

# First Grade

## Suggestions for Reporting Progress

### Using Bridges in Mathematics

Notes for use: These are suggestions and ideas entering mathematics grades into Infinite Campus using the Bridges Instructional Materials

Please see the [WCSD Posting of Grades Policy 6241](#)

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## Overview

<b>Quarter 1</b>				
<b>Assignment Title</b>	<b>Assessment Type</b>	<b>Location</b>	<b>Standards</b>	<b>Scoring Notes</b>
Work place 1F	Observation	U1 M2 S4	1.NBT.1	Rubric 1F
Work place 1G	Observation		1.OA.6, 1.NBT.1, 1.NBT.2a, 1.NBT.2b, 1.NBT.4	Rubric SF
Quick Count Checkpoint	Written	U1 M2 S5	1.OA.6, 1.NBT.3	Rubric 3E
Unit 1 Group Assessment	Written	U1 M4 S5	1.OA.4, 1.OA.6, 1.OA.8	Assessment Binder (pg29) Excel spreadsheet on educator site
Work Place 2B	Observation	U3 M3 S5	1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT2a,b, 1.NBT.4	Rubric 2B
Work place 2C	Observation	U4 M2	1.OA.1, 1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.6	Rubric 2C
Work place 2F	Observation	U4 M3	1.OA.5, 1.OA.6, 1.OA.8	Rubric 2F
Domino Addition Checkpoint	Written	U2 M2 S5	1.OA.1, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6	Assessment Binder (p. 17) Excel spreadsheet on educator site
Unit 2 Assessment	Written		1.OA.1, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8	Assessment Binder (p. 21) Excel spreadsheet on educator site

## Rubrics for Work Places

<b>Unit 1 Work Place 1F Flip and Write</b> Enter in IC under standards 1.NBT.1	
4 (S+)	Student is able to write the numerals quickly and accurately, demonstrates they can write their numerals past the number 9, or successfully tries one of the game variations.
3 (S)	Student is able to write the numerals quickly and accurately, but does not demonstrate they can write their numerals past the number 9, or does not successfully play one of the game variations.
2/2.5 (S-)	Student is sometimes struggling writing numerals.
1 (I)	Student consistently struggles with writing numerals.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod. 2 page T1).

<b>Unit 1 Work Place 1G Ten &amp; More</b> Enter in IC under standards 1.OA.5, 1.OA.6, 1.NBT.1, 1.NBT.2b	
4 (S+)	Student is comfortable with the “10 and some more” addition facts to 20 and successfully plays the game variation, two players each drawing a card and recording the sum.
3 (S)	Student is comfortable with the “10 and some more” addition facts to 20 but is not successful playing the game variation.
2/2.5 (S-)	Student struggles to identify the addition facts that represent the dot displays on the double ten-frame dot cards. Student may use the counting up strategy.
1 (I)	Student counts all the dots on the cards or the beads on the number rack by 1s to find the total.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T6).

<b>Unit 2 Work Place 2B Domino Add and Compare</b> Enter in IC under standards 1.OA.5, 1.OA.6, 1.OA.7, 1.NBT.3	
4 (S+)	Student is able to complete the game with ease and are able to successfully play the game variation.
3 (S)	Student is able to complete the game with ease but are not successful at completing the game variation.
2/2.5 (S-)	Student sometimes struggles or continues to count the dots by 1s.
1 (I)	Students are consistently struggling and consistently counts all dots by 1s.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T4)

<b>Unit 2 Work Place 2C Sort the Sum</b> Enter in IC under standards 1.OA.5, 1.OA.6, 1.NBT.3	
4 (S+)	Student is able to complete the activity with ease and is beginning to gain fluency with their addition facts, and can successfully play the Game Variation.
3 (S)	Student is able to complete the activity with ease, but cannot successfully play the challenge Game Variation.
2/2.5 (S-)	Student is consistently still counting the number of dots by 1s rather than use more efficient strategies to determine how many there are on the dominoes.
1 (I)	Student consistently has difficulty counting the dots.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.2 page T7).

