Mathematics Grade 1
Numeracy (N)

Outcome		1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
N1.1 **Say the number sequence, 0-100, by:**	1s forward and backward between any two given numbers	• **With help**, I can count forward by 1s starting at 0.	• I can count **forward** by 1s between **some** whole numbers 0-100.	• I can count forward **AND** backward by 1s between **any two** whole numbers 0-100.	• I can count forward **AND** backward by 1s between two whole numbers **greater than 100.**
	2s to twenty forward starting at 0	• **With help**, I can skip count by 2s **some of the numbers** from 0 to 20.	• I can skip count by 2s **most** of the numbers from 0 to 20.	• I can **skip count by 2s from 0 to 20.**	• I can skip count by 2s from 0 to **greater than 20.**
	5s and 10s to 100 forward starting at 0.	• **With help**, I can skip count by 5s **some** of the numbers from 0 to 100.	• I can skip count by 5s **most** of the numbers from 0 to 100.	• I can **skip count by 5s from 0 to 100.**	• I can skip count by 5s from 0 to **greater than 100.**
	10s to 100 starting at 0	• **With help**, I can skip count by 10s **some** of the numbers from 0 to 100.from 0 to 100.	• I can skip count by 10s **most** of the numbers from 0 to 100.	• I can **skip count by 10s from 0 to 100**.	• I can skip count by 10s from 0 to **greater than 100.**
Comments					

Mathematics Grade 1 Numeracy (N)				
Outcome	**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
N1.2 **Recognize, at a glance, and name familiar arrangements of 1 to 10 objects, dots, or pictures.**	• I can identify at a glance **a few** familiar arrangements of 1-10.	• I can identify at a glance **some** familiar arrangements of 1-10.	• I can **identify** at a glance **familiar arrangements of 1-10.**	• I can identify at a glance familiar arrangements of **11-20.**
	• **With help,** I can name at a glance **a few** familiar arrangements of 1-10.	• I can **name** at a glance **some** familiar arrangements of 1-10.	• I can **name** at a glance familiar arrangements of 1-10.	• I can name, at a glance, familiar arrangements of **11-20.**
Comments				

Mathematics Grade 1 Numeracy (N)				
Outcome	**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
N1.3 **Demonstrate an understanding of counting by:** • **indicating that the last number said identifies "how many"** • **showing that any set has only one count using the counting on strategy** • **using parts or equal groups to count sets.**	• **With help**, I can recognize that the last number said identifies how many but **I begin counting at 1 each time.**	• I can **recognize** that the last number said **identifies how many**.	• I can **recognize** that the last number said identifies how many and that **this will not change when the set is reorganized.**	• I can **explain** why the last number said identifies how many and that this will not change when the set is reorganized.
	• **With help**, I can identify **a few** errors in a counting sequence.	• I can **identify a few** errors in a counting sequence.	• I can **identify many** errors in a counting sequence.	• I can **identify and correct** errors in a counting sequence.
	• **With help**, I can start from a known quantity and count on.	• I can **start** from a known quantity and count on for **a few** numbers.	• I can **start** from a known quantity and count on for **many** numbers.	• I can **start** from a known quantity and count on for an **extended number** of numbers.
	• **With help**, I can begin counting from one, even when sets are grouped.	• I can count by 2s, 5s, **OR** 10s first, then count on to determine the total number in a set.	• I can count by 2s, 5s, **AND** 10s first, then **count on to determine the total number in a set.**	• I can **determine the most appropriate counting on strategy for a given set**, and use it to determine the total number in a set**.**

