

**Semester TWO Rubric – GRADE 1**

**Math**

Report Card Line	<b>4 ADVANCED</b>	<b>3 PROFICIENT</b>	<b>2 BASIC</b>	<b>1 MINIMAL</b>
<p>Reads, writes and compares numbers to ... (130) (WI B 4.1 and 4.3)</p>	<ul style="list-style-type: none"> <li>▪ Reads, writes and compares whole numbers to <b>1,000</b> in numerical order</li> <li>▪ Represents and explains whole numbers using:                             <ul style="list-style-type: none"> <li>✓ manipulatives</li> <li>✓ number lines</li> <li>✓ verbal descriptions</li> <li>✓ symbolic renaming (e.g. <math>10=7+3=5+5</math>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Quickly and automatically reads, writes and compares whole numbers to <b>130</b> both in order and randomly</li> <li>▪ Represents and explains whole numbers using:                             <ul style="list-style-type: none"> <li>✓ manipulatives</li> <li>✓ number lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads, write and compares whole numbers to 130 in numerical order but needs time and/or support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires intensive support to read, write and order specified numbers</li> </ul>
<p>Skip counts by 2's to ... (130) (WI B 4.2)</p>	<ul style="list-style-type: none"> <li>▪ Distinguishes and applies skip counting by 2's in problem solving when appropriate (<math>2+16 = \quad</math>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quickly and automatically counts by 2's to 130 (orally and/or written)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands the concept but needs time and/or support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires intensive support</li> </ul>
<p>Skip counts by 5's to ... (130) (WI B 4.2)</p>	<ul style="list-style-type: none"> <li>▪ Distinguishes and applies skip counting by 5's in problem solving when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quickly and automatically counts by 5's to 130 (orally and/or written)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands the concept but needs time and/or support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires intensive support</li> </ul>
<p>Skip counts by 10's to ... (130) (WI B 4.2)</p>	<ul style="list-style-type: none"> <li>▪ Counts by 10's by non-decade numbers (22, 32, 42...) in problem solving when appropriate (<math>\\$1.02 + 10 \text{ cents} = \quad</math>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accurately counts by 10's to 130 (orally and/or written)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands the concept but needs time and/or support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires intensive support</li> </ul>

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Counts backward (WI B 4.1 and 4.3)	<ul style="list-style-type: none"> <li>▪ Accurately identifies the number that comes before any number to 1000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accurately and efficiently counts backward from 130 (orally)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands the concept but needs time and/or support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires intensive support</li> </ul>
Forms numbers correctly (WI B 4.3)	<ul style="list-style-type: none"> <li>▪ Accurately writes numerals to 1000 with no reversals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accurately writes numerals to 130 with no reversals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes the numerals to 130 with some reversals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires intensive support</li> </ul>
Recognizes/applies ordinal numbers to 10 <sup>th</sup> (WI A 4.4)	<ul style="list-style-type: none"> <li>▪ Recites and consistently uses ordinal numbers to 20<sup>th</sup> in verbal and written work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands the language and consistently uses ordinal numbers to 10<sup>th</sup> in verbal and written work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands the concept of ordinal numbers but inconsistent in use in verbal and/or written work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not understand the concept</li> </ul>
Uses reasonable estimation (WI B 4.2 and D 4.5)	<ul style="list-style-type: none"> <li>▪ Determines number of objects by estimating</li> <li>▪ Reasonably estimates numbers of objects (&lt; 500)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determines number of objects by estimating</li> <li>▪ Reasonably estimates numbers of objects (&lt; 100)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires some teacher support in estimating objects (&lt;100)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal understanding and requires intensive support</li> </ul>

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Knows addition facts: Sums to 12 (WIB 4.5)	<ul style="list-style-type: none"> <li>▪ Recalls basic facts of addition to 18 in written work</li> <li>▪ Uses mental math</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recalls basic facts of addition to 12 in written work</li> <li>▪ Uses mental math</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computes basic facts of addition to 12 in written work but needs extra time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires intensive support and/or needs manipulatives to compute basic facts of addition to 12</li> </ul>
Knows subtraction facts: Differences to 12 (WIB 4.5)	<ul style="list-style-type: none"> <li>▪ Recalls the basic facts of subtraction to 18 in written work</li> <li>▪ Uses mental math</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recalls the basic facts of subtraction to 12 in written work</li> <li>▪ Uses mental math</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computes basic facts of subtraction to 12 in written work but needs extra time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires intensive support and/or needs manipulatives to compute basic facts of subtraction to 12</li> </ul>
Understands tens and ones place value (WIB 4.1)	<ul style="list-style-type: none"> <li>▪ Represents whole numbers through 1,000 using place-value concepts and expanded notation (<math>400+20+4=424</math>)</li> <li>▪ Recognizes and uses the symbols of greater than, less than and equal to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draws <b>and</b> writes whole numbers through 100 using place-value concepts</li> <li>▪ Recognizes and uses the concept of greater than, less than and equal to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partially understands the concept (May be able to write or draw place value but not both)</li> <li>▪ Inconsistent use of greater than, less than and equal to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal understanding</li> <li>▪ Requires intensive support</li> </ul>
Recognizes and creates patterns (WIA 4.1 and F 4.3)	<ul style="list-style-type: none"> <li>▪ Understands the concept of odd and even number</li> <li>▪ Recognizes and creates patterns with numbers (83, 86, 89, ____ )</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes and creates extended patterns</li> <li>▪ Recognizes that the same pattern can be created and represented in different ways</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some errors but understands the concept</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal understanding</li> </ul>