## Overview

Quarter 2				
Assignment Title	Assessment Type	Location	Standards	Scoring Notes
Work place 3A Drop the Beans	Observation	U3 M1 S1	1.OA.3, 1.OA.6, 1.OA.8	Rubric 3A
Work place 3F Fifty or Bust	Observation	U3 M3 S4	1.OA.6, 1.NBT.1, 1.NBT.2a, 1.NBT.2b, 1.NBT.4	Rubric SF
Work place 3E Cats and Mice	Observation	U3 M2 S5	1.OA.6, 1.NBT.3	Rubric 3E
Combination of 10 Checkpoint	Written	U3 M2 S4	1.OA.4, 1.OA.6, 1.OA.8	Assessment Binder (pg29) Excel spreadsheet on educator site
Unit 3 Assessment	Written	U3 M3 S5	1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.2a,b, 1.NBT.4	Assessment Binder (pg32) Excel spreadsheet on educator site
Work place 4B Super Frogs	Observation	U4 M2	1.OA.1, 1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.6	Rubric 4B
Work place 4C Frog Path	Observation	U4 M3	1.OA.5, 1.OA.6, 1.OA.8	Rubric 4C
Numbers on Line Checkpoint	Written	U4 M2 S5	1.OA.1, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6	Assessment Binder (pg39) Excel spreadsheet on educator site
Unit 4 Assessment	Written	U4 M3 S5	1.OA, 1.OA.8, NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6	Assessment Binder (pg43) Excel spreadsheet on educator site
Number Corner Check up 2	Written	Number Corner January	1.OA.5	Assess and score all, but only enter a score for #4 d, f, g, h (pg 19) in IC <i>this is the only one targeted for mastery</i>

## Rubrics for Work Places

<b>Unit 3 Work Place 3F Fifty or Bust</b> Enter in IC under standards 1.OA.6, 1.NBT.1, 1.NBT.2a, 1.NBT.2b, 1.NBT.4	
4 (S+)	Student is able to complete the game with ease and is able to count by 10s and 1s, and can successfully play the variation (A or B) requiring them to write the equations of the draws, or doubling the card's total.
3 (S)	Student is able to complete the game with ease and is able to count by 10s and 1s, however, is not consistently successful playing the challenge version of the game.
2/2.5 (S-)	Student sometimes struggles with making teen numbers from a 10 and some 1s.
1 (I)	Student consistently struggles with making teen numbers from 10 and 1s, ad or continues to count the black dots in the top row of each ten frame dot card by 1s instead of trusting there are 10 and counting on the blue dots to find the total.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.3 page T3).

<b>Unit 3 Work Place 3A Drop the Beans</b> Enter in IC under standards 1.OA.3, 1.OA.6, 1.OA.8, 1.MD.4	
4 (S+)	Student is able to complete the activity with ease and is becoming proficient with addition facts and plays the challenge version of the game, with success, which requires the student to determine unknown quantity.
3 (S)	Student is able to complete the activity with ease and is becoming proficient with addition facts. However, is not consistently successful playing the challenge version of the game.
2/2.5 (S-)	Student sometimes struggles wo count and record bean combinations.
1 (I)	Student consistently struggles to count and record bean combinations.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T2)

Unit 3 Work Place 3E Cats & Mice	
Enter in IC under standards 1.OA.6, 1.NBT.3, 1.MD.3, 1.MD.4	
4 (S+)	Students are able to complete the game with ease and are able to add and subtract larger numbers, and are successful at completing the game variation.
3 (S)	Students are able to complete the game with ease and are able to add and subtract larger numbers, however, are not successful at completing the game variation.
2/2.5 (S-)	Students are sometimes struggling with choosing and writing the <, >, = signs, or struggling to add the numbers on the dice.
1 (I)	Students are consistently struggling with choosing and writing the <, >, = signs, or struggling to add the numbers on the dice.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.2 page T6)

Unit 4 Work Place 4B Super Frogs	
Enter in IC under standards 1.OA.1, 1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.6	
4 (S+)	Student is able to add and subtract on the number line with ease, and can successful play the challenge Game Variation (A or B) which requires them to write their equations, or keep track of the point differences, adding the total of the differences.
3 (S)	Student is able to add and subtract on the number line with ease, but cannot successfully play the challenge Game Variation (A or B).
2/2.5 (S-)	Student is struggling to add or subtract by 10s on the number line. (They may refer to each hop as "1" instead of "10.").
1 (I)	Student consistently has difficulty counting on or counting back with 10s.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.2 page T1).

