



Mathematics Grade 1 Numeracy (N)					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
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 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N1.2 Recognize, at a glance, and name familiar arrangements of 1 to 10 objects, dots, or pictures.	<ul style="list-style-type: none"> I can identify at a glance a few familiar arrangements of 1-10. 	<ul style="list-style-type: none"> I can identify at a glance some familiar arrangements of 1-10. 	<ul style="list-style-type: none"> I can identify at a glance familiar arrangements of 1-10. 	<ul style="list-style-type: none"> I can identify at a glance familiar arrangements of 11-20.
	<ul style="list-style-type: none"> With help, I can name at a glance a few familiar arrangements of 1-10. 	<ul style="list-style-type: none"> I can name at a glance some familiar arrangements of 1-10. 	<ul style="list-style-type: none"> I can name at a glance familiar arrangements of 1-10. 	<ul style="list-style-type: none"> I can name, at a glance, familiar arrangements of 11-20.
Comments				



Mathematics Grade 1 Numeracy (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N1.3 Demonstrate an understanding of counting by: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> With help, I can recognize that the last number said identifies how many but I begin counting at 1 each time. 	<ul style="list-style-type: none"> I can recognize that the last number said identifies how many. 	<ul style="list-style-type: none"> I can recognize that the last number said identifies how many and that this will not change when the set is reorganized. 	<ul style="list-style-type: none"> I can explain why the last number said identifies how many and that this will not change when the set is reorganized.
	<ul style="list-style-type: none"> With help, I can identify a few errors in a counting sequence. 	<ul style="list-style-type: none"> I can identify a few errors in a counting sequence. 	<ul style="list-style-type: none"> I can identify many errors in a counting sequence. 	<ul style="list-style-type: none"> I can identify and correct errors in a counting sequence.
	<ul style="list-style-type: none"> With help, I can start from a known quantity and count on. 	<ul style="list-style-type: none"> I can start from a known quantity and count on for a few numbers. 	<ul style="list-style-type: none"> I can start from a known quantity and count on for many numbers. 	<ul style="list-style-type: none"> I can start from a known quantity and count on for an extended number of numbers.
	<ul style="list-style-type: none"> With help, I can begin counting from one, even when sets are grouped. 	<ul style="list-style-type: none"> I can count by 2s, 5s, OR 10s first, then count on to determine the total number in a set. 	<ul style="list-style-type: none"> I can count by 2s, 5s, AND 10s first, then count on to determine the total number in a set. 	<ul style="list-style-type: none"> I can determine the most appropriate counting on strategy for a given set, and use it to determine the total number in a set.
Comments				



Mathematics Grade 1 Numeracy (N)					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N1.4 Represent and describe whole numbers to 20 concretely, pictorially, and symbolically.	Concretely	<ul style="list-style-type: none"> • With help, I can identify numbers 0-20 using manipulatives. 	<ul style="list-style-type: none"> • I can represent numbers 0-20 using one form of manipulative. 	<ul style="list-style-type: none"> • I can represent numbers 0-20 using more than one form of manipulative. 	<ul style="list-style-type: none"> • I can represent numbers 0-20 using a variety of manipulatives.
	Pictorially	<ul style="list-style-type: none"> • With help, I can identify numbers 0-20 using pictures. 	<ul style="list-style-type: none"> • I can represent some numbers 0-20 using pictures. 	<ul style="list-style-type: none"> • I can represent numbers 0-20 using pictures. 	<ul style="list-style-type: none"> • I can represent and explain numbers 0-20 using pictures.
	Symbolically	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Comments					



Mathematics Grade 1 Numeracy (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N1.5 Compare sets containing up to 20 elements to solve problems using: <ul style="list-style-type: none"> • referents (known quantity) • one-to-one correspondence. 	<ul style="list-style-type: none"> • With help, I can represent sets that contain as many as a given set. 	<ul style="list-style-type: none"> • I can represent sets that contain as many as a given set. 	<ul style="list-style-type: none"> • I can represent sets that contain more, fewer AND as many as a given set. 	<ul style="list-style-type: none"> • I can represent and explain sets that contain more, fewer or as many as a given set.
	<ul style="list-style-type: none"> • With help, I can represent a few sets of different objects that have the same number of elements. 	<ul style="list-style-type: none"> • I can represent some sets of different objects that have the same number of elements. 	<ul style="list-style-type: none"> • I can represent multiple sets of different objects that have the same number of elements. 	<ul style="list-style-type: none"> • I can represent and explain multiple sets of different objects that have the same number of elements.
	<ul style="list-style-type: none"> • With help, I can identify sets that have more, fewer or as many. 	<ul style="list-style-type: none"> • I can identify sets that have more, fewer or as many. 	<ul style="list-style-type: none"> • I can compare sets using one-to-one correspondence and describe them using the words more, fewer, AND as many. 	<ul style="list-style-type: none"> • I can compare sets using one-to-one correspondence and explain them using the words more, fewer, AND as many.
	<ul style="list-style-type: none"> • With help, I can compare sets to a teacher-given referent. 	<ul style="list-style-type: none"> • I can compare sets to a teacher-given referent. 	<ul style="list-style-type: none"> • I can compare sets to a many teacher-given referents, <i>using the words more, fewer AND as many.</i> 	<ul style="list-style-type: none"> • I can compare sets referents I choose, and give an explanation <i>using the words more, fewer AND as many.</i>
	<ul style="list-style-type: none"> • With help, I can I can take some steps to solve problems with numbers to 20 by comparing numbers <i>using the words more, fewer and as many.</i> 	<ul style="list-style-type: none"> • I can take a few steps to solve problems with numbers to 20 by comparing numbers <i>using the words more, fewer and as many.</i> 	<ul style="list-style-type: none"> • I can solve problems with numbers to 20 by comparing numbers <i>using the words more, fewer and as many.</i> 	<ul style="list-style-type: none"> • I can solve problems with numbers greater than 20 by comparing numbers <i>using the words more, fewer and as many.</i>



Mathematics Grade 1 Numeracy (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
Comments				
N1.6 Estimate quantities to 20 by using referents.	<ul style="list-style-type: none"> • With help, I can estimate by comparing to an amount I know. 	<ul style="list-style-type: none"> • I can estimate by comparing to an amount I know. 	<ul style="list-style-type: none"> • I can estimate using the referent 5 or 10. 	<ul style="list-style-type: none"> • I can estimate using a given referent.
	<ul style="list-style-type: none"> • With help, I can choose an estimate for a quantity from at least two possibilities, and explain my choice. 	<ul style="list-style-type: none"> • I can choose an estimate for a quantity from at least two possibilities, and explain my choice. 	<ul style="list-style-type: none"> • I can explain why the estimate I choose from several possible options is the most appropriate one. 	<ul style="list-style-type: none"> • I can compare the advantages and disadvantages of possible estimates for a quantity.
Comments				



Mathematics Grade 1 Numeracy (N)					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N1.7 Demonstrate concretely, physically, and pictorially, how whole numbers can be represented by a variety of equal groupings with and without singles.	Concretely	<ul style="list-style-type: none"> • With help, I can make equal groups using concrete materials. 	<ul style="list-style-type: none"> • I can make equal groups using concrete materials. 	<ul style="list-style-type: none"> • I can show a number in different equal groupings with or without leftovers (singles) using concrete materials. 	<ul style="list-style-type: none"> • I can show a number in different equal groupings with or without leftovers (singles)) using concrete materials, and explain my thinking.
	Pictorially	<ul style="list-style-type: none"> • With help, I can make equal groups by drawing. 	<ul style="list-style-type: none"> • I can make equal groups by drawing. 	<ul style="list-style-type: none"> • I can show a number in different equal groupings with or without leftovers (singles) by drawing. 	<ul style="list-style-type: none"> • I can show a number in different equal groupings with or without leftovers (singles) by drawing and explain my thinking.
	Symbolically	<ul style="list-style-type: none"> • With help, I can make equal groups using mathematical symbols. 	<ul style="list-style-type: none"> • I can make equal groups using mathematical symbols. 	<ul style="list-style-type: none"> • I can show a number in different equal groupings with or without leftovers (singles) using mathematical symbols. 	<ul style="list-style-type: none"> • I can show a number in different equal groupings with or without leftovers (singles) using mathematical symbols, and explain my thinking.
Comments					



Mathematics Grade 1 Numeracy (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N1.8 Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.	<ul style="list-style-type: none"> With help, I can name the whole number up to 20 that is one more than a given number. 	<ul style="list-style-type: none"> I can name the whole number up to 20 that is one more OR two more than a given number. 	<ul style="list-style-type: none"> I can name the whole number up to 20 that is one more AND two more than the given number. 	<ul style="list-style-type: none"> I can name and represent the whole number up to 20 that is one more AND two more than the given number.
	<ul style="list-style-type: none"> With help, I can name the whole number up to 20 that is one less OR two less than a given number. 	<ul style="list-style-type: none"> I can name the whole number up to 20 that is one less OR two less than a given number. 	<ul style="list-style-type: none"> I can name the whole number up to 20 that is one less, AND two less than the given number. 	<ul style="list-style-type: none"> 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 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N.9 Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically, and symbolically by: <ul style="list-style-type: none"> • 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 symbolically 	Concretely	<ul style="list-style-type: none"> • With help, I can represent how add OR subtract with answers to 20 using concrete materials. 	<ul style="list-style-type: none"> • I can represent how to add OR subtract with answers to 20 using concrete materials. 	<ul style="list-style-type: none"> • I can represent how to add AND subtract with answers to 20 using concrete materials. 	<ul style="list-style-type: none"> • I can represent how to add and subtract with answers greater than 20 using concrete materials.
	Pictorially	<ul style="list-style-type: none"> • With help, I can represent how add OR subtract with answers to 20 using pictures. 	<ul style="list-style-type: none"> • I can represent how to add OR subtract with answers to 20 using pictures. 	<ul style="list-style-type: none"> • I can represent how to add AND subtract with answers to 20 using pictures. 	<ul style="list-style-type: none"> • I can represent how to add and subtract with answers greater than 20 using pictures.
	Symbolically	<ul style="list-style-type: none"> • 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 the numbers in a story problem I have to solve. 	<ul style="list-style-type: none"> • 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 in a story problem I have to solve. 	<ul style="list-style-type: none"> • 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 solve a story problem I am given. 	<ul style="list-style-type: none"> • 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 story problem.



Mathematics Grade 1 Numeracy (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
Comments				



Mathematics Grade 1 Numeracy (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
N.10 Describe and use mental mathematics strategies (memorization not intended) such as: <ul style="list-style-type: none"> counting on and counting back making 10 doubles using addition to subtract to determine basic addition facts to 18 and related subtraction facts.	<ul style="list-style-type: none"> With help, I can identify at least one mental math strategy to determine a few addition facts. 	<ul style="list-style-type: none"> I can describe more than one mental math strategy to determine several addition facts. 	<ul style="list-style-type: none"> I can describe several mental math strategies to determine addition facts to 18. 	<ul style="list-style-type: none"> I can explain in detail several mental math strategies to determine addition and subtraction facts to 18.
	<ul style="list-style-type: none"> With help, I can identify at least one mental math strategy to determine a few subtraction facts. 	<ul style="list-style-type: none"> I can describe more than one mental math strategy to determine several subtraction facts. 	<ul style="list-style-type: none"> I can describe several mental math strategies to determine subtraction facts to 18. 	<ul style="list-style-type: none"> I can explain in detail several mental math strategies to determine subtraction facts to 18.
Comments				