# Grade 1: Standards-Based Skills Worksheet

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The skills inventory worksheets are designed to assist with data analysis and goal writing for standards-based IEPs. They are based on the [Virginia SOL Curriculum Frameworks](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml). Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for the *Standards-based Individualized Education Program (IEP) A Guide for School Divisions* for additional information on the process for creating standards-based IEPs.

## Directions

### **Step 1**

Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for to print the appropriate PDF file **Skills Worksheet** that will match the projected (or current if mid-year) grade level for the student.

### **Step 2**

Gather and analyze data to identify how the student has performed in each of the strands included in the curriculum. **Review data on student performance** and indicate all data sources analyzed to assess performance in this strand:

* Present Level of Performance (PLOP)
* Prior SOL data
* Standardized test data
* Classroom assessments
* Teacher observations

### **Step 3**

Based on prior performance, predict what level of instruction ***will be*** necessary for the student to successfully master upcoming curriculum in each of the strands using the following worksheets. Check the areas that specially designed instruction and/or supports may be critical to meeting the standard.

### **Step 4**

After completing the Worksheet, based on data and your knowledge of the student as discussed in the present level of academic and functional performance (PLOP), determine if a goal(s) is/are needed to address the specific skill(s). Guiding Question:  **Is/Are standard-based goal(s) needed?**

* **YES** Address areas of need in PLOP
* **NO Check one or more justifications:** 
  + Accommodations Available (specify):
  + Area of Strength in PLOP
  + New Content
  + Other (Specify):

### **Step 5**

Additional space is provided under each strand for comments or notes on data analysis

## Essential Knowledge and Skills

### Strand: Number and Number Sense (SOL 1.1a-d, 1.2 a-c, 1.3, 1.4a-b, 1.5 a-b)

The student will:

* Count forward orally, by ones, from 0 to 110 starting at any number between 0 and 110. (a)
* Use the oral counting sequence to tell how many objects are in a set. (a)
* Write numerals 0-110 in sequence and out of sequence. (b)
* Count backward orally by ones when given any number between 1 and 30. (c)
* Count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110. (d)
* Group a collection of up to 110 objects into sets of tens and ones. (a)
* Write the numeral that corresponds to the total number of objects in a given collection of up to 110 objects that have been grouped into sets of tens and ones. (a)
* Identify the place and value of each digit in a two-digit numeral (e.g., in the number 23, the 2 is in the tens place and the value of the 2 is 20). (a)
* Identify the number of tens and ones that can be made from any number up to 100 (e.g., 47 is 47 ones or can also be grouped into 4 tens with 7 ones left over). (a)
* Compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words *greater than, less than* or *equal to.* (b)
* Order three or fewer sets, each set containing up to 110 objects, from least to greatest and greatest to least. (c)
* Identify the ordinal positions first through tenth using ordered sets of 10 objects and/or pictures of such sets presented from:
* left to right;
* right to left;
* top to bottom; and/or
* bottom to top.
* Share a whole equally with two or four sharers, when given a practical situation. (a)
* Represent fair shares pictorially, when given a practical situation. (a)
* Describe shares as equal pieces or parts of the whole (e.g., halves, fourths), when given a practical situation. (a)
* Represent halves and fourths of a whole, using a region/area model (e.g., pie pieces, pattern blocks, paper folding, and drawings). (b)
* Name fractions represented by drawings or concrete materials for halves and fourths. (b)
* Select a reasonable order of magnitude for a given set from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, or 500 jelly beans in jars) in a familiar problem situation. (a)
* Explain why a particular estimate was chosen as the most reasonable from three given quantities (a one‑digit numeral, a two‑digit numeral, and a three‑digit numeral), given a familiar problem situation. (b)

### Strand: Computation and Estimation (SOL 1.6, 1.7a-b)

*The student will:*

* Create and solve single-step oral or written story and picture problems, using addition and subtraction within 20.
* Identify a number sentence to solve an oral or written story and picture problem, selecting from among addition and/or subtraction equations (e.g., number sentences).
* Combine parts contained in larger numbers up to 20 by using related combinations (e.g., 9 + 7 can be thought of as 9 broken up into 2 and 7; using doubles, 7 + 7 = 14; 14 + 2 = 16 or 7 broken up into 1 and 6; making a ten, 1 + 9 = 10; 10 + 6 = 16).
* Explain strategies used to solve addition and subtraction problems within 20 using spoken words, objects, pictorial models, and number sentences.
* Recognize and describe with fluency part-whole relationships for numbers up to 10 in a variety of configurations. (a)
* Identify + as a symbol for addition, − as a symbol for subtraction, and = as a symbol for equality. (b)
* Demonstrate fluency with addition and subtraction within 10. (b)

