Mathematics Report Card Companion

Grade 1

Operations and Algebraic Thinking

Domain: Operations and Algebraic Thinking

Standard: 1.OA.A.1
Represent and solve problems involving addition and subtraction

1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a	Student attempts to: - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the	Student: - Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the	Student consistently and independently: - Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a

symbol for the unknown number to represent the problem.	unknown number to represent the problem.	unknown number to represent the problem.	symbol for the unknown number to represent the problem.

Domain: Operations and Algebraic Thinking Standard: 1.OA.A.2 Represent and solve problems involving addition and subtraction			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student attempts to: - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student: - Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student consistently and independently: - Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Domain: Operations and Algebraic Thinking Standard: 1.OA.B.3 Understand and apply properties of operations and the relationship between addition and subtraction			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Apply properties of operations as strategies to add and subtract. - Example: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) - Example: To add 2 + 6 + 4, the second	Student attempts to: - Apply properties of operations as strategies to add and subtract. - Example: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) - Example: To add 2 + 6 + 4, the second two numbers can	Student: - Applies properties of operations as strategies to add and subtract. - Example: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) - Example: To add 2 + 6 + 4, the second two numbers can	Student consistently and independently: - Applies properties of operations as strategies to add and subtract. - Example: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) - Example: To add 2 + 6 + 4, the second

two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) - {Students need not use formal terms for these properties}	be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) - {Students need not use formal terms for these properties}	be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) - {Students need not use formal terms for these properties}	two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) - {Students need not use formal terms for these properties}

Domain: Operations and Algebraic Thinking Standard: 1.OA.B.4 Understand and apply properties of operations and the relationship between addition and subtraction			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Student attempts to: - Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Student: - Understands subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Student consistently and independently: - Understands subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.

Domain: Operations and Algebraic Thinking Standard: 1.OA.C.5 Add and subtract within 20			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Student attempts to: - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Student: - Relates counting to addition and subtraction (e.g., by counting on 2 to add 2).	Student consistently and independently: - Relates counting to addition and subtraction (e.g., by counting on 2 to add 2).

Domain: Operations and Algebraic Thinking Standard: 1.OA.C.6 Add and subtract within 20			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Add and subtract within 20. - Demonstrate accuracy and efficiency for addition and subtraction within 10. - Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship	Student attempts to: - Add and subtract within 20. - Demonstrate accuracy and efficiency for addition and subtraction within 10. - Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition	Student: - Adds and subtracts within 20. - Demonstrates accuracy and efficiency for addition and subtraction within 10. - Uses strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship	Student consistently and independently: - Adds and subtracts within 20. - Demonstrates accuracy and efficiency for addition and subtraction within 10. - Uses strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using

between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent).	and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent).	between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent).	the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent).

Domain: Operations and Algebraic Thinking Standard: 1.OA.D.7 Work with addition and subtraction equations			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Understand the meaning of the equal sign. - Determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	Student attempts to: - Understand the meaning of the equal sign. - Determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	Student: - Understands the meaning of the equal sign. - Determines if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	Student consistently and independently: - Understands the meaning of the equal sign. - Determines if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

Numbers and Operations in Base 10

Domain: Number and Operations in Base Ten Standard: 1.NBT.A.1 Extend the counting sequence			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Count to 120, starting at any number less than 120.	Student attempts to: - Count to 120, starting at any number less than 120.	Student: - Counts to 120, starting at any number less than 120.	Student consistently and independently: - Counts to 120, starting at any number less than 120.

Domain: Number and Operations in Base Ten Standard: 1.NBT.A.1 Extend the counting sequence			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Read and write numerals and represent a number of objects with a written numeral up to 120.	Student attempts to: - Read and write numerals and represent a number of objects with a written numeral up to 120.	Student: - Reads and writes numerals and represents a number of objects with a written numeral up to 120.	Student consistently and independently: - Reads and writes numerals and represents a number of objects with a written numeral up to 120.

Domain: Number and Operations in Base Ten Standard: 1.NBT.B.2 Understand place value			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Understand that the two-digits of a two-digit number represent amounts of tens and ones.	Student attempts to: - Understand that the two-digits of a two-digit number represent amounts of tens and ones.	Student: - Understands that the two-digits of a two-digit number represents amounts of tens and ones.	Student consistently and independently: - Understands that the two-digits of a two-digit number represents amounts of tens and ones.

Domain: Number and Operations in Base Ten Standard: 1.NBT.B.3 Understand place value			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Student attempts to: - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Student: - Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Student consistently and independently: - Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Domain: Number and Operations in Base Ten Standard: 1.NBT.C.4 Use place value understanding and properties of operations to add and subtract			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value,	Student attempts to: - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of	Student: - Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of	Student consistently and independently: - Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value,

properties of operations, and/or the relationship between addition and subtraction; - relate the strategy to a written method and explain the reasoning used. - Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; - and sometimes it is necessary to compose a ten.	operations, and/or the relationship between addition and subtraction; - relate the strategy to a written method and explain the reasoning used. - Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; - and sometimes it is necessary to compose a ten.	operations, and/or the relationship between addition and subtraction; - relates the strategy to a written method and explains the reasoning used. - Understands that in adding two-digit numbers, one adds tens and tens, ones and ones; - and sometimes it is necessary to compose a ten.	properties of operations, and/or the relationship between addition and subtraction; - relates the strategy to a written method and explains the reasoning used. - Understands that in adding two-digit numbers, one adds tens and tens, ones and ones; - and sometimes it is necessary to compose a ten.