Unit 4 Work Place 4c Frog Path Enter in IC under standards 1.OA.5, 1.OA.6, 1.OA.8	
4 (S+)	Student is able to determine sums and differences with ease, and can successfully play the challenge Game Variation, requiring them to record equations, double numbers, or move forward or backward using sums or differences.
3 (S)	Student is able to determine sums and differences with ease. but cannot successfully play the challenge Game Variation.
2/2.5 (S-)	Student is confused by the change from addition to subtraction during the game, or sometimes is having difficulty figuring out math facts.
1 (I)	Student consistently has difficulty figuring out math facts.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.3 page T8).

## Overview

Quarter 3				
Assignment Title	Assessment Type	Location	Standards	Scoring Notes
Work place 5A Last Shape in wins	Observation	U5 M1 S3	1.G.2	Rubric 5A
Work place 5F Shape Sorting & Graphing	Observation	U5 M4 S2	1.MD.4	Rubric 5F
Shapes Checkpoint	Written	U5 M2 S5	1.G.1, 1.G.2	Assessment Binder (pg 51) Excel spreadsheet on educator site
Unit 5 Assessment	Written	U5 M3 S6	1.G.1, 1.G.2, 1.G.3	Assessment Binder (pg 56) Excel spreadsheet on educator site
Work place 6B What's Missing?	Observation	U6 M2 S4	1.OA.4, 1.OA.6, 1.OA.8	Rubric 6B
Work place 6C True or False	Observation	U6 M3 S3	1.OA.6, 1.OA.7	Rubric 6C
Combinations & Stories Checkpoint	Written	U6 M2 S5	1.OA.1, 1.OA.6	Assessment Binder (pg 65) Excel spreadsheet on educator site
Unit 6 Assessment	Written	U6 M3 S5	1.OA.1, 1.OA.4, 1.OA.6, 1.OA.7, 1.OA.8	Assessment Binder (pg 70) Excel spreadsheet on educator site
Me & the Penguins Again	Written (Student Book p.48-49)	U6 M4 S3	1.MD.1	Assess and score items 1, 2, and 3
Number Corner Check up 3	Interview/Written	Number Corner March	1.NBT.2b, 2c, 1.MD.3	Assess and score all, but only enter a score for interview items 2a, 2b, and written items 2, 3 (pg 26) in IC <i>this are the ones targeted for mastery</i>

## Rubrics for Work Places

<b>Unit 5 Work Place 5A Last Shape in Wins</b> Enter in IC under standards 1.G.2	
4 (S+)	Student plays the game with ease and understands the relationships between the blocks and is able to successfully play the game variations using the fewest blocks possible or only two types of blocks.
3 (S)	Student plays the game with ease and understands the relationships between the blocks but is not able to successfully play the game variations.
2/2.5 (S-)	Student is not using any strategies to help win the game, or occasionally struggles identifying the names of the shapes.
1 (I)	Student consistently is unsure of the names of the shapes or has difficulty telling them apart.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T4).

<b>Unit 5 Work Place 5F Shape Sorting &amp; Graphing</b> Enter in IC under standard 1.MD.4	
4 (S+)	Student sorts the shapes easily and quickly by related attributes and is successfully able to play the game variation by adding a third category, determines column labels, or writes a data report.
3 (S)	Student sorts the shapes easily and quickly by related attributes and is unable to successfully to play the game variation.
2/2.5 (S-)	Student has difficulty interpreting the data on the finished graph and/or does not go beyond naming the shapes in each column.
1 (I)	Student has difficulty organizing the shape cards into categories.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.4 page T7).

Unit 6 Work Place 6B What's Missing? Enter in IC under standards 1.OA.4, 1.OA.6, 1.OA.8	
4 (S+)	Student is able to solve the problems quickly and easily and is successful at playing the game variation using two dice or three dice.
3 (S)	Student is able to solve the problems quickly and easily but is unable to successfully play the game variation using two dice or three dice.
2/2.5 (S-)	The student is struggling with the complexity of the game such as having difficulty with the large number to add, or occasionally struggles to add the numbers rolled on the dice, is not using any strategies, or confusing strategies.
1 (I)	Student is consistently struggling to add the numbers rolled on the dice, is not using any strategies, or confusing strategies.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.2 page T8).

