

# Bridges/Washington Grade 1 Math Performance Expectations and Assessments

Grade Level Designation      Orange Font = Kindergarten PE's      Black Font = Grade 1 PE's      Blue Font = Grade 2 PE's  
 Abbreviations      NCBL = Number Corner Baseline Assessment      NCCU = Number Corner Checkup      PB = Bridges Practice Book      RS = Record Sheet      WS = Work Sample

STRAND 1: NUMBERS						
WHOLE NUMBER RELATIONSHIPS						
Performance Expectations	Unit 1 Sept – Mid-Oct	Unit 2 Mid-Oct – Nov	Unit 3 Dec – Jan	Unit 4 Feb – Mid-Mar	Unit 5 Mid-Mar – Apr	Unit 6 May – June
K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	<b>Recheck</b> Yearlong: Interview Task 5					
1.1.A Count by ones forward and backward from 1 to 120, and count by twos, fives, and tens to 100.	<b>Formative</b> Yearlong: Interview Tasks 1 & 2	<b>Formative</b> Yearlong: Interview Tasks 1 & 2		<b>Formative</b> Yearlong: Interview Tasks 1 & 2		<b>Summative</b> Yearlong: Interview Tasks 1 & 2
1.1.B Name the number that is one less or one more than any number given verbally up to 120.	<b>Formative</b> Yearlong: Interview Task 3	<b>Formative</b> Yearlong: Interview Task 3		<b>Formative</b> Yearlong: Interview Task 3		<b>Summative</b> Yearlong: Interview Task 3
1.1.C Read aloud numerals from 0 to 1,000.	<b>Formative</b> Yearlong: Interview Task 4	<b>Formative</b> Yearlong: Interview Task 4		<b>Formative</b> Yearlong: Interview Task 4		<b>Summative</b> Yearlong: Interview Task 4
1.1.D Order objects or events using ordinal numbers.						
1.1.E Write, compare, and order numbers to 120.	<b>Formative</b> Yearlong: Paper/Pencil Baseline	<b>Formative</b> Yearlong: Paper/Pencil Fall		<b>Formative</b> Yearlong: Paper/Pencil Winter		<b>Summative</b> Yearlong: Paper/Pencil Spring
1.1.F Fluently compose and decompose numbers to 10.	<b>Formative</b> Yearlong: Interview Task 6	<b>Formative</b> Yearlong: Interview Task 6		<b>Formative</b> Yearlong: Interview Task 6		<b>Formative</b> Yearlong: Interview Task 6
1.1.G Group numbers into tens and ones in more than one way.						
1.1.H Group and count objects by tens, fives, and twos.		<b>Formative</b> Yearlong: Interview Task 5		<b>Formative</b> Yearlong: Interview Task 5 Penguin WS Picture Problems		<b>Summative</b> Yearlong: Interview Task 5
1.1.I Classify a number as odd or even and demonstrate that it is odd or even.						

**STRAND 2: OPERATIONS, GEOMETRY/MEASUREMENT, ALGEBRA**  
**ADDITION AND SUBTRACTION**

<b>Performance Expectations</b>	<b>Unit 1 Sept – Mid-Oct</b>	<b>Unit 2 Mid-Oct – Nov</b>	<b>Unit 3 Dec – Jan</b>	<b>Unit 4 Feb – Mid-Mar</b>	<b>Unit 5 Mid-Mar – Apr</b>	<b>Unit 6 May – June</b>
1.2.A Connect physical and pictorial representations to addition and subtraction equations.	<b>Formative</b> Bug WS Picture Problems	<b>Formative</b> (Supp Set A3, pgs. A.20 & A.21)	<b>Formative</b> Sea Star/Crab WS Picture Problems	<b>Formative</b> Penguin WS Picture Problems		<b>Summative</b> Farm WS Picture Problems
1.2.B Use the equal sign (=) and the word <i>equals</i> to indicate that two expressions are equivalent.						
1.2.C Represent addition and subtraction on the number line.		<b>Formative</b> (Supp Set A3, pgs. A.20 & A.21)				
1.2.D Demonstrate the inverse relationship between addition and subtraction by undoing an addition problem with subtraction and vice versa.						
1.2.E Add three or more one-digit numbers using the commutative and associative properties of addition.			<b>Formative</b> Sea Star/Crab WS Picture Problems			<b>Summative</b> Farm WS Picture Problems
1.2.F Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18.		<b>Formative</b> Yearlong: Interview Tasks 7 & 8		<b>Formative</b> Yearlong: Interview Tasks 7 & 8		<b>Summative</b> Yearlong: Interview Tasks 7 & 8 Farm WS Picture Problems
1.2.G Quickly recall addition facts and related subtraction facts for sums equal to 10.		<b>Formative</b> Fact Fluency Assessment		<b>Formative</b> Fact Fluency Assessment	<b>Formative</b> Fact Fluency Assessment	<b>Summative</b> Fact Fluency Assessment
1.2.H Solve and create word problems that match addition or subtraction equations.	<b>Formative</b> Bug WS Picture Problems		<b>Formative</b> Sea Star/Crab WS Picture Problems	<b>Formative</b> Penguin WS Picture Problems		<b>Summative</b> Farm WS Picture Problems
1.2.I Recognize, extend, and create number patterns	<b>Formative</b> Yearlong: Paper/Pencil Baseline	<b>Formative</b> Yearlong: Paper/Pencil Fall		<b>Formative</b> Yearlong: Paper/Pencil Winter		<b>Summative</b> Yearlong: Paper/Pencil Spring

