



Indicators of Proficiency

Grade 1 Mathematics: Content Focus

Student: _____

<u>Content</u>	<u>Indicator of Proficiency:</u> The student can...	<u>Proficiency Level:</u>			
		EM	DEV	PRF	EX
Number Sense					
Vocabulary: decompose, more, less, skip-count, expanded-form, tens, ones, benchmarks, odd, even					
Place Value to 20	Represent numbers to 20 with ten frames, base-ten blocks, money, tally marks etc..				
	Count forwards from 1-20				
	Count backwards by 1s from 20 to 1				
	Count by 2s, 5s, and 10s forwards starting at 2, 5 & 10				
	Compare and order numbers to 20 (put numbers in sequence, compare using language like greater than, more than, less than)				
	Identify 1 more and 2 more than a given number to 20				
	Decompose numbers to 20 into tens and ones				
	Create simple, accurate addition & subtraction equations for numbers up to 20				
	Print numbers 0-20 accurately				
Operations					
Vocabulary: addition, subtraction, equation, plus, minus, equal, sum, take-away, difference					
Developing fluency with Addition and Subtraction facts to 20	Represent addition & subtraction concretely, pictorially and symbolically (builds with objects, draws pictures, writes equations)				
	Counts on to find unknown sum				
	recall ways to make 10				
	recall doubles facts to 10+10				
	Recognize addition/subtraction are related (fact families) and opposite operations				
	Count back to find differences				
Model with tools like ten-frames, rekenreks, number paths or other manipulatives to support developing fluency					



Strategies: Describes and uses more than 1 computational & mental math strategy with sums & differences to 20	Count all to find sum (using manipulatives, drawing pictures or during number picture talks)				
	Count on (to find sum or difference) using fingers, number path				
	Count back (to find difference)				
	Recall Doubles/Find Near Doubles				
	Make ten or use Friendly Numbers				
	Use known facts to find unknown				
Word Problems	Choose appropriate operation/strategy to solve contextual problem with sum to 20				
	Apply understanding of addition/subtraction to solve contextual problems				
Change in quantity to 20, verbally and concretely	Discuss equality and inequality (\neq & $=$) and compares numbers symbolically (Less than $<$ greater $>$ than symbols)				
	Verbally & concretely explain what they need to do to change 9 to 17 or 19 to 4.				
Patterning/Graphing					
Vocabulary: core, attribute, tally-mark, bar-graph, pictograph, survey, data, compare, unlikely, likely					
Repeating patterns	Identify core of a repeating pattern with 3-5 repeating elements				
	Compare attributes in repeating patterns (colour, shape size, position, direction)				
	Complete next element in a repeating pattern and identify given pattern using "ABBBB" letter codes				
	Create repeating pattern with 3 elements and translate a colour pattern to a shape pattern.				
Graphs and Visual Representation of Data	Record data using tally-marks or personal representation to record number of responses.				
	Create a graph to share information using 1-1 correspondence				
	Create a variety of representations of data (bar, pictograph tally-marks)				
	Use comparative language like "more people like chocolate ice cream than vanilla" to interpret data on a graph.				



Likelihood of familiar life events	use language to describe probability of familiar events (e.g. chance of snow) using language like always, never, sometimes, unlikely, likely)				
Geometry					
Vocabulary: attribute, 2D shape names, edge, size, colour, vertices					
2D & 3D shapes	Construct, describe and compare 2D shapes such as squares, rectangles, triangles and circles with a focus on one attribute				
	Identify and name basic 2D shapes				
	Sort 2D and 3D shapes based on a single attribute				
	Compose and decompose larger 2D shapes use smaller 2D shapes using materials like tangrams or digital apps				
	Recognize and identify similarities in 3D shapes (specific terminology not expected)				
	Identify 2D and 3D shapes in real world				
	Begin to construct 3D shapes				
	Describe relative position (up, on top of, in, out)				
Measurement					
Vocabulary: bigger, smaller, wider, narrower, shorter, longer, heavier, lighter, holds more, hold less)					
Direct measurement: Non-Standard	Accurately measure how long or how tall an object is using uniform (unifix cubes) and non-uniform (hands or feet) units.				
	Use accurate vocabulary when describing or comparing objects				
Financial Literacy					
Vocabulary: Nickel, dime, quarter, Loonie, dollar, toonie, savings, coins, bills					
Currency	Identify and name Canadian coins; nickel, dime, quarter, Loonie, dollar, toonie,				
	Sort and count a number of different types of coin in a small, mixed collection				
Financial Planning and Decision Making	Role-play financial transactions through play (restaurant, bakery, grocery store) with transactions to \$20 using play coins (connection to operations to 20)				
	Connect to roles and responsibilities in the community				
	Compares needs versus wants				



References & Resources

British Columbia Ministry of Education. (2016). Mathematics 1: Core - Building Student Success.

British Columbia Ministry of Education. (2025). Mathematics foundational learning: Grade 1 learning pathways (PDF)

Coast Metro Elementary Math Project. (2026). Grade 1 - Elementary Math Project.
<https://coastmetro.ca/elementary-math-project/grade-1>