

# BENCHMARK REPORT

## MATHEMATICS GRADE 1



<b>DOMAIN: Standards for Mathematical Content</b>		
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Operations and Algebraic Thinking (OA)</i></b>
	<b>1.SMC.OA.1</b>	<b>Represent and solve problems involving addition and subtraction.</b>
<b>Focus</b>	1.SMC.OA.1.1.a	Add and subtract numbers up to 20 to solve word problems
Supporting	1.SMC.OA.1.2.b	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20
	<b>1.SMC.OA.2</b>	<b>Understand and apply properties of operations and the relationship between addition and subtraction.</b>
<b>Focus</b>	1.SMC.OA.2.1.b	Apply properties of operations as strategies to add and subtract
Supporting	1.SMC.OA.2.2.c	Use subtraction as an unknown-addend problem with numbers up to 20
	<b>1.SMC.OA.3</b>	<b>Add and subtract within 20.</b>
Supporting	1.SMC.OA.3.1.a	Relate counting to addition and subtraction
<b>Focus</b>	1.SMC.OA.3.2-1.b	Add and subtract numbers up to 20
<b>Focus</b>	1.SMC.OA.3.2-2.b	Add and subtract numbers up to 10 fluently
	<b>1.SMC.OA.4</b>	<b>Work with addition and subtraction equations.</b>
Supporting	1.SMC.OA.4.1-1.b	Describe the meaning of the equal sign in an addition and subtraction equation
Supporting	1.SMC.OA.4.1-2.b	Evaluate whether equations involving addition and subtraction are true or false
Supporting	1.SMC.OA.4.2.c	Determine the unknown whole number in an addition or subtraction equation involving three whole numbers
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Number and Operations in Base Ten (NBT)</i></b>
	<b>1.SMC.NBT.1</b>	<b>Extend the counting sequence.</b>
Supporting	1.SMC.NBT.1.1-1.b	Count numbers up to 120, starting at any number less than 120
Supporting	1.SMC.NBT.1.1-2.a	Read numerals from 1 to 120
Supporting	1.SMC.NBT.1.1-3.a	Write numerals from 1 to 120
Supporting	1.SMC.NBT.1.1-4.c	Represent a number of up to 120 objects with a written numeral
	<b>1.SMC.NBT.2</b>	<b>Understand place value.</b>
<b>Focus</b>	1.SMC.NBT.2.1.b	Represent the two digits of a two-digit number in amounts of tens and ones
Supporting	1.SMC.NBT.2.2-1.c	Compare two two-digit numbers based on a breakdown into tens and ones
Supporting	1.SMC.NBT.2.2-2.c	Record the results of comparisons between two two-digit numbers using the symbols $>$ , $=$ , and $<$
	<b>1.SMC.NBT.3</b>	<b>Use place value understanding and properties of operations to add and subtract.</b>
Supporting	1.SMC.NBT.3.1-1.a	Add a two-digit and a one-digit number using numbers up to 100
Supporting	1.SMC.NBT.3.1-2.a	Add a two-digit number and a multiple of 10 using numbers up to 100
Supporting	1.SMC.NBT.3.2-1.c	Add and subtract 10 from a two-digit number mentally
Supporting	1.SMC.NBT.3.2-2.c	Explain the process of adding and subtracting 10 from a two-digit number mentally
Supporting	1.SMC.NBT.3.3-1.b	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 leading to positive or zero differences
Supporting	1.SMC.NBT.3.3-2.c	Explain the reasoning used to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 leading to positive or zero differences
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Measurement and Data (MD)</i></b>
	<b>1.SMC.MD.1</b>	<b>Measure lengths indirectly and by iterating length units.</b>
Supporting	1.SMC.MD.1.1-1.a	Order three objects by length
Supporting	1.SMC.MD.1.1-2.a	Compare the lengths of two objects indirectly by using a third object
<b>Focus</b>	1.SMC.MD.1.2-1.a	Express the length of an object as a whole number of length units
<b>Focus</b>	1.SMC.MD.1.2-2.b	Relate the length measurement of an object to the number of same-size length units that span it with no gaps or overlaps
	<b>1.SMC.MD.2</b>	<b>Tell and write time.</b>
Supporting	1.SMC.MD.2.1-1.b	Write time in hours and half-hours using analog and digital clocks
<b>Focus</b>	1.SMC.MD.2.1-2.b	Tell time in hours and half-hours using analog and digital clocks
	<b>1.SMC.MD.3</b>	<b>Represent and interpret data.</b>
<b>Focus</b>	1.SMC.MD.3.1-1.c	Organize data into up to three categories
<b>Focus</b>	1.SMC.MD.3.1-2.c	Assess the total number of data points overall and in up to three categories
<b>Focus</b>	1.SMC.MD.3.1-3.c	Compare the number of data points in up to three categories to each other
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Geometry (G)</i></b>

