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| Standard: Demonstrates multiple strategies to fluently add and subtract within 20 (including but not limited to: counting on and making a ten to solve addition, counting back, commutative property, associative property and decomposing a number leading to a ten to solve subtraction) (CC.1.OA.3, CC.1.OA.5, CC.1.OA.6) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Unable to use a single strategy to add and subtract fluently within 10 or unable to add and subtract fluently within 10. | With prompting and support uses two different strategies to add and subtract fluently within 10. | Independently and consistently uses two different strategies to add and subtract fluently within 10. | Independently and consistently uses three different strategies to add and subtract fluently within 10. |
| 2 | Unable to use a single strategy to add and subtract fluently within 20 or unable to add and subtract fluently within 20. | With prompting and support uses three different strategies to add and subtract fluently within 20. | Independently and consistently uses three different strategies to add and subtract fluently within 20. | Independently and consistently uses three different strategies to add and subtract fluently beyond 20 or uses more than three strategies to fluently add and subtract within 20. |
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 Grade 1 Report Card Rubrics Mathematics

Operations and Algebraic Thinking

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| Standard: Solves addition and subtraction word problems with sums less than or equal to 20 (CC.1.OA.1, CC.1.OA.2) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Unable to use addition and subtraction up to 10 to solve word problems using manipulatives, drawings, and simple equations with a symbol for the unknown. | With prompting and support uses addition and subtraction up to 10 to solve word problems using manipulatives, drawings, and simple equations with a symbol for the unknown. | Independently and consistently uses addition and subtraction up to 10 to solve word problems using manipulatives, drawings, and simple equations with a symbol for the unknown. | Independently and consistently uses addition and subtraction up to 20 to solve word problems using manipulatives, drawings, and simple equations with a symbol for the unknown. |
| 2 | Unable to use addition and subtraction up to 20 to solve word problems using manipulatives, drawings, and simple equations with a symbol for the unknown. | With prompting and support uses addition and subtraction up to 20 to solve word problems using manipulatives, drawings, and simple equations with a symbol for the unknown. | Independently and consistently uses addition and subtraction up to 20 to solve word problems using manipulatives, drawings, and simple equations with a symbol for the unknown. | Independently and consistently uses addition and subtraction beyond 20 to solve word problems using manipulatives, drawings, and simple equations with a symbol for the unknown. |
| 3 | Unable to solve word problems that call for addition of three whole numbers and unable to use subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | With prompting and support solves word problems that call for addition ofthree whole numbers and uses subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | Independently and consistently solves word problems that call for addition of three whole numbers and uses subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | Independently and consistently uses addition and subtraction beyond 20 to solve word problems using manipulatives, drawings, and simple equations with a symbol for the unknown. |

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| Standard: Solves addition and subtraction problems with unknown partners (CC.1.OA.4, CC.1.OA.7, CC.1.OA.8) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Unable to solve problems with addition or subtraction that include an unknown partner within 10 (using related facts and fact families). | With prompting and support solves problems with addition or subtraction that include an unknown partner within 10 (using related facts and fact families). | Independently and consistently solves problems with addition or subtraction that include an unknown partner within 10 (using related facts and fact families). | Independently and consistently solves problems with addition or subtraction that include an unknown partner within 20 (using related facts and fact families). |
| 2 | Unable to solve problems with addition or subtraction that include an unknown partner within 20 (using related facts and fact families). | With prompting and support solves problems with addition or subtraction that include an unknown partner within 20 (using related facts and fact families). | Independently and consistently solves problems with addition or subtraction that include an unknown partner within 20 (using related facts and fact families). | Independently and consistently solves problems with addition or subtraction that include an unknown partner beyond 20 (using related facts and fact families). |
| 3 | Not assessed this term |

Numbers and Operations in Base Ten

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| Standard: Uses multiple strategies to count and represent numbers within 120 (including counting by 2, 5, 10) (CC.1.NBT.1) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |
| 2 | Unable to count by 2, 5, and 10 up to 120 as well as read and write these numerals. | With prompting and support counts by 2, 5, and 10 up to 120 as well as reads and writes these numerals. | Independently and consistently counts by 2, 5, and 10 up to 120 as well as reads and writes these numerals. | Independently and consistently counts by 2, 5,and 10 beyond 120 as well as reads and writes these numerals. |
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| Standard: Identifies the digits of a two-digit number as tens and ones (CC.1.NBT.2, CC.1.NBT.2a, CC.1.NBT.2b, CC.1.NBT.2c) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Not assessed this term |
| 2 | Unable to understand that the digits of a two-digit number represent amounts of tens and ones. | With prompting and support understands that the digits of a two-digit number represent amounts of tens and ones. | Independently and consistently understands that digits of a two-digit number represent amounts of tens and ones. | Meets all the criteria for a 3 and independently applies place value knowledge in situations involving more than two digit numbers. |
| 3 | Not assessed this term1 |

