First Grade Math Checklist

Name_____   **Teacher**_____

For each student, indicate his or her level of achievement quarterly using the key below. Leave blank if not taught during the specific quarter.

A (Advanced) indicates mastery; the student will need virtually no review of the skill or concept.
P (Proficient) indicates that the student will need minimal review of the skill or concept.
B (Basic) indicates that the student will need substantial review of the skill or concept.
BB (Below Basic) indicates that the student will need to be re-taught the skill or concept.

Standards/Indicators	1st quarter	2nd quarter	3rd quarter	4th quarter
2.1 Numbers, Number Systems and Number Relationships				
A. Count using whole numbers (to 100) by 1's, 2's, 5's and 10's.				
• Count backwards from 20 to 0.				
B. Use concrete objects (a set) into equal parts using terms whole, half, third and quarter.				
C. Represent equivalent forms of a whole number using concrete objects, drawings and word names				
D. Use drawings, diagrams or models to show the concept of fraction as part of a whole (1/3, ¼).				
E. Name and state the value (cent sign) of a penny, nickel, dime and quarter.				
• Count a given amount of money up to one-dollar using pennies, nickels and dimes. Record using cent sign.				
F. Identify and explain pattern on a number board.				
G. Use concrete objects to count, order and group up to 100.				
H. Demonstrate understanding of one-to-one correspondence.				
I. Identify the numbers 0 to 20 and write numbers 0 to 10.				
J. Estimate quantities to 20.				
K. Write a number family which includes two addition and two subtraction number sentences.				
2.2 Computation and Estimation				
A. Determine the sum of 2 or 3 addends to 20 by using manipulatives, drawing pictures, and writing number sentences.				
• Calculate the difference of any two numbers to 20 without regrouping by using manipulatives, drawing pictures, and writing number sentences.				
• Calculate the difference of any two numbers to 18 without regrouping by using				

manipulatives, drawing pictures, and writing number sentences (corresponds to Standard 2.2.3.A).				
C. Count using whole numbers (to 100) by 1's, 2's, 5's and 10's. (Corresponds with Standard 2.1.3.A.)				
E. Make estimates of objects in a set up to and including 50 and verify.				
F. Orally or in writing state a reason for an estimation.				
G. Orally or in writing explain and describe the computation process in addition and subtraction.				
2.3 Measurement and Estimation				
A. Compare measurable characteristics of different objects on the same dimensions (time, temperature, length, weight).				
B. Measure and record the length nearest inch or centimeter				
C. Name and order the months of the year, locate and report the date (including month, day and year) on a calendar, and identify yesterday's, today's and tomorrow's date.				
D. Tell time to the nearest hour and half-hour using analog and digital clocks.				
E. Compare objects using terms same, longer, shorter, heavier, lighter, warmer, colder, wider, narrower and degrees of volume.				
F. Use concrete objects to determine perimeter.				
G. Estimate and measure familiar objects to nearest foot.				
H. Describe the various attributes of an object and identify how it can be measured (e.g., temperature, length, weight).				
2.4 Mathematical Reasoning and Connections				
A. Verify predictions about quantity, size, and shape of objects by drawing pictures.				
B. Use measurement in everyday situations to measure to the nearest inch, centimeter.				
2.5 Mathematical Problem Solving and Communication				
A. Use appropriate problem solving strategies (e.g., pictures, guess and check) to solve problem.				
B. Describe what information is needed to solve a problem through the use of pictures and manipulatives.				
C. Select and use an appropriate method, materials, and strategy to solve problems using concrete objects or mental math.				
2.6 Statistics and Data Analysis				
A. Gather, organize, and display real life data on a bar graph and/or pictograph using the terms most, least, same, highest, lowest, more than, and fewer than.				
B. Describe data on a given graph.				
C. Use a chart or table that displays data over time and predict what will occur.				
D. State an opinion on whether a given statement is reasonable based on a comparison of data using the terms most, least, same, highest, lowest, more than, and fewer than.				
2.7 Probability and Predictions				

A. State and explain the likelihood of a chance event using the terms likely, unlikely, or certain.				
B. Identify a spinner which if fair or unfair				
C. List and explain the possible results of an experiment.				
D. Collect and describe data using concepts of largest, smallest, most often, least often.				
2.8 Algebra and Functions				
A. Identify, describe, and extend patterns based on shape, size, color or sound using concrete objects.				
B. Use concrete objects and symbols (+, -, =) to create number sentences.				
C. Use manipulatives to determine a missing addend in a number sentence in which the sum is 20 or less.				
D. Create and solve story problems using number sentences and pictures.				
E. Use concrete objects to show the concepts of variable and inequalities.				
G. Read, organize and compare data on a bar graph and/or pictograph using the following vocabulary: most, least, same, highest, lowest, more than, fewer than, less than.				
H. Identify data shown in tables and charts.				
2.9 Geometry				
A. Identify and label two-dimensional shapes				
B. Construct and reproduce a two-dimensional shape (e.g., geoboard, dot paper).				
C. Draw two-dimensional geometric shapes (e.g., hexagon, rhombus).				
D. Name and describe two-dimensional geometric figures in real life.				
I. Combine shapes to create new shapes by using concrete objects or drawings.				
2.10 Trigonometry				
A. Identify the number of sides and angles in a square, triangle, and rectangle.				
B. Construct right angles and right triangles from straight lines using wikki sticks, pipe cleaners, straws.				
2.11 Concepts of Calculus				
A. Order whole numbers from least to greatest between 1 and 100.				
B. Identify least and greatest values represented in bar graphs and pictographs.				
C. Describe rates of change as faster and slower using real life situations.				
D. Identify a pattern of numbers or objects and continue the pattern (corresponds to Standard 2.8.3.A).				