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Collects and interprets data using graphs (WI A 4.2 and E 4.1)	<ul style="list-style-type: none"> <li>Collects data</li> </ul>	<ul style="list-style-type: none"> <li>Reads and uses information presented in graphs and charts</li> </ul>	<ul style="list-style-type: none"> <li>Information derived from graphs is inconsistent with data provided</li> </ul>	<ul style="list-style-type: none"> <li>Does not understand the concept and requires intensive support</li> </ul>
Identifies basic shapes and 3-D figures (WI C 4.1)	<ul style="list-style-type: none"> <li>Recognizes and verbalizes symmetry in 3 dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li>Classifies 3 dimensional shapes (cone, sphere, cube and cylinder)</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently sorts, names and draws 3D shapes (cone, sphere, cube and cylinder)</li> </ul>	<ul style="list-style-type: none"> <li>Knows only 1-2 shapes</li> </ul>
Identifies fractional parts (WI B 4.3)	<ul style="list-style-type: none"> <li>Understands basic concept of fractions - halves, thirds, and fourths AND <math>\frac{2}{3}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{8}</math></li> </ul>	<ul style="list-style-type: none"> <li>Understands basic concept of fractions (halves, thirds, and fourths) through pictorial representation as well as numerals</li> </ul>	<ul style="list-style-type: none"> <li>Understands basic concept of fractions with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>Understands basic concept of fractions with intensive teacher support</li> </ul>
Understands concepts of time (WI D 4.1 & 4.3)	<ul style="list-style-type: none"> <li>Identifies parts of a clock: hour and minute hand</li> <li>Accurately tells time to the 15 minute interval (verbally and in written work)</li> </ul>	<ul style="list-style-type: none"> <li>Accurately tells time to the hour and half-hour (verbally and in written work)</li> <li>Understands and applies calendar skills (ex – knows date of 3<sup>rd</sup> Tuesday)</li> <li>Understands language of the calendar (day, date &amp; yesterday, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies parts of a clock: hour and minute hand</li> <li>Struggles to use calendar language and/or tell time to the half hour</li> </ul>	<ul style="list-style-type: none"> <li>Confuses parts of the clock</li> <li>Needs intensive teacher support to tell time and/or use a calendar</li> </ul>

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<p>Understands concepts of money (WI D 4.1, 4.3, 4.4 and B 4.2)</p>	<ul style="list-style-type: none"> <li>▪ Compares coins by value</li> <li>▪ Counts a given set of coins valued at one dollar or less</li> <li>▪ Student selects coins to represent any specified amount of money valued at one dollar or less in more than one way</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and names all coins (penny, nickel, dime and quarter)</li> <li>▪ Knows value of coins</li> <li>▪ Compares coins by value</li> <li>▪ Counts a given set of coins valued at one dollar or less</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and names coins but needs time and/or support</li> <li>▪ Knows values of for the coins but needs time and/or support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequent errors</li> <li>▪ Needs intensive support</li> </ul>
<p>Understands concepts of measurement (WI D 4.1, 4.2, 4.3, 4.4 and 4.5)</p>	<ul style="list-style-type: none"> <li>▪ Independently uses standard measurement to closest inch/centimeter to determine length</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independently uses standard measurement to closest inch to determine length</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses standard measurement to determine length with prompt</li> <li>▪ Understands the concept</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not understand the concept of <b>standard</b> measurement</li> </ul>
<p>Uses and communicates problem solving strategies (WI A 4.1 &amp; 4.5)</p>	<ul style="list-style-type: none"> <li>▪ Independently uses more than one strategy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is able to determine relevant information in order to solve a problem</li> <li>▪ Explains and demonstrates how a problem was solved (orally and/or written)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is able to determine relevant information in order to solve a problem with some support</li> <li>▪ Explains and demonstrates how a problem was solved (orally and/or written)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires intensive support in problem solving</li> </ul>
<p>Works with accuracy</p>	<ul style="list-style-type: none"> <li>▪ Work is consistently accurate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work is completed with few errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work is completed with frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work is incomplete and/or has significant errors</li> </ul>