

This checklist is a suggested guideline.

1ST GRADE MATHEMATICS CHECKLIST
Goals 6 – 10
Illinois Learning Standards A – D
Performance Descriptors

NUMBERS

- _____ Count with understanding including skip counting by 2's, 5's, and 10's from zero
- _____ Recognize 'how many' in sets of objects
- _____ Demonstrate the concept of odd and even using manipulatives
- _____ Develop initial understanding of place value and the base -ten number system using manipulatives through 100's
- _____ Connect number words and numerals to the quantities they represent
- _____ Order concrete representations of unit fractions
- _____ Solve one-step addition and subtraction number sentences and word problems using concrete materials
- _____ Construct number sentences to match word problems
- _____ Demonstrate and describe the effects of adding and subtracting whole numbers using appropriate mathematical notation and vocabulary
- _____ Use and understand the basic fact families
- _____ Use strategies for whole number computations with a focus on addition and subtraction
- _____ Use mental math counting strategies
- _____ Recognize and unreasonable sums and differences
- _____ Compare two or more sets, using manipulatives, to solve problems

MEASUREMENT

- _____ Determine the attributes of an object that are measurable (e.g., length and weight are measurable; color and texture are not)
- _____ Compare and order objects according to measurable attributes
- _____ Measure objects using non-standard units
- _____ Describe chronological events (e.g., calendars, timelines, seasons)

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- _____ Identify units of money and the value of cash
- _____ Count like sets of coins
- _____ Estimate nonstandard measurements of length, weight, and capacity
- _____ Select appropriate nonstandard measurement units to measure length, weight, and capacity (e.g., number of handfuls of cubes to fill a container)

ALGEBRA

- _____ Describe common and uncommon attributes (all, some, none) in a set
- _____ Recognize and describe patterns such as sequence of sounds, motions, shapes, or simple numerical patterns
- _____ Identify repeating patterns
- _____ Describe and compare qualitative change (e.g., student grows taller)
- _____ Solve simple number sentences with variables (e.g., missing addend problems)
- _____ Solve real life word problems using patterns

GEOMETRY

- _____ Identify and construct two- and three-dimensional shapes
- _____ Demonstrate an understanding of relative positions in space and apply concepts of relative position (e.g., above/below)
- _____ Recognize and describe shapes that have line symmetry
- _____ Identify geometric shapes and structures in the environment
- _____ Identify objects that are the same shape
- _____ Compare and sort two- and three- dimensional objects
- _____ Recognize and explain a geometric pattern

DATA ANALYSIS

- _____ Organize, describe, and label simple data displays such as pictographs, tallies, tables, and bar graphs
- _____ Compare numerical information derived from tables and graphs

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_____ Identify possible and impossible results of probability events using concrete materials

_____ Determine all possible outcomes of a given situation