Domain: Number and Operations in Base Ten Standard: 1.NBT.C.5 Use place value understanding and properties of operations to add and subtract			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Mentally find 10 more or 10 less than the number, without having to count when given a two-digit number. - Explain the reasoning used when mentally finding 10 more or 10 less than the number.	Student attempts to: - Mentally find 10 more or 10 less than the number, without having to count when given a two-digit number. - Explain the reasoning used when mentally finding 10 more or 10 less than the number.	Student: - Mentally finds 10 more or 10 less than the number, without having to count when given a two-digit number. - Explains the reasoning used when mentally finding 10 more or 10 less than the number.	Student consistently and independently: - Mentally finds 10 more or 10 less than the number, without having to count when given a two-digit number. - Explains the reasoning used when mentally finding 10 more or 10 less than the number.

Domain: Number and Operations in Base Ten Standard: 1.NBT.C.6 Use place value understanding and properties of operations to add and subtract			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using: concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; - relate the strategy	Student attempts to: - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using: concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; - relate the strategy to a written method	Student: - Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using: concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; - relates the strategy to a written method	Student consistently and independently: - Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using: concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; - relates the strategy

to a written method and explain the reasoning used.	and explain the reasoning used.	and explains the reasoning used.	to a written method and explains the reasoning used.

Measurement

Domain: Measurement Standard: 1.M.A.1 Measure lengths indirectly and by repeating length units			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to: - Order three objects by length. - Compare the lengths of two objects indirectly by using a third object.	Student **attempts** to: - Order three objects by length. - Compare the lengths of two objects indirectly by using a third object.	Student: - Orders three objects by length. - Compares the lengths of two objects indirectly by using a third object.	Student **consistently and independently**: - Orders three objects by length. - Compares the lengths of two objects indirectly by using a third object.

Domain: Measurement Standard: 1.M.A.2 Measure lengths indirectly and by repeating length units			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to: - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; - understand that the length measurement of an object is the number of same-size length units that span it with no	Student **attempts** to: - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; - understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	Student: - Expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; - understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	Student **consistently and independently**: - Expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; - understands that the length measurement of an object is the number of same-size length units that span it with no

gaps or overlaps.			gaps or overlaps.

Domain: Measurement Standard: 1.M.B.3 Tell and write time			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to: - Tell and write time in hours and half-hours using analog and digital clocks.	Student **attempts** to: - Tell and write time in hours and half-hours using analog and digital clocks.	Student: - Tells and writes time in hours and half-hours using analog and digital clocks.	Student **consistently and independently**: - Tells and writes time in hours and half-hours using analog and digital clocks.

Domain: Measurement Standard: 1.M.C.4 Work with money			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to: - Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). - Use appropriate notation (e.g., 69¢, $10).	Student **attempts** to: - Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). - Use appropriate notation (e.g., 69¢, $10).	Student: - Knows the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). - Uses appropriate notation (e.g., 69¢, $10).	Student **consistently and independently**: - Knows the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). - Uses appropriate notation (e.g., 69¢, $10).

Domain: Measurement Standard: 1.M.C.5 Work with money			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to: - Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). - Show monetary values in multiple ways. (For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.)	Student **attempts** to: - Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). - Show monetary values in multiple ways. (For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.)	Student: - Uses dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). - Shows monetary values in multiple ways. (For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.)	Student **consistently and independently**: - Uses dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). - Shows monetary values in multiple ways. (For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.)

Data Literacy

Domain: Data Literacy Standard: 1.DL.A.1 Represent and interpret data			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to: - 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.	Student **attempts** to: - 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.	Student: - Organizes, represents, and interprets data with up to three categories; - asks and answers 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.	Student **consistently and independently**: - Organizes, represents, and interprets data with up to three categories; - asks and answers 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.

Geometry

Domain: Geometry Standard: 1.G.A.1 Reason with shapes and their attributes			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); - build and draw shapes to possess defining attributes.	Student attempts to: - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); - build and draw shapes to possess defining attributes.	Student: - Distinguishes between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); - builds and draws shapes to possess defining attributes.	Student consistently and independently: - Distinguishes between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); - builds and draws shapes to possess defining attributes.

Domain: Geometry Standard: 1.G.A.2 Reason with shapes and their attributes			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shape. - Compose three-dimensional shapes	Student attempts to: - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shape. - Compose three-dimensional shapes (cubes, right	Student: - Composes two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) to create a composite shape, and composes new shapes from the composite shape. - Composes three-dimensional shapes (cubes, right	Student consistently and independently: - Composes two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) to create a composite shape, and composes new shapes from the composite shape. - Composes three-dimensional shapes

(cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and composes new shapes from the composite shape.	(cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and composes new shapes from the composite shape.

Domain: Geometry Standard: 1.G.A.3 Reason with shapes and their attributes			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - 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.	Student attempts to: - 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.	Student: - Partitions circles and rectangles into two and four equal shares, - describes the shares using the words halves, fourths, and quarters, and uses the phrases half of, fourth of, and quarter of.	Student consistently and independently: - Partition circles and rectangles into two and four equal shares, - describes the shares using the words halves, fourths, and quarters, and uses the phrases half of, fourth of, and quarter of.

Domain: Geometry Standard: 1.G.A.3 Reason with shapes and their attributes			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Describe the whole as two of, or four of the shares. - Understand for these examples that decomposing into more equal shares creates smaller shares.	Student attempts to: - Describe the whole as two of, or four of the shares. - Understand for these examples that decomposing into more equal shares creates smaller shares.	Student: - Describes the whole as two of, or four of the shares. - Understands for these examples that decomposing into more equal shares creates smaller shares.	Student consistently and independently: - Describes the whole as two of, or four of the shares. - Understands for these examples that decomposing into more equal shares creates smaller shares.