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	<b>1.SMC.G.1</b>	<b>Reason with shapes and their attributes.</b>
<b>Focus</b>	1.SMC.G.1.1-1.b	Distinguish between defining attributes versus non-defining attributes of shapes
<b>Focus</b>	1.SMC.G.1.1-2.b	Build and draw shapes that demonstrate defining attributes
<b>Focus</b>	1.SMC.G.1.2-1.c	Compose two-dimensional shapes to create a composite shape
Supporting	1.SMC.G.1.2-2.c	Compose two-dimensional composite shapes into a new shape
Supporting	1.SMC.G.1.2-3.c	Compose three-dimensional shapes to create a composite shape
Supporting	1.SMC.G.1.2-4.c	Compose three-dimensional composite shapes into a new shape
Supporting	1.SMC.G.1.3-1.c	Partition circles and rectangles into two and four equal shares
Supporting	1.SMC.G.1.3-2.c	Describe two and four shares of partitioned circles and rectangles using words and phrases
Supporting	1.SMC.G.1.3-3.c	Describe a whole in terms of shares
<b>DOMAIN: Standards for Mathematical Practices</b>		
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Solve Problems (MP1)</i></b>
	<b>1.SMP.1</b>	<b>1. Make sense of problems and persevere in solving them.</b>
Supporting	1.SMP.1.1-1.c	Make sense of your problem
Supporting	1.SMP.1.1-2.c	Reflect on your thinking as you solve your problem
Supporting	1.SMP.1.1-3.c	Keep trying when your problem is hard
Supporting	1.SMP.1.1-4.c	Check whether your answer makes sense
Supporting	1.SMP.1.1-5.c	Solve problems in more than one way
Supporting	1.SMP.1.1-6.c	Compare the strategies you and others use
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Reason (MP2)</i></b>
	<b>1.SMP.2</b>	<b>2. Reason abstractly and quantitatively.</b>
Supporting	1.SMP.2.1-1.c	Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects
Supporting	1.SMP.2.1-2.c	Make sense of the representations you and others use
<b>Focus</b>	1.SMP.2.1-3.c	Make connections between representations
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Construct Arguments (MP3)</i></b>
	<b>1.SMP.3</b>	<b>3. Construct viable arguments and critique the reasoning of others.</b>
Supporting	1.SMP.3.1-1.c	Make mathematical conjectures and arguments
Supporting	1.SMP.3.1-2.c	Make sense of others' mathematical thinking
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Model (MP4)</i></b>
	<b>1.SMP.4</b>	<b>4. Model with mathematics.</b>
Supporting	1.SMP.4.1-1.c	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations
Supporting	1.SMP.4.1-2.c	Use mathematical models to solve problems and answer questions
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Use Tools (MP5)</i></b>
	<b>1.SMP.5</b>	<b>5. Use appropriate tools strategically.</b>
Supporting	1.SMP.5.1-1.c	Choose appropriate tools
Supporting	1.SMP.5.1-2.c	Use tools effectively and make sense of your results
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Attend to Precision (MP6)</i></b>
	<b>1.SMP.6</b>	<b>6. Attend to precision.</b>
Supporting	1.SMP.6.1-1.c	Explain your mathematical thinking clearly and precisely
Supporting	1.SMP.6.1-2.c	Use an appropriate level of precision for your problem
Supporting	1.SMP.6.1-3.c	Use clear labels, units, and mathematical language
Supporting	1.SMP.6.1-4.c	Think about accuracy and efficiency when you count, measure, and calculate
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Use Structure (MP7)</i></b>
	<b>1.SMP.7</b>	<b>7. Look for and make use of structure.</b>
<b>Focus</b>	1.SMP.7.1-1.c	Look for mathematical structures such as categories, patterns, and properties
Supporting	1.SMP.7.1-2.c	Use structures to solve problems and answer questions
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Express Regularity (MP8)</i></b>
	<b>1.SMP.8</b>	<b>8. Look for and express regularity in repeated reasoning.</b>
Supporting	1.SMP.8.1.c	Create and justify rules, shortcuts, and generalizations