

**Student Baseline and Post-Instruction Checklist**  
**Common Core Essential Elements and Instructional Achievement Level Descriptors**  
**Mathematics Grade 1**

Student Name: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

Student Grade: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Common Core State Standard: 1.OA.1.** 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 unknown number to represent the problem.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.OA.1.a.</b> Use language to describe putting together and taking apart, aspects of addition and subtraction.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use words like take away, subtract, give, add, more, and same quantity, when putting together and taking apart.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use language to describe putting together and taking apart, aspects of addition and subtraction</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Put together or take away.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Follow directions to put together or take away an object with a verbal prompt.</li> </ul>	___Y ___N

**Common Core State Standard:** 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 unknown number to represent the problem.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.OA.1.b.</b> Recognize two groups that have the same or		<b>Indicate Yes or No</b>

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
equal quantity.		
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Create two groups that have the same or equal quantity.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Recognize two groups that have the same or equal quantity.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Add one more to a group to make it the same or equal to the other.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Replicate a group of objects.</li> </ul>	___Y ___N

**Common Core State Standard: 1.OA.2.** 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.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.OA.2.</b> Use “putting together” to solve problems with two sets.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use “putting together” to solve problems using three sets.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use “putting together” to solve problems with two sets.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Use “putting together” to solve a problem with one set and adding one more.</li> </ul>	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Put in an item from a group, using technology or objects.</li> </ul>	___Y ___N

**Common Core State Standard: 1.OA.3.** Apply properties of operations as strategies to add and subtract.

*Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a 10, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)<sup>1</sup>*

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE1.OA.3. N/A		Indicate Yes or No

**Common Core State Standard: 1.OA.4.** Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8. Add and subtract within 20.*

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE1.OA.4. N/A (See EENBT.1.4 and EENBT.1.6)		Indicate Yes or No

**Common Core State Standard: 1.OA.5.** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE1.OA.5.a. Use manipulatives or visual representations to indicate the number that results when adding one more.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Indicate the numeral that results when adding one more to the numbers.</li> </ul>	___Y ___N

<sup>1</sup> Students need not use formal terms for these properties.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use manipulatives or visual representations to indicate the number that results when adding one more.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Indicate the numbers that result when adding one more to the numbers from one to five.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Do or give one more.</li> </ul>	___Y ___N

**Common Core State Standard: 1.OA.5.** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.OA.5.b.</b> Apply knowledge of “one less” to subtract one from the numbers.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Indicate the numeral that is one less.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Apply knowledge of “one less” to subtract one from the numbers.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Indicate how many are left when one is taken away from two to four objects.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Remove or take one away.</li> </ul>	___Y ___N

**Common Core State Standard: 1.OA.6.** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between

addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE1.OA.6. N/A		Indicate Yes or No

**Common Core State Standard: 1.OA.7.** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE1.OA.7. N/A (See EE1.OA.1.b)		Indicate Yes or No

**Common Core State Standard: 1.OA.8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .*

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE1.OA.8. N/A		Indicate Yes or No

**Common Core State Standard: 1.NBT.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE1.NBT.1.a. Count by ones.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Count from 1 - 30 with meaning; cardinality.</li> </ul>	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Count by ones.</li> </ul>	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Count to 10.</li> </ul>	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Count to two.</li> </ul>	___Y ___N

**Common Core State Standard: 1.NBT.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE1.NBT.1.b. Count as many as 10 objects and represent the quantity with the corresponding numeral.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Count up to 20 objects and represent the quantity with a numeral.</li> </ul>	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Count as many as 10 objects and represent the quantity with the corresponding numeral.</li> </ul>	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Count as many as five objects and/or represent the quantity with the appropriate numeral.</li> </ul>	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Count up to two objects.</li> </ul>	___Y ___N

**Common Core State Standard: 1.NBT.2.** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- 10 can be thought of as a bundle of ten ones — called a “ten.”
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.NBT.2.</b> Create sets of 10.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: <ul style="list-style-type: none"> <li>Create multiple sets of ten with an odd number of objects (remainders).</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Create sets of 10.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Create one set of 10 to match another set of 10.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify a set of five.</li> </ul>	___Y ___N

**Common Core State Standard: 1.NBT.3.** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.NBT.3.</b> Compare two groups of 10 or fewer items when the quantity of items in each group is similar.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: <ul style="list-style-type: none"> <li>Choose the larger/smaller set of items that are <math>&lt;10</math>, <math>&gt;10</math> when the sets differ by three or fewer.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Compare two groups of 10 or fewer items when the quantity of items in each group is similar.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Choose the matching set of items.</li> </ul>	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Match sets of one, two, or three objects .showing the same number of objects.</li> </ul>	___Y ___N

