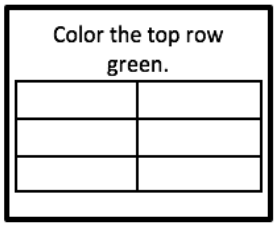
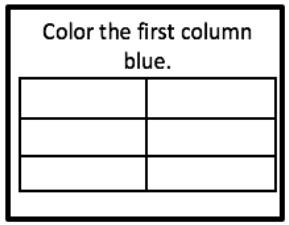
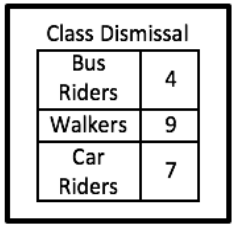
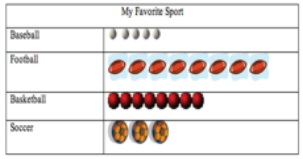
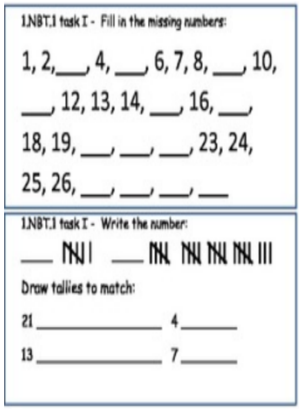
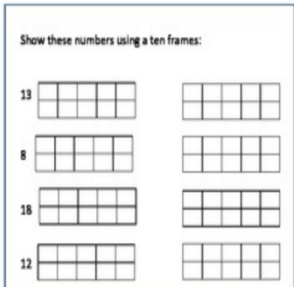
1st Grade Common Formative Assessment
1.MD.4: Graphing/Data
1st Quarter
2 Weeks

<table>
<tr><td>Score 4.0</td><td>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</td><td>Sample Activities
• Create and present a graph</td></tr>
<tr><td>Score 3.0</td><td>The student:
• 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
The student exhibits no major errors or omissions.</td><td>What is the your favorite color?
<table><tr><td>Red</td><td>Yellow</td><td>Blue</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>
What is your favorite pet?
<table><tr><td>Dog</td><td>Cat</td><td>Bird</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>Score 2.0</td><td>There are no major errors or omissions regarding the simpler details and processes as the student:
• recognizes or recalls specific terminology, such as:
picture graph, tally, data, sort, rows, columns
• performs basic processes, such as:
• sort groups in 2 categories
• identify which category has more than or less than.
• identify rows and columns in a graph.

However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</td><td> 
 
 
  </td></tr>
<tr><td>Score 1.0</td><td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td><td rowspan="2"></td></tr>
<tr><td>Score 0.0</td><td>Even with help, no understanding or skill demonstrated.</td></tr>
</table>

1st Grade Common Formative Assessment
1.NBT.1: Counting up to 120
1st Quarter
2 Weeks

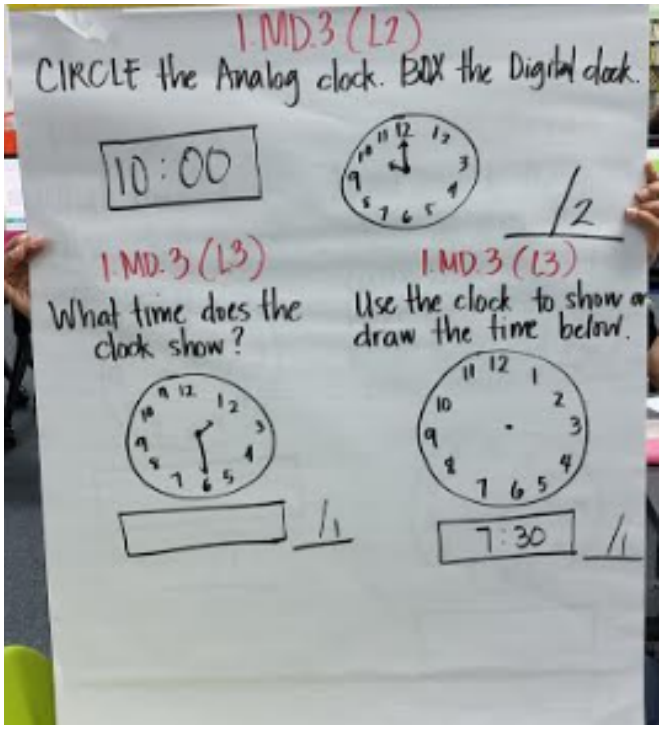
		Sample Activities
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** • ***Count, read, write numerals and represent a number of objects with a written numeral beyond 120.***	• ***Read, write, count, and compare whole numbers beyond 120.*** • ***With manipulatives, represent numbers beyond 120.***
Score 3.0	**The student:** • ***1.NBT.1 Counting to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral*** **The student exhibits no major errors or omissions.**	  20 ___, ___, 17, 16, ___