Unit 6 Work Place 6C True or False? Enter in IC under standards 1.OA.6, 1.OA.7	
4 (S+)	Student is able to play the game quickly and easily and is successfully able to play the game variations, by exchanging cards, using the challenge record sheet, or drawing four cards.
3 (S)	Student is able to play the game quickly and easily, but cannot successfully play the challenge Game Variation (A, B, or C).
2/2.5 (S-)	Student is occasionally struggling to determine whether equations are true or not.
1 (I)	Student consistently struggles to determine whether equations are true or not, and/or struggle to add the numbers on the cards they have drawn.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.3 page T4).

Me and the Penguins Again Enter in IC under standards 1.MD.1	
4 (S+)	Student correctly answers items 1, 2, and 3.
3 (S)	Student correctly answers 2 of items 1, 2, 3.
2/2.5 (S-)	Student correctly answers 1 of items 1, 2, 3.
1 (I)	Student correctly answers 0 of items 1, 2, 3.

## Overview

Quarter 4				
Assignment Title	Assessment Type	Location	Standards	Scoring Notes
Work place 7A Two Turns to Win	Observation	U7 M1 S4	1.NBT.3, 1.NBT.4, 1.NBT.6	Rubric 7A
Work place 7B Race to Zero	Observation	U7 M1 S5	1.NBT.6	Rubric 7B
Numbers to 120 Checkpoint	Written	U7 M2 S5	1.NBT.1, 1.NBT.4, 1.NBT.6	Assessment Binder (pg 76) Excel spreadsheet on educator site
Unit 7 Assessment	Written	U7 M3 S5	1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6	Assessment Binder (pg 80) Excel spreadsheet on educator site
Work place 8A An Hour or Bust!	Observation	U8 M1 S5	1.OA.8, 1.NBT.3, 1.NBT.4,	Rubric 8A
Work place 8B Change Cards	Observation	U8 M2 S4	1.OA.5, 1.OA.6, 1.NBT.4, 1.NBT.5, 1.NBT.6	Rubric 8B
Time and Change Checkpoint	Written	U8 M2 S4	1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6 1.MD.3	Assessment Binder (pg 87) Excel spreadsheet on educator site
Unit 8 Assessment	Written	U8 M3 S6	1.NBT.1, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.2, 1.MD.3, 1.MD.4	Assessment Binder (pg 91) Excel spreadsheet on educator site
Number Corner Check up 4	Interview/Written	Number Corner May	1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.2, 1.G.3	Assess and score all

## Rubrics for Work Places

<b>Unit 7 Work Place 7A Two Turns to Build</b> Enter in IC under standards 1.NBT.3, 1.NBT.4	
4 (S+)	Student plays the game with ease and is able to successfully play the game variations playing without craft sticks.
3 (S)	Student plays the game with ease but is not able to successfully play the game variations (without using craft sticks).
2/2.5 (S-)	Student sometimes struggles to add the 10s and the 1s or struggles recording their work.
1 (I)	Student consistently struggles to add the 10s and the 1s or struggles recording their work.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T5).

<b>Unit 7 Work Place 7B Race to Zero</b> Enter in IC under standards 1.NBT.6	
4 (S+)	Student is able to play the game easily and can play the Game Variation with success, by adding a 0-5 die creating numbers not on the decade.
3 (S)	Student is able to play the game and easily but is unable to successfully play the game variation using the die.
2/2.5 (S-)	The student sometimes struggles with playing the game successfully and sometimes struggles to indicate the amount subtracted and the amount remaining on the record sheet.
1 (I)	Student is consistently struggling to indicate the amount subtracted and the amount remaining on the record sheet.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T9).