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| Standard: Compares two digit numbers with the symbols > ,<, =, ≠ (CC.1.NBT.3) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |  |  |  |
| 2 | Unable to compare two two-digit numbers in standard form and as place value drawings, recording the results of comparisons with the symbols <, =, and>. | With prompting and support compares two two-digit numbers in standard form and as place value drawings, recording the results of comparisons with the symbols <, =, and>. | Independently and consistently compares two two- digit numbers in standard form and as place value drawings, recording the results of comparisons with the symbols <, =, and >. | Independently and consistently compares more than two two-digit numbers in standard form and as place value drawings, recording the results of comparisons with the symbols <, =, and > , or meets the criteria for a 3 for two and three digit numbers. |
| 3 |  |  |  |  |

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| Standard: Adds and subtracts multiples of 10 within the 10 – 90 range (CC.1.NBT.5, CC.1.NBT.6) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |  |  |  |
| 2 | Unable to add and subtract multiples of 10 up to 90. | With prompting and support adds and subtracts multiples of 10 up to 90. | Independently and consistently adds and subtracts multiples of 10 up to 90. | Independently and consistently adds and subtracts multiples of 10 beyond 90. |
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| Standard: Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 (CC.1.NBT.4) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Not assessed this term |
| 2 | Unable to adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and amultiple of 10  | With prompting and support, adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 | Independently and consistently adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 | Independently and consistently adds within 100 and beyond, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 |
| 3 | Unable to adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and amultiple of 10  | With prompting and support, adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 | Independently and consistently adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 | Independently and consistently adds within 100 and beyond, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 |

Measurement and Data

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| Standard: Organizes, represents and interprets data (CC.1.MD.4) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to organize, represent and interpret data with up to three categories, unable to ask and answer questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?). | With prompting and support organizes, represents, and interprets data with up to three categories, asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?). | Independently and consistently organizes, represents and interprets data with up to three categories, asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?). | Meets all the criteria of a 3 and analyzes data representations to make predictions and draw conclusions. |

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| Standard: Measures the length of an object as a number of units (CC.1.MD.1, CC.1.MD.2) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to express the length of an object as a whole number of unit lengths. | With prompting and support expresses the length of an object as a whole number of unit lengths. | Independently and consistently expresses the length of an object as a whole number of unit lengths. | Independently and consistently expresses the length of an object as a whole number of unit lengths and applies understanding of various units of measurement in more complex contexts. |

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| Standard: Tells and writes time to the hour and half hour using analog and digital clocks (CC.1.MD.3) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to tell and write time in hours and half hours using analog and digital clocks. | With prompting and support tells and writes time in hours and half hours using analog and digital clocks. | Independently and consistently tells and writes time in hours and half- hours using analog and digital clocks. | Independently and consistently tells and writes time in hours and half-hours using analog and digital clocks and demonstrates knowledge of the time beyond hours and half hours. |

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| Standard: Identify the value of U.S. coins and their values (MA.5) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to Identify the value of U.S. coins and their values | With prompting and support Identify the value of U.S. coins and their values | Independently and consistently Identify the value of U.S. coins and their values | Meets the criteria for a 3 and is able to add groups of coins.  |

Geometry

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| Standard: Distinguishes between defining attributes (number of sides, corners etc.) versus non-defining attributes (color, size, etc.) (CC.1.G.1) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to distinguish between defining attributes versus non- defining attributes and build and draw shapes that possess defining attributes. | With prompting and support distinguishes between defining attributes versusnon-defining attributes and builds and draws shapes that possess defining attributes. | Independently and consistently distinguishes between defining attributes versus non-defining attributes and builds and draws shapes that possess defining attributes. | Meets the criteria for a 3 and also evaluates and compares shapes by attributes using formal mathematical language. |

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| Standard: Partitions circles and rectangles into halves, thirds, fourths (CC.1.G.3) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to partition circles and rectangles into two, three and four equal shares using the words halves, thirds and fourths, and use the phrases half of, third of and fourth of and unable to understand for these examples that decomposing into more equal shares creates smaller shares. | With prompting and support partitions circles and rectangles into two, three and four equal shares using the words halves, thirds and fourths, and uses the phrases half of, third of and fourth of and with prompting and support understands for these examples that decomposing into more equal shares creates smaller shares. | Independently and consistently partitions circles and rectangles into two, three and four equal shares using the words halves, thirds and fourths and uses the phrases half of, third of and fourth of and independently and consistently understands for these examples that decomposing into more equal shares creates smaller shares. | Meets criteria for a 3 and also relates unit fractions and beyond to the pictures to correctly identify and label fractional parts. |

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| Standard: Combines two and three dimensional shapes to create new shapes (CC.1.G.2) |
| Trimester | 1 | 2 | 3 | 4 |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape. | With prompting and support combines two and three dimensional shapes to create a composite shape and composes new shapes from the composite shape. | Independently and consistently combines two and three dimensional shapes to create a composite shape and composes new shapes from the composite shape. | Meets the criteria for a 3 and explains the new shapes composed using formal mathematical language. |