	– Write an subtraction number sentence as ___ - ___ =____ (horizontal)
	   or
	      ____
	    - ____
	    _____
	          ____ (vertical).
	
	– Show different ways to make the same number using manipulatives.
		Student can:
		
		– Use manipulatives to subtract numbers and solve number story problems represented by pictures.
		– Say minus when - is shown.
		– Say equals when = is shown.
		– Recognize that the minus sign (-) means subtraction.
		– Use subtraction vocabulary, examples: difference, minus, equal, take away, are left, went away.
		– Write an subtraction number sentence as ___ - ___ =____ (horizontal)
		   or ____
		    - ____
		    _____ (vertical).
		– Show different ways to make the same number using manipulatives.
		– Solve the corresponding subtraction facts for addition facts with a sum of 10 or less.
			Student can:
			
			– Use manipulatives to subtract numbers/solve number story problems represented by pictures and words.
			– *Ten ☐ are in the pond. 3 ☐ fly away. How many ☐ are left?*
			– Say minus when - is shown. Say equals when = is shown.
			– Recognize that the minus sign means subtraction.
			– Use subtraction vocabulary, examples: difference, minus, equal, take away, are left, went away.
			– Write a subtraction number sentence as
			   ___ - ___ =____ (horizontal).
			or ____
			    -____
			    _____ (vertical).
			– Show different ways to make the same number using manipulatives.
			– Solve the corresponding subtraction facts for addition facts with a sum of 20 or less.

Grade: First   Subject: Math

Report Card Standard	Computation Understands and uses the inverse relationship between addition & subtraction.		
Learning Targets by Quarter			
1	**2**	**3**	**4**
I can: Tell that addition (putting together) and subtraction (taking away) are opposites.	I can: Write the related addition or subtraction fact for a given addition or subtraction fact.	I can: Write the related addition or subtraction fact for a given addition or subtraction fact. Write the related subtraction fact when given an addition fact. Write the related addition fact when given the subtraction fact. Use the opposite operation to solve an addition or subtraction number sentence.	I can: Write the related addition or subtraction facts for a given fact to make a fact family. Use the opposite operation to solve an addition or subtraction word problem.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
Student can: Identify addition and subtraction as opposite operations.	Student can: Identify addition and subtraction as opposite operations.	Student can: Write the related fact for addition-addition $5 + 2 = 7$ $(2+5=7)$ subtraction-subtraction $7 - 2 = 5$ $(7-5=2)$ addition-subtraction $5 + 2 = 7$ $(7-5=2)$ $7 - 2 = 5$ $(2+5=7)$ Use opposite operation to solve a missing number sentence. $2 + ? = 5$ $5 - 2 = 3$ so $2 + 3$ must equal 5.	Student can: Show how addition and subtraction are related using story problems and manipulatives. Make a fact family by listing three other related facts when given a number sentence $(5+2=7)$ the student can list three other related facts Muffy has four more loose teeth bringing her total to 9 loose teeth. How many did she have to begin with? $4 + ? = 9$ $9 - 4 = 5$ so $4 + 5 = 9$ Muffy had 5 loose teeth. $(2+5=7, 7-2=5, 7-5=2)$.

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Report Card Standard	Algebra Creates and solves addition/subtraction word problems.		
Learning Targets by Quarter			
1	**2**	**3**	**4**
	I can: Identify key words in a story problem. Find the sum or difference based on a one step story problem using manipulatives.	I can: Find the sum or difference based on a one step story problem. Write and solve a number sentence based on a story problem.	I can: Create a problem to match an addition and subtraction number sentence. Write and solve a number sentence based on a story problem.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
	Student can: Listen to a story problem and identify key words i.e. more, altogether, a way. Use manipulatives (ex: counting bears, drawing, etc.) to solve an addition or subtraction story problem	Student can: Use manipulatives (ex: counting bears, drawing, etc.) to solve an addition or subtraction story problem. Identify if operation needed is addition or subtraction. Create an addition or subtraction number sentence that matches the problem. Solve number sentences.	Student can: Create a story problem based off a number sentence. Identify if a problem operation is addition or subtraction. Create an addition or subtraction number sentence that matches the problem. Solve number sentences.

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Report Card Standard	Algebra Creates and extends number patterns using addition.		

	Learning Targets by Quarter		
1	**2**	**3**	**4**
I can: Count by 5's and 10's.	I can: Count by 2's. Identify the missing number in a pattern.	I can: Identify an addition number pattern Extend a given number pattern using addition.	I can: Create my own number pattern using addition.
	Work Sample for Meets the Grade Level Expectations at this Time by Quarter		
1	**2**	**3**	**4**
Student can: Orally count by 5's. Orally count by 10's.	Student can: Orally count by 2's. Fill in missing number(s) in number patterns.	Student can: Identify the addition pattern (+1, +3, etc.). Extend the addition number pattern (1, 3, 5, __, __).	Student can: Create an addition pattern and identify the pattern used.