<b>Unit 8 Work Place 8A An Hour or Bust!</b> Enter in IC under standards 1.OA.8, 1.NBT.1, 1.NBT.3, 1.NBT.4	
4 (S+)	Student is able to play the game easily and has no difficulty counting by 5s or adding the minutes to get a sum, and can play the Game Variations successfully.
3 (S)	Student is able to play the game easily and has no difficulty counting by 5s or adding the minutes to get a sum, but cannot successfully play the challenge Game Variation (A or B).
2/2.5 (S-)	Student sometimes has difficulty counting by 5s on the clock or finding the sum of the minutes spun.
1 (I)	Student consistently has difficulty counting by 5s on the clock or finding the sum of the minutes spun.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T2).
<b>Unit 8 Work Place 8B Change Cards</b> Enter in IC under standards 1.OA.5, 1.OA.6, 1.NBT.4, 1.NBT.5, 1.NBT.6	
4 (S+)	Student is able to play the game easily and has no difficulty recording the numbers and determining rules and can play the Game Variations successfully.
3 (S)	Student is able to play the game easily and has no difficulty recording the numbers and determining rules but struggles playing the Game Variations successfully.
2/2.5 (S-)	Student sometimes has difficulty determining the rule for a set of change cards, or has difficulty adding or subtracting 10 to or from a given number.
1 (I)	Student consistently has difficulty determining the rule for a set of change cards, or has difficulty adding or subtracting 10 to or from a given number.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.2 page T3).

## Overview for Suggestion 2

Suggestion 2 is provided for teachers who practice standards based reporting.

Quarter 1- Suggestion 2- Use the progress reports (Assessment Binder-Assessment Overview Tab p. 36-40) as your assignment names and use the assessments scoring guides to inform the grade.				
Assignment Title	Assess. Type	Location	Standard	Notes
Solve addition and subtraction story problems to 10	various	Unit 2 Assess	1.OA.1	Use the workplace differentiation chart (Assess. Binder, tab Bridges Unit Assessments pg 14) to inform which standards are covered in what work places.
Counts on to add and back to subtract		WP 1C, 1G, 2A, 2B, 2C, 2E Uni1 1 Group Assess. Domino Addition Ckpt.	1.OA.5	
Adds and subtracts to 10		WP 1C, 1G, 2D, 2F Quick Count Ckpt. Unit 1 Group Asses.	1.OA.6	
Finds the unknown number in addition and subtraction equations		Unit 2 Assess.	1.OA.8	
Counts by ones and by tens to 60; reads and writes numbers to 60		WP 1A, 1F, 1G, Unit 1 Group Assess.	1.NBT.1	
Use symbols $<$ , $>$ , $=$ to compare two numbers		WP 2B, 2C Domino Addition ckpt	1.NBT.3	
Reads a graph and answers questions about the data		WP 1H, 2E, 2F,	1.MD.4	

Quarter 2-Suggestion 2- Use the progress reports (Assessment Overview pg 36-40) as your assignment heads and use the assessments to inform the grade.				
Assignment Title	Assess. Type	Location	Standard	Notes
Solve addition and subtraction story problems to 12	various	WP 3A, 3E, 3F, Combo of 10, U3 Assessment, Work place 4C	1.OA.6,	Use the workplace differentiation chart (Assess. Binder pg 26, 36) to inform which standards are covered in what other work places.
Solves sub combos using related addition facts		Combo of 10, Unit 3 assessment,	1.OA.4	
Counts on to add and back to subtract		NCCU 2, WP 4C	1.OA.5	
Develops strategies for adding to 20 and subtracting to 10		WP 3A, 3F, 4C Combo of ten CK PT, U3 Assess.,	1.OA.6	
Finds the unknown number in addition and subtraction equations		WP 3A, 4C Combo of ten CK PT, U3 Assess,U4 Assess,	1.OA.8	
Counts by ones and by tens to 120; reads and writes numbers to 120		WP 3F, 4B Numbers on a line CK PT, U4 Assess,	1.NBT.1	
Understands that the two digits of a 2-digit number tell how many tens and ones there are in the number		WP 3F, 4B, U3 Assess,	1.NBT.2	
Compares pairs of 2-digit numbers using symbols $<$ , $>$ , $=$		WP 3E	1.NBT.3	
Adds 2-digit numbers that are multiples of 10, such as $30+40$		WP 3F, 4B U3 Assess, Numbers on a line CK Pt, U4 Assess	1.NBT.4	
Finds 10 more or 10 less than various 2-digit numbers		Numbers on a line CK Pt, U4 Assess	1.NBT.5	
Subtracts 2-digit numbers that are multiples of 10, such as $40-20$		WP 4B, Numbers on a line CK Pt, U4 Assess	1.NBT.6	

