



Content Area: Math

Grade Level: First Grade

Reporting Measure: Measurement and Data Reporting Measure: Length

Level	Description
Above & Beyond (4.0)	The student will: Determine the difference in length measurements between two objects measured with the same length units (for example, measure two objects using inch cubes, then determine how many inch cubes longer or shorter one object is than the other).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Proficient (3.0)	The student will: L1—Order three or more objects by length (for example, when given a piece of string equal in length to the length of a student's desk, compare it to the width of a student's desk and the length of the teacher's desk, then use the comparisons to rank all three lengths in order from shortest to longest). L2—Measure the length of an object as a number of length units (for example, when given an object and a set of inch cubes or other length-unit manipulatives, use the length units to measure and record the length of the object).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Getting There (2.0)	L1—The student will recognize or recall specific vocabulary (for example, <i>longer</i>, <i>shorter</i>) and perform basic processes such as: - Describe the length of an object as the distance between its endpoints. - Directly compare the length of two objects. For example, place two objects side by side such that their endpoints are aligned and describe one object as longer or shorter than the other. - Indirectly compare the lengths of two objects by comparing the length of each object to a third object. For example, after determining that a shoe is shorter than a given piece of string, and after determining that a book is longer than the string, explain that the book is longer than the shoe. - Explain that when a series of objects are placed in order from shortest to longest, each object will be longer than those that come before it and shorter than those that come after it. L2—The student will recognize or recall specific vocabulary (for example, <i>centimeter</i>, <i>endpoint</i>, <i>inch</i>) and perform basic processes such as: - Explain that the length of an object is measured as the number of same-size length units necessary to iterate from one endpoint of the object to the other without gaps or overlaps. - Explain that the length units used for measuring must be aligned along the object or path being measured, rather than simply connecting the endpoints. For example, when measuring the lengths of different paths from a desk to the door, explain that the length units must be placed along the course of each path and not in a straight line to the door. - Arrange a series of length-unit manipulatives (inch cubes, centimeter cubes) along an object to be measured such that the length units iterate from one endpoint of the object to the other without gaps or overlaps. - Express the length of an object as a number of length units. For example, when given that it takes 7 inch-cube manipulatives to cover the distance between one endpoint of a pencil to the other without gaps or overlaps, express the length of the pencil as <i>7 inches</i> or as <i>7 inch cubes</i>.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Beginning (1.0)	With help, partial success at score 2.0 content and score 3.0 content