Performance Level Descriptors – Grade 1 Mathematics

PLD	Domain	Below Basic	Basic	Proficient	Advanced
Reporting		**Below Basic do not yet demonstrate proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in content expectations. The students need substantial academic support to be prepared for the next grade level or course and to be on track.	**Basic demonstrate partial proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in content expectations. The students need additional academic support to ensure success in the next grade level or course and to be on track for *college and career readiness.*	**Proficient demonstrate proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for *college and career readiness.*	**Advanced demonstrate advanced proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness.*
		A student who performs at the **Below Basic** level demonstrates minimal command of the grade-level expectations.	A student who performs at the **Basic** level demonstrates partial command of the grade-level expectations.	A student who performs at the **Proficient** level demonstrates proficiency of the grade-level expectations.	A student who performs at the **Advanced** level demonstrates advanced proficiency of the grade-level expectations.

Range	**Number Sense**	Counts verbally within 100 starting with any number; connects quantity to written symbols; identifies whole numbers to 100; rote counts by 5s from 5 to 100; counts back from 20 with assistance	Counts verbally within 120 starting with any number; reads and writes numerals to 100; counts backward from 20	Counts verbally to 120, starting at any given number less than 120; reads, writes and models numbers to 120; uses the structure of numbers to count by 5s to 100 starting at any multiple of 5	Extends their counting to numbers greater than 120; recognizes the numerical pattern that allows them to count by 5 from any number (not a multiple of 5); defends their thinking
	Number Sense and Operations in Base Ten	Counts by 10 to 100; adds and subtracts within 20 using concrete models; justifies their thinking with models or pictures; can identify tens and ones	Counts by 10 to 120 starting with any number; understands that 10 can be thought of as a bundle of 10 ones – called a ten; adds or subtracts within 100, with no regrouping, justifying answers by using concrete models, drawings, or symbols; mentally adds 10 to any single digit number	Understands two digit numbers are composed of ten(s) and one(s); reads, and writes numerals to 120, representing the numerals using place value (i.e. base ten blocks, connecting cubes, ten frames) ; constructs arguments when comparing two-digit numbers to determine which is greater than >, less than <, or equal to =, uses the structure of numbers and place value understanding to add and subtract within 120 without regrouping; mentally adds or subtracts a multiple of 10 from another two-digit number within 100	Uses place value understanding to add and subtract numbers and justifies the solution (using the standard algorithm is not necessary at this grade); compares two two-digit numbers and supports their conclusion through multiple representations; explains their solutions to others and/or critiques the reasoning of others

Range	Relationships and Algebraic Thinking	Uses addition to solve word problems within 10 involving situations of adding to or putting together with result unknown; uses subtraction to solve taking apart problems with result unknown within 10; develops an understanding of the equal sign (the same as); represents problem situations by acting out or drawing pictures	Uses addition and subtraction within 20 to solve word problems involving adding to, putting together, and taking apart; represents problem situations by drawing pictures or using objects; understands that an equal (=) sign means that the numbers on each side of the sign are equivalent (i.e. 4 = 4; 2 + 3 = 7 - 2) uses the commutative property in familiar problems (does not need to know the property by name); develops fluency (accuracy and efficiency) with number combinations within 10; explains their thinking to others; listens to other's solutions and asks questions to clarify	Uses addition and subtraction to solve word problems representing situations of adding to, taking from, putting together, taking apart and comparing; supports solutions to word problems with pictures, numbers or words; solves for the unknown in all positions; solves problems involving the addition of three whole numbers with sums within 20; can determine whether an equation is true or false; uses the structure of numbers to solve subtraction problems as unknown addend problems; is able to explain their thinking and critique the reasoning of others; demonstrates fluency (accuracy and efficiency) with addition and subtraction within 20; is able to use clear and precise language when communicating their mathematical understandings; uses the commutative and associative properties as two strategies to add and subtract (students do not need to know these by name)	Extends their understanding of addition and subtraction to word problems with sums and differences beyond 20; can explain and justify their thinking; is able to communicate mathematically using precise terms (this does not include commutative and associative properties); can solve a problem in multiple ways (is flexible); listens to and critiques the reasoning of others

Geometry	Identifies and names a variety of 2-dimensional and 3-dimensional shapes using correct terminology; uses shapes to build composite shapes; partitions circles and rectangles into two equal shares; orders objects by length; recognizes a penny, nickel, dime and quarter; knows the value of a penny	Identifies and names 2- and 3-D shapes from different perspectives; identifies defining attributes (i.e. sides, angles); describes the similarities between two shapes; partitions circles and rectangles into two and four equal parts; compares the lengths of three or more objects; measures length using nonstandard units; tells and writes time to the hour; knows the value of a dime and a quarter	Identifies the defining and non-defining(color, orientation, overall size) attributes of a given shape; creates shapes to possess the defining attributes provided; compose and decompose composite shapes to build an understanding of part-whole relationships; recognizes 2- and 3-D shapes from a variety of orientations; is precise when partitioning circles and rectangles into two or four equal shares; justifies their thinking and explains their thoughts to others; uses precision when measuring objects; uses any clock (analog or digital) to tell and write time in hours and half-hours ; knows the value of a penny, nickel, dime and quarter	Identifies and describes the defining and non-defining attributes of a given shape; partitions circles and rectangles into two and four equal shares in a variety of ways; explains their thinking using precise terms; extends measurement activities to standard units of measure and compares the differences between standard and non-standard units; counts a combination of coins accurately	
Data and Statistics	Represents data in two or more categories; collects data for provided questions	Collects and organizes data from others; uses pictures and tallies to represent data; identifies the total represented in each column of the graphs being discussed	Collects organizes and represents data in object graphs, picture graphs, or T-charts; uses tallies to precisely record data; draws conclusions and answers questions regarding data; justifies their organization and results	Collects organizes and represents data in a variety of ways using three or more categories; presents findings to others; draws conclusions from the data provided; critiques the conclusions others have made	

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