### Strand: Measurement and Geometry (SOL 1.8, 1.9a-b, 1.10, 1.11a-b)

**The student will**

* Count by ones to determine the value of a collection of pennies whose total value is 100 cents or less.
* Group a collection of pennies by fives and tens as a way to determine the value. The total value of the collection is 100 cents or less.
* Count by fives to determine the value of a collection of nickels whose total value is 100 cents or less.
* Count by tens to determine the value of a collection of dimes whose total value is 100 cents or less.
* Identify different types of clocks (analog and digital) as instruments to measure time. (a)
* Tell time shown on an analog clock to the hour and half-hour. (a)
* Tell time shown on a digital clock to the hour and half-hour. (a)
* Match a written time (e.g., 1:00, 3:30, 11:00) to the time shown on a digital and analog clock to the hour and half-hour. (a)
* Read a calendar to locate a given day or date (e.g., What day of the week is the 10th? What date is Saturday?). (b)
* Determine the day/date before and after a given day/date (e.g., Today is the 30th, so yesterday must have been the \_\_?). (b)
* Given a calendar, determine the number of any day of the week (e.g., How many Fridays are in the month of October?) (b)
* Measure the length of objects, using various nonstandard units (e.g., connecting cubes, paper clips, erasers).
* Compare the length of two objects, using the terms *longer/shorter, taller/shorter,* or *same as*.
* Measure the weight of objects, using a balance or pan scale with various nonstandard units (e.g., paper clips, bean bags, cubes).
* Identify a balance scale or a pan scale as a tool for measuring weight.
* Compare the weight of two objects, using the terms *lighter, heavier*, or *the same*, using a balance scale.
* Measure the volume of objects, using various nonstandard units (e.g., connecting cubes, blocks, rice, water).
* Compare the volumes of two containers to determine whether the volume of one is *more*, *less*, or *equivalent to* the other, using nonstandard units of measure (e.g., a spoonful or scoopful of rice, sand, jelly beans).
* Compare the volumes of two containers to determine whether the volume of one is *more*, *less*, or *equivalent to* the other by pouring the contents of one container into the other.
* Identify the name of the plane figure when given information about the number of sides, vertices, and angles. (a)
* Trace triangles, squares, rectangles, and circles. (a)
* Describe a circle using terms such as *round* and *curved*. (a)
* Describe triangles, squares, and rectangles by the number of sides, vertices, and angles. (a)
* Recognize that rectangles and squares have special types of angles called right angles. (a)
* Sort plane figures based on their characteristics (number of sides, vertices, angles, curved, etc.). (a)
* Identify and describe representations of circles, squares, rectangles, and triangles, regardless of orientation, in different environments and explain reasoning. (b)

### Strand: Probability and Statistics (SOL 1.12a-b)

*The student will:*

* Collect and organize data using various forms of data collection (e.g., counting and tallying, informal surveys, observations, voting). Data points, collected by students, should be limited to 16 or fewer for no more than four categories. (a)
* Represent data in tables, picture graphs, and object graphs. (a)
* Analyze information displayed in tables, picture graphs, and object graphs (horizontally or vertically represented):
* Read the graph to determine the categories of data and the data as a whole (e.g., the total number of responses) and its parts (e.g., 15 people are wearing sneakers); and
* Interpret the data that represents numerical relationships, to include using the words *more, less, fewer, greater than, less than,* and *equal to*. (b)

### Strand: Patterns, Functions, and Algebra (SOL 1.13, 1.14, 1.15)

*The student will:*

* Sort and classify concrete objects into appropriate subsets (categories) based on one or two attributes, such as size, shape, color, and/or thickness (e.g., sort a set of objects that are both red and thick).
* Label attributes of a set of objects that has been sorted.
* Name multiple ways to sort a set of objects.
* Identify the pattern in a given rhythmic, color, geometric figure, or numerical sequence.
* Describe the pattern in a given rhythmic, color, geometric figure, or numerical sequence in terms of the core (the part of the sequence that repeats).
* Extend a repeating or growing pattern, using manipulatives, geometric figures, numbers, or calculators.
* Create a repeating or growing pattern, using manipulatives, geometric figures, numbers, or calculators (e.g., the growing patterns 2, 3, 2, 4, 2, 5, 2, 6, 2, …).
* Transfer a pattern from one form to another.
* Describe the concept of equality.
* Identify equivalent values and represent equalities through the use of objects, words, and the equal (=) symbol.
* Identify and describe expressions that are not equal (e.g., 4 + 3 is not equal to 3 + 5).
* Recognize that equations can be used to represent the relationship between two expressions of equal value (e.g., 4 + 2 = 2 + 4 and 6 + 1= 4 + 3).
* Model an equation that represents the relationship of two expressions of equal value