Colorado Academic Standards - Mathematics

First Grade Proficiency Level Descriptions

Standard: Number Sense, Properties, and Operations			
Grade Level Expectation: The whole number system describes place value relationships from ones to 100 and forms the foundation for efficient algorithms ***DCSD Progress Report:*** *Count, read, write 0-100; know place value to 100; compare sets 0-25*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Counts, reads, and writes numbers to 50; Estimates quantities less than 50; Does not accurately represent quantities using tens units and ones units; Locates numbers up to 50 on a number display; Compares two sets of objects, including pennies, up to at least 15.	Counts, reads, and writes numbers to 75; Estimates quantities less than 75 ; Represents quantities using tens units and ones units with difficulty; Locates numbers up to 75 on a number display; Compares two sets of objects, including pennies, up to at least 25.	Counts, reads, and writes numbers to 100; Estimates quantities less than 100; Represents quantities using tens units and ones units; Locates numbers up to 100 on a number display; Compares two sets of objects, including pennies, up to at least 25 using language such as "three more or three fewer" (PFL).	Counts, reads, and writes numbers to 100 and above; Estimates quantities less than 100 and can give supportive reasoning behind estimation; Represents quantities using hundreds units, tens units and ones units; Locates numbers up to 100 on a number display and can explain what would come next on the display; Compares two sets of objects, including pennies, up to at least 50 using language such as "three more or three fewer" (PFL).

Colorado Academic Standards - Mathematics

First Grade Proficiency Level Descriptions

Standard: Number Sense, Properties, and Operations			
Grade Level Expectation: Adding and subtracting involve composing and decomposing using a variety of strategies ***DCSD Progress Report:*** *Uses # relationships & strategies for +/- to 10; knows +/- facts to 10*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Uses objects and drawings to model numbers up to 10; Recognizes number relationships such as doubles, one more or one less than a designated number up to 10; Does not demonstrate fluency with basic addition and related subtraction facts through sums to 10	Uses objects and drawings to model addition and subtraction problems to 10 with some difficulty; Recognizes and tries to use with difficulty number relationships such as doubles, one more or one less than and the relationship between composing and decomposing to solve addition and subtraction problems up to 10; Does not demonstrate fluency with basic addition and related subtraction facts through sums to 10	Uses addition when putting sets together and subtraction for breaking sets apart or describing the difference between sets; Uses number relationships such as doubles, one more or one less, and the relationship between composing and decomposing to solve addition and subtraction problems; Identifies coins and finds the value of a collection of two coins(PFL). d. Demonstrate fluency with basic addition and related subtraction facts through sums to 10	Uses objects including coins, and drawings to model addition and subtraction problems up to 10 and above, and can apply it to real world situations; Uses number relationships such as doubles, one more or one less than and the relationship between composing and decomposing to solve addition and subtraction problems up to 10, and above and can apply it to real world situations; Demonstrate fluency with basic addition and related subtraction facts through sums to 10

Colorado Academic Standards - Mathematics
First Grade Proficiency Level Descriptions

Standard: Number Sense, Properties, and Operations			
Grade Level Expectation: Parts of objects can be shown as fractions *DCSD Progress Report:* Knows/identifies fractions as equal shares or parts (focus on ½, 1/3, ¼)			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Can identifies unit fractions 1/2, 1/3, and 1/4 from pictures or objects but doesn't see them as parts of wholes or parts of groups; Does not understand fractions as equal shares or parts.	Identifies unit fractions 1/2, 1/3, and 1/4 as parts of wholes or parts of groups with difficulty; Is beginning to understand fractions as equal shares or parts.	Identifies unit fractions 1/2, 1/3, and 1/4 as parts of wholes or parts of groups; Understands fractions as equal shares or parts.	Identifies unit fractions 1/2, 1/3, and 1/4 as parts of wholes or parts of groups and can apply to real life situations; Understands fractions as equal shares or parts and can apply to real life situations.

Colorado Academic Standards - Mathematics

First Grade Proficiency Level Descriptions

Standard: Patterns, Functions, and Algebraic Structures			
Grade Level Expectation: Patterns can grow ***DCSD Progress Report:*** *Counts by 2s or 5s, extends patterns based on a rule*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
With help, counts objects by groups of 2; With help, creates a two-element pattern using numbers or letters.	Counts objects by groups of 2; Creates a repeating two-element pattern using a variety of manipulatives.	Counts objects by groups of 2 or 5; Extends a repeating pattern based on a rule.	Creates groups of objects and determines whether the group can be counted out in groups of 2 or 5; Creates and extends a repeating pattern of at least 4 elements.

Colorado Academic Standards - Mathematics

First Grade Proficiency Level Descriptions

Standard: Patterns, Functions, and Algebraic Structures			
Grade Level Expectation: Number relationships can be used to solve problems ***DCSD Progress Report:*** *Uses number relationships and strategies to solve +/- problems*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Uses the number relationship of plus one to solve a problem; Generalizes the number relationship of counting all to knowing "one more".	Uses the number relationship of plus or minus one to solve a problem; Generalizes the counting sequence pattern from counting all to knowing "one more" or "one less".	Uses number relationships such as doubles, or plus or minus one to solve problems; Uses the inverse relationship between adding and subtracting to solve problems.	Explains how number relationships such as doubles, or plus or minue one simplifies calculations; Uses number relationships such as triples, or plus or minus one or two, to solve problems; Creates and solves a word problem that exemplifies the inverse relationship between adding and subtracting.

Colorado Academic Standards - Mathematics

First Grade Proficiency Level Descriptions

Standard: Data Analysis, Statistics, and Probability			
Grade Level Expectation: Visual displays of data can be created using individual student data ***DCSD Progress Report:*** *Reads and describes data in picture graphs, bar graphs, and tally charts*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Contributes individual data to classroom data display; Reads information from picture graphs, bar graphs, or tally charts	Contributes individual data to classroom data display; Reads information from picture graphs, bar graphs, or tally charts; Describes data by applying the concepts of largest, smallest and most often.	Contributes individual data to classroom data display; Reads information from picture graphs, bar graphs, and tally charts; Describes data by applying the concepts of largest, smallest and most often.	Contributes individual data to classroom data display; Reads information from picture graphs, bar graphs, and tally charts; Describes data by applying the concepts of largest, smallest and most often. Describes when it is best to use a picture graph, bar graph, and tall chart.

Colorado Academic Standards - Mathematics

First Grade Proficiency Level Descriptions

Standard: Shape, Dimension, and Geometric Relationships			
Grade Level Expectation: Shapes can be created and described by composing and decomposing ***DCSD Progress Report:*** *Use attributes to recognize, describe, sort, and manipulate shapes*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
With help, recognizes shapes according to a given attribute or property; Identifies likenesses and differences among geometric figures; with help, can combines shapes to create new shapes.	Recognizes and makes shapes according to given relationships, attributes or properties; Sorts geometric figures by likenesses and differences; Combines shapes to create new shapes and describes results.	Recognizes, describes and makes shapes according to given relationships, attributes or properties; Sorts geometric figures and describes how they are alike and different; Combines and takes apart shapes to create new shapes and describes results.	Compares two- and three-dimensional shapes according to given relationships, attributes and properties; Sorts two- and three-dimensional geometric figures and describes how they are alike and different; Combines and takes apart two- and three-dimensional shapes to create new shapes and describes results.