

First Grade Math Assessment of Mastery				
Standard Assessed	MS = Meets end of year grade level standard AP = Approaching end of year grade level standard DN = Does not yet meet end of year grade level standard * = Not yet introduced			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120.				
1.2C: Use objects, pictures, and expanded and standard forms to represent numbers up to 120.				
1.2A: Recognize instantly the quantity of structured arrangements.				
1.2B: Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.				
1.5A: Recite numbers forward and backward from any given number between 1 and 120.	1-30	1-60	1-90	1-120
1.2G Represent the comparison of two numbers to 100 using the symbols >, <, or =.				
1.2G: Represent the comparison of two numbers to 100 using the symbols >, <, or =.				
1.2D: Generate a number that is greater than or less than a given whole number up to 120.				
1.2E: Use place value to compare whole numbers up to 120 using comparative language.				
1.2F: Order whole number up to 120 using place value and open number lines.				
1.5C: Use relationships to determine the number that is 10 more and 10 less than a given number up to 120.				
1.3F Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 120.				
1.3F: Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.				
1.5D Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.				
1.5D: Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.				
1.3B: Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2+4=$ ____; $3+$ ____ $=7$, and $5=$ ____ -3 .				
1.5E: Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).				

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1.5F: Determine the unknown whole number in addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.				
1.5G Apply properties of operations to add and subtract two or three numbers.				
1.5G: Apply properties of operations to add and subtract two or three numbers.				
1.3A: Use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99.				
1.3C: Compose 10 with two or more addends with and without concrete objects.				
1.3D: Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to 10.				
1.3E: Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.				
1.5B: Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.				
1.6A Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.				
1.6A: Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.				
1.6G: Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.				
1.6H: Identify examples and non-examples of halves and fourths.				
1.6D Identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language.				
1.6D: Identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.				
1.6B: Distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.				
1.6C: Create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.				

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1.6F: Compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.				
1.6E Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.				
1.6E: Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.				
1.6B: Distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.				
1.7D Describe a length to the nearest whole unit using a number and a unit.				
1.7D: Describe a length to the nearest whole unit using a number and a unit.				
1.7A: Use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.				
1.7B: Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.				
1.7C: Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.				
1.7E Tell time to the hour and half hour using analog and digital clocks.				
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1.4C Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.				
1.4C: Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.				
1.4A: Identify U.S. coins including, pennies, nickels, dimes, and quarters by value and describe the relationships between them.				
1.4B: Write a number with the cent symbol do describe the value of a coin.				
1.9A: Define money earned as income.				
1.9B: Identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs.				

Sherman ISD First Grade Math Parent Standards-Based Report Card Rubric

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	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.9C: Distinguish between spending and saving.				
1.9D: Consider charitable giving.				
1.8C Draw conclusions and generate and answer questions using information from picture and bar-type graphs.				
1.8C: Draw conclusions and generate and answer questions using information from picture and bar-type graphs.				
1.8A: Collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts.				
1.8B: Use data to create picture and bar-type graphs.				