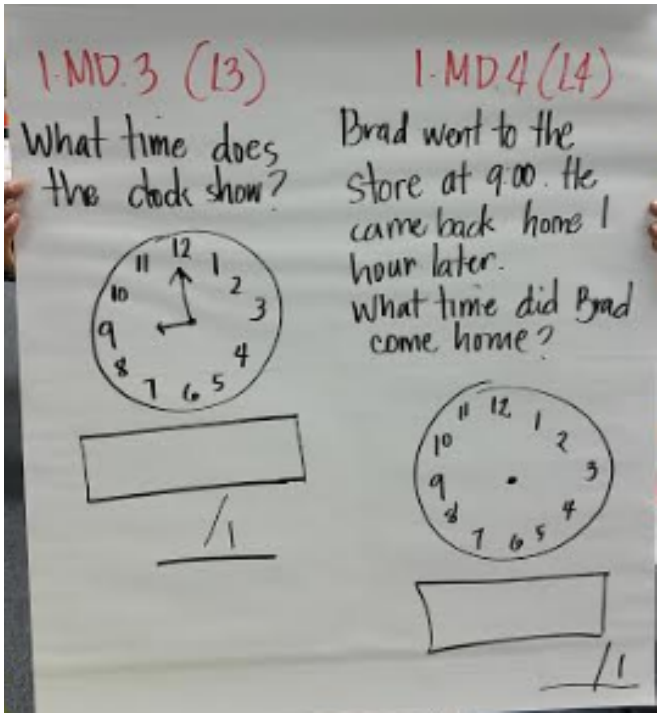
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	• recognizes or recalls specific terminology, such as:
	  ○ *forward and backward*
	• performs basic processes, such as:
	  ○ ***counting forward and backwards up to 100***
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		• ***Oral counting up to 100***
		• ***Match the numeral and quantity up to 100***
		• ***Show the numeral quantities (to 30)***

Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

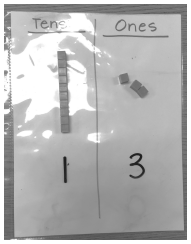
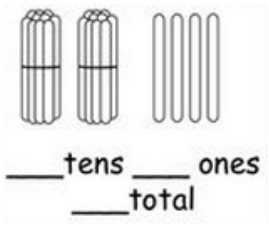
Stand: Addition and Subtraction Topic: 1.OA.1 Addition and Subtraction Word Problems Grade: 1st			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** • *Read, write, and solve word problems beyond 20.*		**Sample Activities** • Solve addition and subtraction word problems whose sums or differences are more than 20.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** • *1.OA.1 Use addition and subtraction within 20 to solve word problems.* **The student exhibits no major errors or omissions.**		• Students will use addition and subtraction flash cards up to 20. • Students will solve simple word problems with sums up to 20 and differences less than 20.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • recognizes or recalls specific terminology, such as: ○ *adding, putting together, combining, in all, altogether, more* ○ *less, left, take away, decrease, difference, fewer, minus* ○ *addition and subtraction symbols* • performs basic processes, such as: ○ *counting objects up to 20* **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		• Use concrete objects to demonstrate addition and subtraction.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