<b>STRAND 3: GEOMETRY/MEASUREMENT</b>						
<b>GEOMETRIC ATTRIBUTES</b>						
<b>Performance Expectations</b>	<b>Unit 1 Sept – Mid-Oct</b>	<b>Unit 2 Mid-Oct – Nov</b>	<b>Unit 3 Dec – Jan</b>	<b>Unit 4 Feb – Mid-Mar</b>	<b>Unit 5 Mid-Mar – Apr</b>	<b>Unit 6 May – June</b>
1.3.A Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.					<b>Formative</b> (U5 Pre) <b>Summative</b> U5 Post	
1.3.B Identify and name two- dimensional figures, including those in real- world contexts, regardless of size or orientation.					<b>Formative</b> (U5 Pre) <b>Summative</b> U5 Post	
1.3.C Combine known shapes to create shapes and divide known shapes into other shapes.					<b>Formative</b> (U5 Pre) <b>Summative</b> U5 Post	

<b>STRAND 4: GEOMETRY/MEASUREMENT</b>						
<b>CONCEPTS OF MEASUREMENT</b>						
<b>Performance Expectations</b>	<b>Unit 1 Sept – Mid-Oct</b>	<b>Unit 2 Mid-Oct – Nov</b>	<b>Unit 3 Dec – Jan</b>	<b>Unit 4 Feb – Mid-Mar</b>	<b>Unit 5 Mid-Mar – Apr</b>	<b>Unit 6 May – June</b>
1.4.A Recognize that objects used to measure an attribute (length, weight, capacity) must be consistent in size.			<b>Formative</b> (Supp Set D4, Worksheet from Activity 2)			
1.4.B Use a variety of non-standard units to measure length.				<b>Summative</b> (Chinstrap Data Sheet) (Length Performance Assessment)		
1.4.C Compare lengths using the transitive property.						
1.4.D Use non-standard units to compare objects according to their capacities or weights.			<b>Formative</b> (Supp Set D4, Worksheet from Activity 2)	<b>Summative</b> (Weight Performance Assessment)		
1.4.E Describe the connection between the size of the measurement unit and the number of units needed to measure something.						
1.4.F Name the days of the week and the months of the year, and use a calendar to determine a day or month.						

**STRAND 5: DATA/STATISTICS/PROBABILITY**

**ADDITIONAL KEY CONTENT**

<b>Performance Expectations</b>	<b>Unit 1 Sept – Mid-Oct</b>	<b>Unit 2 Mid-Oct – Nov</b>	<b>Unit 3 Dec – Jan</b>	<b>Unit 4 Feb – Mid-Mar</b>	<b>Unit 5 Mid-Mar – Apr</b>	<b>Unit 6 May – June</b>
1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.						
1.5.B Ask and answer comparison questions about data.				<b>Formative</b> (Length Performance Assessment) (Weight Performance Assessment)		

**STRAND 6: REASONING, PROBLEM SOLVING, AND COMMUNICATION**

<b>Performance Expectations</b>	<b>Unit 1 Sept – Mid-Oct</b>	<b>Unit 2 Mid-Oct – Nov</b>	<b>Unit 3 Dec – Jan</b>	<b>Unit 4 Feb – Mid-Mar</b>	<b>Unit 5 Mid-Mar – Apr</b>	<b>Unit 6 May – June</b>
1.6.A Identify the question(s) asked in a problem	<b>Formative</b> Bug WS Picture Problems		<b>Formative</b> Sea Star/Crab WS Picture Problems	<b>Formative</b> Penguin WS Picture Problems		<b>Summative</b> Farm WS Picture Problems
1.6.B Identify the given information that can be used to solve a problem.	<b>Formative</b> Bug WS Picture Problems		<b>Formative</b> Sea Star/Crab WS Picture Problems	<b>Formative</b> Penguin WS Picture Problems	<b>Formative</b> (U5 Pre) U5 Post	<b>Summative</b> Farm WS Picture Problems
1.6.C Recognize when additional information is required to solve a problem.						
1.6.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	<b>Formative</b> Bug WS Picture Problems		<b>Formative</b> Sea Star/Crab WS Picture Problems	<b>Formative</b> Penguin WS Picture Problems		<b>Summative</b> Farm WS Picture Problems
1.6.E Answer the question(s) asked in a problem.	<b>Formative</b> Bug WS Picture Problems		<b>Formative</b> Sea Star/Crab WS Picture Problems	<b>Formative</b> Penguin WS Picture Problems	<b>Formative</b> (U5 Pre) U5 Post	<b>Summative</b> Farm WS Picture Problems
1.6.F Identify the answer(s) to the questions(s) in a problem.	<b>Formative</b> Bug WS Picture Problems		<b>Formative</b> Sea Star/Crab WS Picture Problems	<b>Formative</b> Penguin WS Picture Problems		<b>Summative</b> Farm WS Picture Problems
1.6.G Describe how a problem was solved.	<b>Formative</b> Bug WS Picture Problems		<b>Formative</b> Sea Star/Crab WS Picture Problems	<b>Formative</b> Penguin WS Picture Problems	<b>Formative</b> (U5 Pre) U5 Post	<b>Summative</b> Farm WS Picture Problems
1.6.H Determine whether a solution to a problem is reasonable.						