**Common Core State Standard: 1.NBT.4.** 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 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 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.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.NBT.4.</b> Compose numbers less than or equal to five in more than one way.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: <ul style="list-style-type: none"> <li>Compose numbers less than or equal to 10 in more than one way.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Compose numbers less than or equal to five in more than one way.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify (subitize) sets of one to three objects.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Repeat the number of objects in sets of 1-3 objects.</li> </ul>	___Y ___N

**Common Core State Standard: 1.NBT.5.** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.NBT.5. N/A</b> (See EE1.OA.5.a and EE1.OA.5.b)		<b>Indicate Yes or No</b>

**Common Core State Standard: 1.NBT.6.** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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 and explain the reasoning used.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.NBT.6.</b> Decompose numbers less than or equal to five in more than one way.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Decompose numbers less than or equal to 10 in more than one way.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Decompose numbers less than or equal to five in more than one way.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Decompose numbers less than or equal to five in one way.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify two sets of the same object (less than five) as they are being decomposed.</li> </ul>	___Y ___N

**Common Core State Standard: 1.MD.1.** Order three objects by length; compare the lengths of two objects indirectly by using a third object.

**1.MD.2.** 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. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.MD.1-2.</b> Use appropriate vocabulary to describe the length of an object using the		<b>Indicate Yes or No</b>

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
language of longer/shorter, taller/shorter.		
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Measure and compare two similar objects aligned at the same starting point, and describe which is longer/shorter, taller/shorter.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use appropriate vocabulary to describe the length of an object using the language of longer/shorter, taller/shorter.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, select from two everyday objects based on the stated attribute (long/short, tall/short).</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Explore tall/short objects.</li> </ul>	___Y ___N

**Common Core State Standard: 1.MD.3.** Tell and write time in hours and half-hours using analog and digital clocks.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.MD.3.a.</b> Demonstrate an understanding of the terms “tomorrow, yesterday, and today.”		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use the words “today, tomorrow, and yesterday” to refer to personal activities and events.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Demonstrate understanding of the terms “tomorrow, yesterday, and today.”</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills:	

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
	<ul style="list-style-type: none"> <li>Indicate understanding of the term “today.”</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify an activity that will take place “today.”</li> </ul>	___Y ___N

**Common Core State Standard:** Tell and write time in hours and half-hours using analog and digital clocks.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.MD.3.b.</b> Name a day of the week for tomorrow and yesterday.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Using a calendar, recall the seven days of the week and identify the appropriate day for tomorrow and yesterday.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Name a day of the week for tomorrow and yesterday.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Name a day of the week.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify an activity that is happening today.</li> </ul>	___Y ___N

**Common Core State Standard: 1.MD.3.** Tell and write time in hours and half-hours using analog and digital clocks.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.MD.3.c.</b> Identify activities that come next, before, and after.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at	

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
	a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Correctly sequence the activities given the direction to identify what comes next, before, and after in the day's or week's schedule.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify activities that come next, before, and after.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Indicate activities that come next.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize the next activity.</li> </ul>	___Y ___N

**Common Core State Standard: 1.MD.3.** Tell and write time in hours and half-hours using analog and digital clocks.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.MD.3.d.</b> Demonstrate an understanding that telling time is the same every day.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Demonstrate an understanding of telling time with a clock or watch related to real-life context.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Demonstrate an understanding that telling time is the same every day.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Demonstrate an understanding of the use of a clock (time).</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize representations of different parts of the day; morning, noon, and night.</li> </ul>	___Y ___N

**Common Core State Standard: 1.MD.4.** 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.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.MD.4.</b> Given a count of the total number of data points in two categories, determine whether there are more or less in each category.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Collect and count data into at least two categories to answer questions about the total number of data points and whether there are more or less in one category than in another.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Given a count of the total number of data points in two categories, determine whether there are more or less in each category.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Put objects and choices into categories.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Participate in data collection by voting or otherwise choosing.</li> </ul>	___Y ___N

**Common Core State Standard: 1.G.1.** 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.

**1.G.2.** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 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.<sup>2</sup>

<sup>2</sup> Students do not need to learn formal names such as “right rectangular prism.”

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.G.1-2.</b> Identify common two-dimensional shapes: square, circle, triangle, and rectangle.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Identify attributes of common two-dimensional shapes: square, circle, triangle, and rectangle.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify common two-dimensional shapes: square, circle, triangle, and rectangle.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Match shape to shape.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize a shape.</li> </ul>	___Y ___N

**Common Core State Standard: 1.G.3.** 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*. Describe the whole as *two of*, or *four of* the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EE1.G.3.</b> Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle).		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Demonstrate part and whole terminology understanding.</li> </ul>	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle).</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Put together two pieces.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Given an inset puzzle or technology equivalent, insert a shape.</li> </ul>	___Y ___N