



## How is my child being assessed in these standards?

During the 2012-2013 school year, classroom teachers from across the district met monthly to identify what students should know, and be able to do, based on the Common Core State Standards for Mathematics (CCSSM). The district then selected Math Expressions to anchor the math program in grades K-5. The program provides a progression of teaching and learning that aligns with the CCSSM. Each unit contains assessments that measure student progress in relation to specific standards. Students will take assessments at the end of each unit, and teachers will review student data to ensure that students are meeting the CCSSM. Beginning in Grade 3, students will also complete a state assessment each year to determine how well they know the mathematics in the CCSSM at their grade level. If you have more questions on the Common Core, please contact your child's teacher or the Instructional Services Department. Thank you. We hope you found this information helpful in understanding how we are preparing your child for the future.

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Visit the Common Core State Standards website at

[www.corestandards.org](http://www.corestandards.org)

There you can find:

- \*The complete listing of the English Language Arts & Mathematics standards for each grade level.
- \*Which 45 of the 50 states have adopted the CCSS
- \*Resources



# *A Parent Guide to Understanding Common Core State Standards Report Card*

**Grade  
1**



## *Mathematics*



## How do I use this booklet to help me understand my child's report card?

You may have noticed that our report card looks very different this year. The new elementary report card is a standards based report card, which means the grading categories are directly related to the state standards. This booklet contains the new standards adopted by the state. In each major concept area you will find the bold category headings which were selected to represent or generate grading categories for the report card. Here is an example of what you will see on the report card and how to find those standards in this document.

### The Report Card:

Operations & Algebraic Thinking				
	T1	T2	T3	T4
Represent & solve problems involving addition and subtraction				
Apply properties of operations as strategies to add and subtract				
Add and subtract within 20				
Work with addition and subtraction equations				

This booklet:



### Operations & Algebraic Thinking

**Represent and solve problems involving addition and subtraction.**

- \* Use addition and subtraction within 20 to solve word problems...

**For even more information and to view a more in depth parent guide with sample questions, please visit:**

[www.holmen.k12.wi.us](http://www.holmen.k12.wi.us)

Select the District tab-Instructional Services-Report Cards



## Geometry—Continued

- \* Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- \* Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

## Mathematical Practice Standards

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Measurement & Data

### Measure lengths indirectly and by iterating length units.

- \* Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- \* Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

### Tell and write time.

- \* Tell and write time in hours and half-hours using analog and digital clocks.

### Represent and interpret data.

- \* Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## Geometry

### Reason with shapes and their attributes.

- \* Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.



## When did Wisconsin adopt these standards?

In June, 2010, Wisconsin adopted the internationally benchmarked Common Core State Standards for Mathematics & English Language Arts. Wisconsin also adopted Standards for Literacy in All Subjects.

These standards provide the framework for a new assessment system beginning in 2014-15.



## Operations & Algebraic Thinking

### Represent and solve problems involving addition and subtraction.

- \* Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- \* Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Understand and apply properties of operations and the relationship between addition and subtraction.

- \* Apply properties of operations as strategies to add and subtract.  
*Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*
- \* Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

### Add and subtract with in 20.

- \* Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- \* Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

### Work with addition and subtraction equations.

- \* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  
 $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .
- \* Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .*



## Number and Operations in Base Ten

### Extend the counting sequence.

- \* Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

### Understand place value.

- \* Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
  - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- \* Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

### Use place value understanding and properties of operations to add and subtract.

- \* Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- \* Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- \* Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- \* Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