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Report Card Standard	Geometry Identifies, describes, compares, sorts, and draws triangles, rectangles, squares, and circles.		
Learning Targets by Quarter			
1	**2**	**3**	**4**
I can: Identify and draw:	I can: Describe:	I can: Compare:	I can: Sort:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
Student can: Identify a given shape when named. Draw a given shape when named.	Student can: Name the sides, angles, corners of a given shape.	Student can: Compare two shapes based on attributes – size, angles/corners, and sides.	Student can: Sort shapes into groups based on a selected attribute- size, angles/corners, and sides.

Report Card Standard	Measurement Measures and compares objects according to area, capacity, length, weight, and temperature.		

Learning Targets by Quarter			
1	**2**	**3**	**4**
	I can: Use standard and non-standard units to measure the length of an object. Predict if the measure will be greater or smaller if a different unit is used.	I can: Compare objects based on area, capacity, weight, and temperatures using standard and nonstandard units.	I can: Order objects according area, capacity, weight, and temperature.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
	Student can: Identify that length is a measure of how long or tall an object is. Identify standard vs. nonstandard measurement. Use standard measurement (inches and centimeter) to measure an object. Use nonstandard measurements (hands, cubes, etc.) to measure an object. Compare different units of measure as longer/taller/shorter, bigger/smaller.	Student can: Use standard measurements (square units, gallons, pounds, and degrees) to compare objects. Use nonstandard measurements (tiles, cereal, etc.) to compare objects. Understand the meaning of temperature, area, weight, and capacity. Identify tools used to measure area, capacity, weight, and temperature.	Student can: Use standard measurements to order objects based on a selected measurement- area, capacity, weight, or temperature. Use nonstandard measurements to order objects based on a selected measurement- area, capacity, weight, or temperature.

Report Card Standard	Measurement Tells time to the nearest half-hour.		
Learning Targets by Quarter			
1	**2**	**3**	**4**
		I can: Tell time to the nearest hour.	I can: Tell time to the nearest half-hour
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
		Student can: Identify parts of a clock. Identify analog and digital clocks show time in different ways. Differentiate between hours and minutes. Tell time to the hour by reading an analog or digital clock. Can write the time to the hour in digital form when given a completed analog clock. Can write the time to the hour in analog form (draw hour and minute hand) when given a digital clock time.	Student can: Identify/show time to the nearest half-hour using an analog or digital clock. Tell time to the half-hour by reading an analog or digital clock. Can write the time to the half-hour in digital form when given a completed analog clock. Can write the time to the half-hour in analog form (draw hour and minute hand) when given a digital clock time.

Report Card Standard	Measurement Identifies and gives the values of collections of pennies, nickels, dimes, and quarters up to $1.		

Learning Targets by Quarter			
1	**2**	**3**	**4**
		I can: Identify the name and value for a penny, dime, nickel, and quarter. Identify the value of collections of one type of coin up to $1. Use the $ and ¢ to write about money.	I can: Identify and find the value of a mixed collection of pennies, nickels, dimes, and quarters up to $1. Use the $ and ¢ to write about money.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
		Student can: Identify a penny when given a coin or picture and state that it is worth 1¢. Identify a nickel when given a coin or picture and state that it is worth 5¢. Identify a dime when given a coin or picture and state that it is worth 10¢. Identify a quarter when given a coin or picture and state that it is worth 25¢. Skip count by 1s, 5s, 10s, and 25s to count groups of pennies or nickels or dimes or quarters up to $1. Write money amounts using $ or ¢.	Student can: Label collections of coins by identifying pennies, nickels, dimes, and quarters. Count, skip count, or add to find the value of a collection of mixed coins. Write money amounts using $ or ¢.

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Report Card Standard	Problem Solving Chooses appropriate materials and strategies to solve problems.		
	Learning Targets by Quarter		
1	**2**	**3**	**4**
	I can: Identify key terms to determine the operation needed to solve a problem.	I can: Identify different approaches, materials, and strategies that can be used to solve a problem.	I can: Identify and select an approach, material, or strategy to solve a problem.
	Work Sample for Meets the Grade Level Expectations at this Time by Quarter		
1	**2**	**3**	**4**
	Student can: Identify key words that indicate the operation the student needs (in all, altogether, how many less, how many are left, etc.) to solve a problem.	Student can: Name different approaches, materials, strategies (draw a picture, make a model, use a number sentence, etc.). Use a teacher selected approach, material, or strategy to solve a problem.	Student can: Name and select the approach, material or strategy used to solve a problem.

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Report Card Standard	Problem Solving Explains how problems are solved.		
Learning Targets by Quarter			
1	**2**	**3**	**4**
		I can: Tell how I solved a problem step-by-step.	I can: Explain why I selected a particular approach, material, or strategy.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	**2**	**3**	**4**
		Student can: Verbally explain steps used.	Student can: Name the approach, material, or strategy used to solve a problem. Support choices with logical reasons.