Mathematics Grade 1 Numeracy (N)					
Outcome		**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
Comments					
N1.4 Represent and describe whole numbers to 20 concretely, pictorially, and symbolically.	Concretely	• **With help**, I can **identify** numbers 0-20 using manipulatives.	• I can **represent** numbers 0-20 using **one form** of manipulative**.**	• I can **represent** numbers 0-20 using more **than one form** of manipulative.	• I can **represent** numbers 0-20 using a **variety** of manipulatives.
	Pictorially	• **With help**, I can **identify** numbers 0-20 using pictures.	• I can represent **some** numbers 0-20 using pictures.	• I can **represent** numbers 0-20 using pictures.	• I can **represent and explain** numbers 0-20 using pictures.
	Symbolically	• **With help**, I can **read a few** whole number words. • **With help**, I can record a few numbers 0-20 symbolically. • **With help**, I can place **a few** numbers on a number line **when given more than four benchmarks.**	• I can read **some** whole number words. • I can record **some** numbers 0-20 symbolically. • I can place numbers 0-20 on a number line **when given more than four benchmarks.**	• I can **read** whole number words to 0- 20. • I can **record numbers 0-20** symbolically. • I can place numbers 0-20 on a number line **when given 0, 5, 10 & 20 as benchmarks.**	• I can **read** whole number words to 0-20, and **write several** of them. • I can **record most numbers 0-100** symbolically. • I can place numbers 0-20 on a number line **without benchmarks.**

Mathematics Grade 1 Numeracy (N)				
Outcome	**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
Comments				
N1.5 **Compare sets containing up to 20 elements to solve problems using:** • **referents (known quantity)** • **one-to-one correspondence.**	• **With help**, I can represent sets that contain **as many** as a given set.	• I can represent sets that contain **as many** as a given set.	• I can represent sets that contain **more, fewer AND as many** as a given set.	• I can **represent and explain** sets that contain more, fewer or as many as a given set.
	• **With help**, I can represent **a few sets** of different objects that have the **same number** of elements.	• I can represent **some sets** of different objects that have the **same number** of elements.	• I can represent **multiple sets** of different objects that have the **same number** of elements.	• I can **represent and explain multiple sets** of different objects that have the **same number** of elements.
	• **With help**, I can **identify** sets that have more, fewer or as many.	• I can **identify** sets that have more, fewer or as many.	• I can compare sets using **one-to-one correspondence** and **describe them** *using the words more, fewer,* **AND** *as many.*	• I can compare sets using one-to-one correspondence and **explain them** *using the words more, fewer,* **AND** *as many.*
	• **With help**, I can compare sets to a **teacher-given** referent.	• I can compare sets to a **teacher-given** referent.	• I can compare sets to a many teacher-given referents, *using the words more, fewer* **AND** *as many.*	• I can compare sets **referents I choose**, and give an explanation *using the words more, fewer* **AND** *as many.*

Mathematics Grade 1 Numeracy (N)				
Outcome	**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
	• **With help**, I can I can take some steps to solve problems with numbers to 20 by comparing numbers *using the words more, fewer* and *as many.*	• I can **take a few steps** to solve problems with numbers to 20 by comparing numbers *using the words more, fewer* and *as many.*	• I can **solve problems with numbers to 20** by comparing numbers using the words *more, fewer* and *as many*.	• I can **solve problems with numbers greater than 20** by comparing numbers using the *words more, fewer* and *as many.*
Comments				
N1.6 **Estimate quantities to 20 by using referents.**	• **With help**, I can estimate by comparing to an amount I know.	• I can estimate by comparing to an amount I know.	• I can estimate using the **referent 5 or 10.**	• I can estimate using a **given referent**.
	• **With help,** I can choose an estimate for a quantity from at least two possibilities, and explain my choice.	• I can **choose an estimate for a quantity from at least two possibilities, and explain my choice.**	• I can **explain why the estimate I choose from several possible options is the most appropriate one.**	• I can **compare the advantages and disadvantages of possible estimates for a quantity.**
Comments				

Mathematics Grade 1 Numeracy (N)					
Outcome		**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
N1.7 Demonstrate concretely, physically, and pictorially, how whole numbers can be represented by a variety of equal groupings with and without singles.	**Concretely**	• **With help**, I can make equal groups **using concrete materials**.	• I can make equal groups **using concrete materials**.	• I can **show a number in different equal groupings with or without leftovers** (singles**) using concrete materials**.	• I can show a number in different equal groupings with or without leftovers (singles) **using concrete materials, and explain my thinking.**
	Pictorially	• **With help**, I can make equal groups **by drawing**.	• I can make equal groups **by drawing**.	• I can show a number in different equal groupings **with or without leftovers** (singles) **by drawing**.	• I can show a number in different equal groupings with or without leftovers (singles) **by drawing and explain my thinking.**
	Symbolically	• **With help**, I can make equal groups **using mathematical symbols.**	• I can make equal groups **using mathematical symbols.**	• I can show a number in different equal groupings with or without leftovers (singles) **using mathematical symbols.**	• I can show a number in different equal groupings with or without leftovers (singles) **using mathematical symbols, and explain my thinking.**