Quarter 3-Suggestion 2- Use the progress reports (Assessment Overview pg 36-40) as your assignment heads and use the assessments to inform the grade.				
Assignment Title	Assess. Type	Location	Standard	Notes
Solve addition and subtraction story problems to 20	various	Combinations & Stories Checkpoint, Unit 6 Assessment	1.OA.1	Use the workplace differentiation chart (Assess. Binder pg 48, 62) to inform which standards are covered in what other work places.
Solves sub combos using related addition facts		WP 6B, Unit 6 Assessment	1.OA.4	
Uses strategies for adding and subtracting to 20		Combinations & Stories Checkpoint, Unit 6 Assessment	1.OA.6	
Demonstrates fluency with addition and subtraction facts to 10		Combinations & Stories Checkpoint, Unit 6 Assessment, WP 6A, 6B, 6C	1.OA.6	
Understands the meaning of the equal sign and identifies equations that involve addition and subtraction as true or false		Unit 6 Assessment, WP 6C	1.OA.7	
Finds the unknown number in addition and subtraction equations		Unit 6 Assessment, WP 6B	1.OA.8	
Reads numbers between 100 and 120			1.NBT.1	
Understands that the two digits of a 2-digit number tell how many tens and ones there are in the number		WP 6A, NCCU 3	1.NBT.2	
Tells and writes time to the hour and half-hour on analog and digital clocks		NCCU 3	1.MD.3	
Identifies and describes 2 and 3-D shapes		WP 5C, 5D, 5E Shapes CK PT, U5 Assess.	1.G.1	
Puts shapes together to make larger shapes		WP 5A, 5B, Shapes CK PT, U5 Assess.	1.G.2	
Divides circles and rectangles into two and four equal parts, and describes the parts using words like halves, half of fourths, quarters, a fourth of		U5 Assessment	1.G.3	

Quarter 4- Suggestion 2- Use the progress reports (Assessment Overview pg 36-40) as your assignment heads and use the assessments to inform the grade.				
Assignment Title	Assess. Type	Location	Standard	Notes
Solves story problem that involve adding three numbers	various	Unit 7 Assessment	1.OA.2	Use the workplace differentiation chart (Assess. Binder pg 74 & 84) to inform which standards are covered in what other work places.
Understands the commutative and associative properties of addition		Unit 7 Assessment	1.OA.3	
Counts by ones and by tens to 120; reads and writes numbers to 120, and can represent a number of objects up to 120 with a written numeral.		Numbers to 120 Checkpoint, Unit 7 Assessment WP 8A Unit 8 Assessment	1.NBT.1	
Compares pairs of 2-digit numbers using at least two different strategies; can explain how these strategies work.		Time and Change Checkpoint, Unit 8 Assessment WP 7A, 8A	1.NBT.3	
Adds 2-digit numbers that are multiples of 10 using at least two different strategies; can explain how these strategies work.		Numbers to 120 Checkpoint, Unit 7 Assessment, Time and Change Checkpoint, Unit 8 Assessment WP 7A, 8A	1.NBT.4	
Finds 10 more or 10 less than various 2-digit numbers and explains the reasoning behind the answer.		Unit 7 Assessment, Time and Change Checkpoint, Unit 8 Assessment WP 8B	1.NBT.5	
Subtracts 2-digit numbers that are multiples of 10 using at least two different strategies; can explain how these strategies work.		Numbers to 120 Checkpoint, Unit 7 Assessment, Time and Change Checkpoint, Unit 8 Assessment WP 7B, 8B	1.NBT.6	
Puts 3 objects in order by length; compares the lengths of 2 objects indirectly by using a 3 <sup>rd</sup> object.		Unit 8 Assessment	1.MD.1	
Measures length using non-standard units such as popsicle sticks, linking cubes and so on.		Unit 8 Assessment	1.MD.2	
Tells and writes time to the hour and half-hour on analog and digital clocks		Time and Change Checkpoint, Unit 8 Assessment	1.MD.3	
Constructs and reads graphs, and answers questions about the data.		Unit 8 Assessment	1.MD.4	