Student Learning Report: Grade 1 Math

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
	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				
						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				
	Where are my strengths?					1.3.A model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences*				
	Where can I improve?									
	What actions do I need to take?									

Report. Cat # 2	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	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?									

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Report. Cat # 3	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	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
	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?					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)				
	Where can I improve?					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				
	What actions do I need to take?					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.				

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Report. Cat # 5	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	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?