Mathematics Grade 1 Numeracy (N)				
Outcome	**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
Comments				
N1.8 **Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.**	• With help, I can name the whole number up to 20 that is one more than a given number.	• I can name the whole number up to 20 that is one more **OR** two more than a given number.	• I can name the whole number up to 20 that is one more **AND** two more than the given number.	• I can name **and represent** the whole number up to 20 that is one more **AND** two more than the given number.
	• With help, I can name the whole number up to 20 that is one less **OR** two less than a given number.	• I can name the whole number up to 20 that is one less **OR** two less than a given number.	• I can name the whole number up to 20 that is one less, **AND** two less than the given number.	• I can name **and represent** the whole number up to 20 that is one less, **AND** two less than the given number.
Comments				

Mathematics Grade 1
Numeracy (N)

Outcome		1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
N.9 **Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically, and symbolically by:** • **using familiar and mathematical language to describe additive and subtractive actions from their experience** • **creating and solving problems in context that involves addition and subtraction** • **modeling addition and subtraction using a variety of concrete and visual representations, and recording the process**	**Concretely**	• With help, I can represent how add **OR** subtract with **answers to 20** using concrete materials.	• I can represent how to add **OR** subtract with **answers to 20** using concrete materials.	• I can represent how to add **AND** subtract with **answers to 20** using concrete materials.	• I can represent how to add and subtract with answers **greater than 20** using concrete materials.
	Pictorially	• With help, I can represent how add **OR** subtract with **answers to 20** using pictures.	• I can represent how to add **OR** subtract with **answers to 20** using pictures.	• I can represent how to add **AND** subtract with **answers to 20** using pictures.	• I can represent how to add and subtract with answers **greater than 20** using pictures.
	Symbolically	• **With help**, I can represent how to add **OR** subtract with answers **to 20** using equations. • **With help**, I can create a word problem to go with an addition and subtraction sentence with answers **to 20.** • **With help**, I can **locate**	• I can represent how to add **OR** subtract with some answers **to 20** using equations. • I can **create** a word problem to go with an addition and subtraction sentence with some answers **to 20.** • I can **locate** the numbers	• I can represent how to add **AND** subtract with **answers to 20** using equations. • I can create **and solve** a word problem to go with an addition and subtraction sentence with **answers to 20**.	• I can represent how to add **AND** subtract with answers **greater than 20** using equations. • I can create and solve a word problem to go with an addition and subtraction sentence with answers **greater than 20.** • I can **create and solve** a

Mathematics Grade 1 Numeracy (N)					
Outcome		**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
symbolically		the numbers in a story problem I have to solve.	in a story problem I have to solve.	• I can **solve** a story problem I am given.	story problem.
Comments					
N.10 **Describe and use mental mathematics strategies (memorization not intended) such as:** • **counting on and counting back** • **making 10** • **doubles** • **using addition to subtract** **to determine basic addition facts to 18 and related subtraction facts.**		• **With help**, I can **identify** at least **one** mental math strategy to determine **a few** addition facts.	• I can **describe more than one** mental math strategy to determine **several** addition facts.	• I can **describe several** mental math strategies to determine **addition** facts **to 18.**	• I can **explain in detail several** mental math strategies to determine addition **and** subtraction facts **to 18**.
		• **With help**, I can **identify** at least **one** mental math strategy to determine **a few** subtraction facts.	• I can **describe more than one** mental math strategy to determine **several** subtraction facts.	• I can **describe several** mental math strategies to determine **subtraction** facts **to 18.**	• I can **explain in detail several** mental math strategies to determine **subtraction** facts **to 18**.
Comments					

Mathematics Grade 1 Numeracy (N)				
Outcome	**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.