

<b>Mathematics Grade 1 Patterns (P)</b>				
<b>Outcome</b>	<b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.	<b>2 – Approaching</b> The student is developing an understanding of the concept.	<b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.	<b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>P1.1</b> <b>Demonstrate an understanding of repeating patterns (two to four elements) by:</b> <ul style="list-style-type: none"> <li>• <b>describing</b></li> <li>• <b>reproducing</b></li> <li>• <b>extending</b></li> <li>• <b>creating patterns using manipulatives, diagrams, sounds, and actions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify and reproduce</b> a pattern with <b>two to four</b> elements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify and reproduce</b> a pattern with <b>two to four</b> elements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create and extend</b> a pattern with <b>two to four</b> elements in many different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create and extend</b> a pattern with <b>five</b> elements.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can identify the core of a pattern with <b>two OR three OR four</b> elements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the core of a pattern with <b>two OR three OR four</b> elements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the core of a pattern with <b>two AND three AND four</b> elements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the core of a pattern with <b>five</b> elements.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can find the errors in a pattern with <b>two OR three OR four</b> elements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the errors in a pattern with <b>two OR three OR four</b> elements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the errors in a pattern with <b>two AND three AND four</b> elements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the errors in a pattern with <b>five</b> elements.</li> </ul>
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<b>P1.2</b> <b>Translate repeating patterns from one form of representation to another.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>represent</b> a given repeating pattern in another way.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> a given repeating pattern in <b>another way</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> a given repeating pattern in <b>many different ways</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create</b> my own repeating pattern and show it in many different ways.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>name</b> a given repeating pattern using a letter code.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>name</b> a few given repeating patterns using letter codes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>name</b> many different given repeating patterns using letter codes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>name my own</b> repeating patterns using letter codes.</li> </ul>
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<b>P1.3 Describe equality as a balance and inequality as an imbalance, concretely, physically, and pictorially (0 to 20).</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> two equal sets concretely, physically, <b>OR</b> pictorially on a balance scale (0-20).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> two equal sets concretely, physically, <b>OR</b> pictorially on a balance scale (0-20).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> two equal sets concretely, physically, <b>AND</b> pictorially on a balance scale (0-20).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> two equal sets concretely, physically, <b>AND</b> pictorially on a balance scale (&gt;20).</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> two unequal sets concretely, physically, <b>OR</b> pictorially on a balance scale (0-20).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> two unequal sets concretely, physically, <b>OR</b> pictorially on a balance scale (0-20).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> two unequal sets concretely, physically, <b>AND</b> pictorially on a balance scale (0-20).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> two unequal sets concretely, physically, <b>AND</b> pictorially on a balance scale (&gt;20).</li> </ul>
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<b>P1.4</b> <b>Record equalities using the equal symbol.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> equal amounts pictorially <b>or</b> symbolically.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> equal amounts pictorially <b>OR</b> symbolically.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> equal amounts on either side of the equal symbol.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> equal amounts on either side of the equal symbol <b>even when</b> equations are on both sides of the equal sign.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can record <b>a few</b> different representations of the same quantity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can record <b>a few</b> different representations of the same quantity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can record <b>many</b> different representations of the same quantity (0-20).</li> </ul>	<ul style="list-style-type: none"> <li>• I can record <b>many</b> different representations of the same quantity (&gt;20).</li> </ul>
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