

First Grade Observation Profile for On-Going Assessment and End of the Year Evaluation

• Number and Operations

1.01 Develop number sense for whole numbers through 99.

a) Connect the model, number word, and number using a variety of representations.

b) Use efficient strategies to count the number of objects in a set.

c) Read and write numbers.

d) Compare and order sets and numbers.

e) Build understanding of place value (ones, tens).

f) Estimate quantities fewer than or equal to 100.

g) Recognize equivalence in sets and numbers 1-99.

1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.

1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

• Measurement

2.01 For given objects:

a) Select an attribute (length, capacity, mass) to measure (use non-standard units).

b) Develop strategies to estimate size.

c) Compare, using appropriate language, with respect to the attribute selected.

2.02 Develop an understanding of the concept of time.

a) Tell time at the hour and half-hour.

b) Solve problems involving applications of time (clock and calendar).

• Geometry

3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.

3.02 Identify, build, and name cylinders, cones, and rectangular prisms.

3.03 Compare and contrast geometric figures.

3.04 Solve problems involving spatial visualization.

• Data Analysis & Probability

4.01 Collect, organize, describe and display data using line plots and tallies.

4.02 Describe events as certain, impossible, more likely or less likely to occur.

• Algebra

5.01 Sort and classify objects by two attributes.

5.02 Use Venn diagrams to illustrate similarities and differences in two sets.

5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.

Level IV (Exceeds expectations)

- consistent performance beyond grade level
- works independently
- understands advanced concepts
- applies strategies creatively
- analyzes and synthesizes
- shows confidence and initiative
- justifies and elaborates responses
- makes critical judgements
- makes applications and extensions beyond grade level; applies Level III competencies in more challenging situations

Level III (Proficient)

- exhibits consistent performance
- shows conceptual understanding
- applies strategies in most situations
- responds with appropriate answer or procedure
- completes tasks accurately
- needs minimal assistance
- exhibits fluency and applies learning
- shows some flexibility in thinking
- works with confidence
- recognizes cause and effect relationships
- applies, models, and explains concepts

Level II (Not yet proficient)

- exhibits inconsistent performance and misunderstandings at times
- shows some evidence of conceptual understanding
- has difficulty applying strategies or completing tasks in unfamiliar situations
- responds with appropriate answer or procedure sometimes
- requires teacher guidance frequently
- needs additional time, opportunities
- demonstrates some Level III competencies but is inconsistent

Level I (Limited performance)

- exhibits minimal performance
- shows very limited evidence of conceptual understanding and use of strategies
- responds with inappropriate answer and/or procedure frequently
- very often displays misunderstandings
- completes task appropriately and accurately infrequently
- needs assistance, guidance and modified instruction

NAME _____