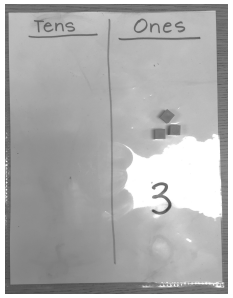
Strand: Measurement and Data			
Topic: Time			
Grade: First			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** • Solve word problems with elapse time to hours and/or half-hours.		**Sample Activities**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** • Tell and write to the hour and half hour using an analog and digital clock. **The student exhibits no major errors or omissions.**		•
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**The students will:** • Identify analog clocks and watches. • Identify the hour and minute hand on a clock. • Identify how many minutes are in an hour. • Identify how many minutes are in half an hour. • Identify digital clocks and watches. Vocabulary – clockwise, time, minute hand, hour hand, analog, digital, clock, o'clock, half hour		•
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		





First Grade
1.NBT.2: Place Value
2nd Quarter
2 Weeks

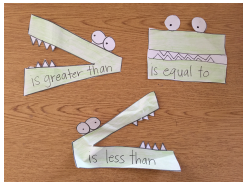
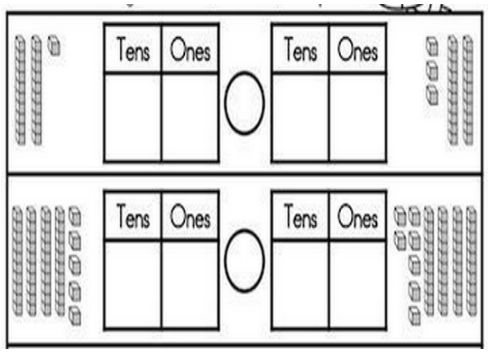
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** *-Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones*	**Sample Activities** • *Use base-ten blocks and place value mats with hundreds, tens, and ones (write the number to show the value or represent a given number).*
Score 3.0	**The student:** • *1. NBT.2 Understand that two digits of a two-digit number represents amounts of tens and ones.* **The student exhibits no major errors or omissions.** *a. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten."* *b. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.* *c. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).*	• *Teacher demonstrate using ten frames, cubes, popsicle sticks, and base-ten blocks and place value mats* • *Students work with partners/groups (use manipulatives to represent numbers)* • *Worksheets (fill-in-the-blanks, matching circling numbers that show the given place value)*   What is the value of 4 tens? _____ • *Understand value of a number by showing/representing the number: Example: 24* *-What is the value of 2 in the number?* • *What is the value of 4 tens?* • *Introduce students to expanded form: 30 + 6 = 36*

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	• recognizes or recalls specific terminology, such as:
	  ○ *groups, bundles, tens, ones, left, right, place value*
	• performs basic processes, such as:
	  ○ *composing numbers from 0-9*
	  ○ *bundling a group of 10*
	  ○ *counting by 10s*
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		• *Use ten frames, popsicle sticks, base-ten blocks, and place value mats to compose numbers 0-9.*
		• *Have students practice grouping objects by tens and/or circling a group of ten (pictures).*
		 

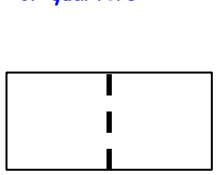
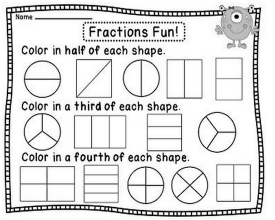
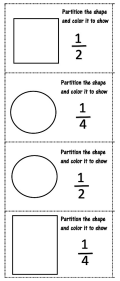
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

First Grade
1.NBT.2: Place Value
2nd Quarter
2 Weeks

1st Grade Common Formative Assessment
1.NBT.3: Comparing Numbers
2nd Quarter
1 Week

Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** ***-Compare two three-digit numbers based on meanings of the hundreds, tens, and ones place.***		**Sample Activities** • ***Compare two three-digit numbers using the symbols >, <, or = to compare.*** • ***Put three or more three-digit numbers in sequential order.***
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** • ***1.NBT.3Will be able to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.*** **The student exhibits no major errors or omissions.** 		• ***Use visuals to show which numbers the alligators want to eat.*** • ***Show pairs of numbers and have students use the symbols >, <, or = to compare.***  14 ____ 10 30 ____45 57 ____57
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • recognizes or recalls specific terminology, such as: ○ ***bigger, smaller, same*** • performs basic processes, such as: ○ ***compare one-digit numbers*** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		• ***Circle the number that is smaller.*** ○ ***7 8*** ○ ***4 2*** • ***Circle the number that is bigger.*** ○ ***6 9*** ○ ***5 1***
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Lagu PLC First Grade
1.GA.3: Fractions
3rd Quarter
2 Weeks

Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** *Create pictures/models using a variety of shapes. Partition shapes into thirds, fifths, sixths, etc.*	**Sample Activities** • *Word problems including thirds.* • *Using a variety of shapes, students will create three-dimensional pictures/models.* • *Students explain and model using geoboards, tangrams, pattern blocks, etc.*
Score 3.0	**The student:** • *1.GA.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for examples that decomposing into more equal shares creates smaller shares.* **The student exhibits no major errors or omissions.**	• *Students can fold paper into halves, fourths or quarters* • *Word problems about sharing a pizza and cutting it into halves and fourths.* • *Students partition shapes into halves, fourths or quarters*   

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	• recognizes or recalls specific terminology, such as:
	  ○ *equal shares, whole, half, halves, fourths, quarters, divide, separate*
	• performs basic processes, such as:
	  ○ *identify shapes (plane shapes or 2-dimensional shapes)*
	  ○ *identify what is equal or not equal shares*
	  ○ *distinguish between equal and not equal shares*
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		• *Identify plane shapes*
		• *Which shapes are cut into equal shares?*
		 

Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Strand: Number and Operations in Base Ten		
Topic: 1.NBT.5 Mental Math Addition and Subtraction		
Grade: 1st		
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **The student will:** • find 10 more or 10 less beyond 120.	**Sample Activities** *Fluently add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.*
Score 3.0	**The student will:** • mentally find 10 more or 10 less when given a 2-digit number. **The student exhibits no major errors or omissions.**	*Flash cards, games, peer tutoring, number chart, numberline* *Ex. Students will use activity cards to assist them in mentally visualizing 10 more or 10 less.*
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** **The student will:** • recognize or recall specific terminology, such as: *more, less, tens, ones, sum, difference, hundreds chart* • perform basic processes, such as: *counting by tens forward and backward, adding and subtracting (ex. plus/minus 1)* **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	• *Identify the number in the hundreds chart* • *At any given number, have students count forward or backward using the term: more, less* • *At any given number, have students find the number by saying " what number is 1 more or 1 less…" using the hundreds chart*
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

First Grade
1.OA.6: Math Facts Fluency
3rd Quarter
3 Weeks

<table>
<tr><th>Score 4.0</th><td>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Add and subtract beyond 20.</td><td>Sample Activities

Apply similar strategies for solving problems beyond 20.</td></tr>
<tr><th>Score 3.0</th><td>The student:

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

The student exhibits no major errors or omissions.</td><td>Developing Fluency for Addition & Subtraction within 10

Example: Two frogs were sitting on a log. 6 more frogs hopped there. How many frogs are sitting on the log now?

Counting- On
I started with 6 frogs and then counted up, Sixxxx.... 7, 8. So there are 8 frogs on the log.
6 + 2 = 8

Internalized Fact
There are 8 frogs on the log. I know this because 6 plus 2 equals 8.
6 + 2 = 8

Add and Subtract within 20

Example: Sam has 8 red marbles and 7 green marbles. How many marbles does Sam have in all?

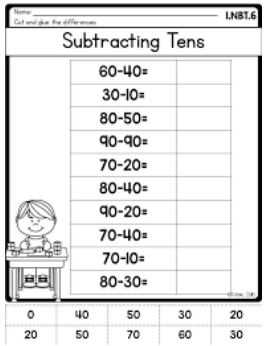
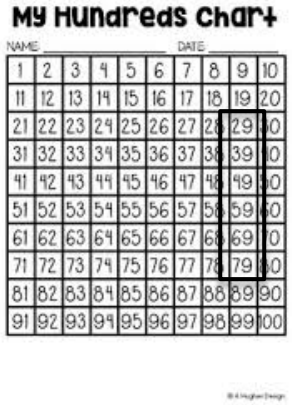
Making 10 and Decomposing a Number
I know that 8 plus 2 is 10, so I broke up (decomposed) the 7 up into a 2 and a 5. First I added 8 and 2 to get 10, and then added the 5 to get 15.
7 = 2 + 5
8 + 2 = 10
10 + 5 = 15

