

1st GRADE KID-FRIENDLY MATH STANDARDS

Standards Being Tested		FIRST GRADE-MATH	Check for Progress 1	Check for Progress 2	Check for Progress 3	Check for Progress 4	Check for Progress 5
--		NUMBER SENSE					
--	1.0	<i>Students understand and use numbers up to 100:</i>					
--	1.1	<ul style="list-style-type: none"> I can count in order up to 100. If I see a number I can say the name of the number. I can write all the whole numbers in order up to 100. 					
--	1.2	<ul style="list-style-type: none"> I can show which number means "less," the "same as," or "more" using the signs for <i>less than</i> <, <i>the same</i> =, or <i>more than</i> >. I can put whole numbers up to 100 in counting order. 					
--	1.3	<ul style="list-style-type: none"> I can make number sentences, models, or pictures to give other ways to show a whole number up to 20. (Example: 8 can be shown as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$ or $11 - 3$) 					
--	1.4	<ul style="list-style-type: none"> I can group objects into tens and ones. I know how to count the sets. (Example: I know 3 groups of ten and 4 ones equals 34, or $30 + 4$). 					
--	1.5	<ul style="list-style-type: none"> I know the names of coins and how much money each one is worth. I can show different coin groups that equal the same amount of money. 					
--	2.0	<i>Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:</i>					
--	2.1	<ul style="list-style-type: none"> I know how to add whole numbers that sum up to 20. I can subtract from up to 20. I can remember these adding and subtracting number facts. 					
--	2.2	<ul style="list-style-type: none"> I know that when I add two numbers to get a sum, if I start with that sum and subtract one of the numbers, I get the other. (Example: If $2+3=5$, then $5-3=2$ and $5-2=3$) I can solve problems with this tool. 					
--	2.3	<ul style="list-style-type: none"> I know what number is one "more than," one "less than," 10 "more than," or 10 "less than" another number. 					
--	2.4	<ul style="list-style-type: none"> I can count by 2s, 5s, and 10s in order up to 100. 					
--	2.5	<ul style="list-style-type: none"> I know what addition means and words that tell me to add (<i>putting together, increasing</i>). I know what subtraction means and words that tell me to subtract (<i>taking away, comparing, finding the difference</i>). 					
--	2.6	<ul style="list-style-type: none"> I can add and subtract problems with one- and two-digit numbers. (Example: $5 + 58 = \underline{\quad}$) 					
--	2.7	<ul style="list-style-type: none"> I can add together three one-digit numbers. (Example: $5+6+9=\underline{\quad}$) 					
--	3.0	<i>Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:</i>					
--	3.1	<ul style="list-style-type: none"> I can make a close guess before I solve problems with numbers from 1 to 1000. 					
--		ALGEBRA AND FUNCTIONS					
--	1.0	<i>Students use number sentences with operational symbols and expressions to solve problems:</i>					
--	1.1	<ul style="list-style-type: none"> I can make an adding or subtracting number sentence from a word problem. I can solve the problem. 					
--	1.2	<ul style="list-style-type: none"> I know what +, -, , and = mean. 					
--	1.3	<ul style="list-style-type: none"> I can make up a word problem to go with an adding or subtracting number sentence. 					

* Key standards (*Mathematics Framework for California Public Schools, chapter 3*) comprise a minimum of 70% of the test

** Fractional values indicate rotated standards (e.g., $\frac{1}{2}$ =rotated every two years; $\frac{1}{3}$ =rotated every three years)

*** Not assessable in a multiple-choice format

Embedded: Content of standard is embedded within items in other strands

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Standards Being Tested		FIRST GRADE-MATH (cont)	Check for Progress 1	Check for Progress 2	Check for Progress 3	Check for Progress 4	Check for Progress 5
--		MEASUREMENT & GEOMETRY					
--	1.0	<i>Students use direct comparison and nonstandard units to describe the measurements of objects:</i>					
--	1.1	I can compare the length, weight, and volume of two or more objects using nonstandard units.					
--	1.2	I can tell time to the nearest half hour and relate time to specific events as to whether time is before or after, shorter or longer.					
--	2.0	<i>Students identify common geometric figures, classify them by common attributes and describe their relative position or location in space:</i>					
--	2.1	<ul style="list-style-type: none"> I know the names of triangles, rectangles, squares, and circles, and the faces of three-dimensional objects. I can tell what makes each shape different from the others. 					
--	2.2	<ul style="list-style-type: none"> I can sort and group objects by color, position, shape, size, roundness, or number of corners. I can tell why I grouped them the way I did. 					
--	2.3	<ul style="list-style-type: none"> I can give and follow directions about where things are. 					
--	2.4	<ul style="list-style-type: none"> I can use the words: <i>near, far, below, above, up, down, behind, in front of, next to, to the left or right of</i> to explain where things are, or to follow directions to put them there. 					
--		STATISTICS, DATA, ANALYSIS AND PROBABILITY					
--	1.0	<i>Students organize, represent, and compare data by category on simple graphs and charts:</i>					
--	1.1	<ul style="list-style-type: none"> I can sort objects and information. I can tell what decision I made to sort them the way I did. 					
--	1.2	<ul style="list-style-type: none"> I can show with pictures, bar graphs, tally charts, and picture graphs which things are largest, or smallest, or happen most often, or least often. 					
--	2.0	<i>Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:</i>					
--	2.1	<ul style="list-style-type: none"> I know a pattern when I see or hear one. I can use the pattern to tell what sound, number, color, or shape should come next. 					
--		MATHEMATICAL REASONING					
--	1.0	<i>Students make decisions about how to set up a problem:</i>					
--	1.1	<ul style="list-style-type: none"> I know how to decide if I need to draw a picture, make a graph, act it out, or look for a pattern to solve a problem. I know what tools I might need to do each of these. 					
--	1.2	<ul style="list-style-type: none"> I can use tools or drawings to act out problems on paper. 					
--	2.0	<i>Students solve problems in reasonable ways and justify their reasoning:</i>					
--	2.1	<ul style="list-style-type: none"> I can explain how I solved a problem. I can tell why I chose to solve the problem the way I did. 					
--	2.2	<ul style="list-style-type: none"> I know how to be accurate in math. I know how to check my answers to see if they make sense. 					
--	3.0	<i>Students note connections between one problem and another.</i>					

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