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| **Name** | **Grading Period** | | | | | |
|  | * 1st | * 2nd | * 3rd | * 4th | * 5th | * 6th |

| **Report. Cat # 1** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 1.1.D read and write numbers to 99 to describe sets of concrete objects. |  |  |  |  | 1.1.A compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models; |  |  |  |  |
| 1.2.B use appropriate language to describe part of a set such as three out of the eight crayons are red\* |  |  |  |  | 1.1.B create sets of tens and ones using concrete objects to describe, compare, and order whole numbers; |  |  |  |  |
| 1.3.B use concrete and pictorial models to apply basic addition and subtraction facts (up to 9 + 9 = 18 and 18 – 9 = 9). |  |  |  |  | 1.1.C identify individual coins by name and value and describe relationships among them |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 1.2.A separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts |  |  |  |  |
| 1.3.A model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences\* |  |  |  |  |

| **Report. Cat # 2** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 1.5.A use patterns to skip count by twos, fives, and tens\* |  |  |  |  | 1.4.A identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems |  |  |  |  |
| 1.5.C compare and order whole numbers using place value; |  |  |  |  | 1.5.B find patterns in numbers, including odd and even\* |  |  |  |  |
| 1.5.E identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as 2 + 3 = 5, 3 + 2 = 5, 5 – 2 = 3, and 5 – 3 = 2. |  |  |  |  | 1.5.D use patterns to develop strategies to solve basic addition and basic subtraction problems |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | |

| **Report. Cat # 3** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 1.6.A describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle)\* |  |  |  |  | 1.6.C describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and |  |  |  |  |
| 1.6.B describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones\* |  |  |  |  | 1.6.D use concrete models to combine two-dimensional geometric figures to make new geometric figures. |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | |

| **Report. Cat # 4** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 1.7.A estimate and measure length using nonstandard units such as paper clips or sides of color tiles; |  |  |  |  | 1.7.B compare and order two or more concrete objects according to length (from longest to shortest)\* |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 1.7.C describe the relationship between the size of the unit and the number of units needed to measure the length of an object\* |  |  |  |  |
| 1.7.D compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least) |  |  |  |  |
| 1.7.E compare and order two or more containers according to capacity (from holds the most to holds the least) |  |  |  |  |
| 1.7.F compare and order two or more objects according to weight/mass (from heaviest to lightest); and |  |  |  |  |
| 1.7.G compare and order two or more objects according to relative temperature (from hottest to coldest) |  |  |  |  |
| 1.8.A order three or more events according to duration |  |  |  |  |
| 1.8.B read time to the hour and half-hour using analog and digital clocks. |  |  |  |  |

| **Report. Cat # 5** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 1.9.B use organized data to construct real-object graphs, picture graphs, and bar-type graphs. |  |  |  |  | 1.10.B identify events as certain or impossible such as drawing a red crayon from a bag of green crayons |  |  |  |  |
| 1.10.A draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs\* |  |  |  |  | 1.9.A collect and sort data |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | |

| **Process Standards (Underlying Processes and Mathematical Tools)** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- |
| 1.11.A identify mathematics in everyday situations; |  |  |  |  |
| 1.11.B solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; |  |  |  |  |
| 1.11.C select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and |  |  |  |  |
| 1.11.D use tools such as real objects, manipulatives, and technology to solve problems. |  |  |  |  |
| 1.12.A explain and record observations using objects, words, pictures, numbers, and technology; and |  |  |  |  |
| 1.12.B relate informal language to mathematical language and symbols. |  |  |  |  |
| 1.13 justify his or her thinking using objects, words, pictures, numbers, and technology. |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |