



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	<ul style="list-style-type: none"> • With help, I can count forward by 1s starting at 0. 	<ul style="list-style-type: none"> • I can count forward by 1s between some whole numbers 0-100. 	<ul style="list-style-type: none"> • I can count forward AND backward by 1s between any two whole numbers 0-100. 	<ul style="list-style-type: none"> • I can count forward AND backward by 1s between two whole numbers greater than 100. 	
	2s to twenty forward starting at 0	<ul style="list-style-type: none"> • With help, I can skip count by 2s some of the numbers from 0 to 20. 	<ul style="list-style-type: none"> • I can skip count by 2s most of the numbers from 0 to 20. 	<ul style="list-style-type: none"> • I can skip count by 2s from 0 to 20. 	<ul style="list-style-type: none"> • I can skip count by 2s from 0 to greater than 20. 	
	5s and 10s to 100 forward starting at 0.	<ul style="list-style-type: none"> • With help, I can skip count by 5s some of the numbers from 0 to 100. 	<ul style="list-style-type: none"> • I can skip count by 5s most of the numbers from 0 to 100. 	<ul style="list-style-type: none"> • I can skip count by 5s from 0 to 100. 	<ul style="list-style-type: none"> • I can skip count by 5s from 0 to greater than 100. 	
	10s to 100 starting at 0	<ul style="list-style-type: none"> • With help, I can skip count by 10s some of the numbers from 0 to 100. 	<ul style="list-style-type: none"> • I can skip count by 10s most of the numbers from 0 to 100. 	<ul style="list-style-type: none"> • I can skip count by 10s from 0 to 100. 	<ul style="list-style-type: none"> • 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.
<p>N.9 Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically, and symbolically by:</p> <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				