Creating an Easier Problem with Known Sums
I broke up (decomposed) 8 into 7 and 1. I know that 7 and 7 is 14. I added 1 more to get 15.
8 = 7 + 1
7 + 7 = 14
14 + 1 = 15

Example: There were 14 birds in the tree. 6 flew away. How many birds are in the tree now?

Back Down Through Ten
I know that 14 minus 4 is 10. So, I broke the 6 up into a 4 and a 2. 14 minus 4 is 10. Then I took away 2 more to get 8.
6 = 4 + 2
14 – 4 = 10
10 – 2 = 8

Relationship between Addition & Subtraction
I thought, '6 and what makes 14?'. I know that 6 plus 6 is 12 and two more is 14. That's 8 altogether. So, that means that 14 minus 6 is 8.
6 + 8 = 14
14 – 6 = 8</td></tr>
<tr><th>Score 2.0</th><td>There are no major errors or omissions regarding the simpler details and processes as the student:
• recognizes or recalls specific terminology, such as:
decompose, bundling, sum, difference, fact families
• performs basic processes, such as:
• find the sum of double facts
• decompose numbers into math facts
However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</td><td>• Using manipulatives, have students decompose a number and provide a math fact (e.g. 14 = 10 + 4)
• Double facts fluency</td></tr>
<tr><th>Score 1.0</th><td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td><td rowspan="2"></td></tr>
<tr><th>Score 0.0</th><td>Even with help, no understanding or skill demonstrated.</td></tr>
</table>

Strand: Number and Operations in Base Ten		
Topic: 1.NBT.6: Subtraction		
Grade: 1st		
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **The student will:** • subtract multiples of 10 beyond 90.	**Sample Activities** • *Sample problem: 131 – 20 = ____ (111)*
Score 3.0	**The student will:** • subtract multiples of 10 within 10 to 90. **The student exhibits no major errors or omissions.**	• *Use base-ten blocks and place value mats to solve problems* • *Use a hundreds chart to solve problems* • *Worksheets* 
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** **The student will:** • recognize or recall specific terminology, such as: *subtract, difference, tens, bundles* • perform basic processes, such as: *using a hundreds chart, count backward by tens from any number* **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	• *Use a hundreds chart to count backwards* 
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Name: Date:

#1 1.MD.4 (L2) ___/2

Look at the graph and answer the questions:

A. How many students drink milk? _____

B. How many students drink juice? ____

#2 1.MD.4 (L3) ___/1 Look at the picture and fill in the graph.

1st Grade Common Formative Assessment

1.MD.4: Graphing/Data 1st Quarter Math Pre and Post

1st Grade Common Formative Assessment

1.MD.4: Graphing/Data 1st Quarter Math Pre and Post

1.MD.4 (L3)

Use the graph below to answer questions #3 and #4

How many children like swings and slide?

_____

#4 1.MD.4 (L3) ___/1

How many more children like swings than the seesaw?

_____

#3 1.MD.4 (L3) ___/1

#5 1.MD.4 (L4) ___/1 The students at the school were asked about their favorite pets. The graph shows the n

Each stands for 10 students.

Dog
Bird
Fish
Cat

How many students like dogs?

_____

Name: Date:

#1 1.NBT.1 (L2) ___/2 Draw 5 circles. Circle 7 hearts.

#2 1.NBT.1 (L3) ___/1 **Write the missing numbers inside the circles.**

#3 1.NBT.1 (L3) ___/1 **Write the number to show how many tally marks.**

#4 1.NBT.1 (L3) ___/1

Write the number twenty-nine.

#5 1.NBT.1 (L4) ___/1 Write the missing numbers.

136, _____, _____, _____, _____,

1.NBT.1: Counting 1-120 1st Quarter Math Pre and Post

= _____