Mathematics Standards-Based Report Card Rubric – First Grade

Domain: Numbers and Operations in Base Ten							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Counts & represents numbers of objects up to 120	**NBT1**	Student cannot count to 120, starting at any number less than 120; AND cannot read and write numbers to match quantities	Student inconsistently counts to 120, starting at any number less than 120; AND inconsistently reads and writes numbers to match quantities	Student independently and accurately counts to 120, starting at any number less than 120; AND reads and writes numbers to match quantities	Student independently and accurately counts to 200, starting at any number less than 200; AND reads and writes numbers to match quantities	See NBT Assessment Folder	Q1* Q2, Q3, Q4
Understands place value (tens & ones)	**NBT2**	Student does not understand place value	Student can identify either tens place or ones place but not both	Student consistently and independently understands tens and ones (place value)	Student understands and uses place value to 100 and beyond.	See NBT Assessment Folder	Q1* Q2, Q3, Q4
Compares two 2-digit numbers using symbols (>, <, =)	**NBT3**	Student does not or needs teacher assistance to compare two digit numbers using symbols	Student inconsistently compares two digit numbers using symbols	Student consistently and independently compares two digit numbers using symbols	Student compare three digit numbers using symbols (>, <, =)	See NBT Assessment Folder	Q2* Q3, Q4
Uses place value & properties of operations to add/subtract 2 digit numbers	**NBT4** **NBT5** **NBT6**	Student is able to use 1 or none of the following strategies: Add and subtract multiples of ten. Finding ten more/ten less. Add and subtract 2-digit and 1-digit numbers or 2-digit number and a multiple of 10	Student is able to use 2 or 3 of the following strategies: Add and subtract multiples of ten. Finding ten more/ten less. Add and subtract 2-digit and 1-digit numbers or 2-digit number and a multiple of 10	Student is able to use all 4 of the following strategies: Add and subtract multiples of ten. Finding ten more/ten less. Add and subtract 2-digit and 1-digit numbers or 2-digit number and a multiple of 10	Student independently and consistently able to use all 4 of the following strategies: Add and subtract multiples of ten. Finding ten more/ten less. Add and subtract 2-digit and 1-digit numbers or 2-digit number and a multiple of 10	See NBT Assessment Folder	Q2* Q3, Q4
Identify dimes, and understand ten pennies can be thought of as a dime	**NBT.7**	Student is not able to identify dimes	Student can identify dimes but does not understand ten pennies can be thought of as a dime	Student independently identify dimes, and understand ten pennies can be thought of as a dime	**N/A**	See NBT Assessment Folder	Q2* Q3, Q4

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Domain: Operations and Algebraic Thinking							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Represents & solves word problems involving addition & subtraction	**OA1** **OA2**	Student is unable to solve word problems involving addition (up to three whole numbers) and subtraction to twenty (may use the following to solve: objects, drawings and equations with a symbol for the unknown.)	Student inconsistently solves story problems involving addition (up to three whole numbers) and subtraction to twenty (may use the following to solve: objects, drawings and equations with a symbol for the unknown.)	Student consistently and independently solves contextual problems involving addition (up to three whole numbers) and subtraction to twenty (may use the following to solve: objects, drawings and equations with a symbol for the unknown.)	Student consistently and independently shows mastery of the requirements identified for "meets" AND can solve contextual problems with more than three whole numbers and some two-digit whole numbers using objects, drawings and equations with a symbol for the unknown.	See OA Assessment Folder	Q3* Q4
Understands and applies properties of operations as strategies to add and subtract	**OA3**	Student is able to use 1 or none of the following strategies: Commutative property, associative property, and missing addends	Student is able to use 2 of the following strategies: Commutative property, associative property, and missing addends.	Student is able to use 3 of the following strategies: Commutative property Associative property and missing addends.	**N/A**	See OA Assessment Folder	Q3* Q4
Understands the relationship between addition & subtraction (understand that subtraction is an unknown addend problem)	**OA4**	Student is only able to solve addition problems and has difficulty seeing subtraction as an unknown addend problem OR the student can show understanding of the relationship between addition and subtraction within 10 but not within 20	With teacher prompting and assistance, the student understands the relationship between addition and subtraction within 20. The student is not yet able to see the relationship independently	Student consistently and independently understands the relationship between addition and subtraction and applies related (early additive) strategies to numbers within 20	Student consistently and independently understands the relationship between addition and subtraction and applies related strategies to numbers beyond 20	See OA Assessment Folder	Q3* Q4
Uses strategies to add & subtract within 20	**OA5** **OA6**	Student does not demonstrate the ability to add and subtract within 20. Even with teacher probing and prompting, the student has difficulty demonstrating mastery of this concept	Student independently and consistently demonstrates **ANY** of the following strategies to add and subtract within 20: Counting on or counting back, Making 10,	Student independently and consistently demonstrates **ALL** of the following strategies to add and subtract within 20: Counting on or counting back, Making 10,	Student independently and consistently demonstrates **ALL** of the following strategies to add and subtract beyond 20: Counting on or counting back, Making 10,	See OA Assessment Folder	Q3* Q4

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			Decomposing a number leading to 10 Using a relationship between addition and subtraction, Creating equivalent or easier known sums	Decomposing a number leading to 10 Using a relationship between addition and subtraction, Creating equivalent or easier known sums	Decomposing a number leading to 10 Using a relationship between addition and subtraction, Creating equivalent or easier known sums		
Works with addition & subtraction equations (understanding the equal sign)	**OA7** **OA8**	Student demonstrates limited understanding or does not understand the following: • understands of the meaning of the equal sign in equations (ie: 6=6, 7=8-1, 5+2 = 2+5, 4+1 = 5+2) • determines if equations involving addition and subtraction are true or false; • determines the unknown whole number in an addition or subtraction equation	Student independently and consistently demonstrates **ANY** of the following: • understands of the meaning of the equal sign in equations (ie: 6=6, 7=8-1, 5+2 = 2+5, 4+1 = 5+2) • determines if equations involving addition and subtraction are true or false; • determines the unknown whole number in an addition or subtraction equation	Student independently and consistently demonstrates **ALL** of the following: • understands of the meaning of the equal sign in equations (ie: 6=6, 7=8-1, 5+2 = 2+5, 4+1 = 5+2) • determines if equations involving addition and subtraction are true or false; • determines the unknown whole number in an addition or subtraction equation	N/A	See OA Assessment Folder	

Domain: Measurement and Data							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Measures, orders & indirectly compares objects by length (variety of units)	**MD1** **MD2**	Student is unable to order three objects by length comparing the length of two objects indirectly by using a third object.	With teacher assistance orders three objects by length comparing the length of two objects indirectly by using a third object.	Independently and consistently orders three objects by length comparing the length of two objects indirectly by using a third object.	**N/A**	See MD Assessment Folder	Q2* Q3, Q4
Tells & writes time by hour & half hour	**MD3**	Student is unable to tell and writes time in hours and half hours using analog and digital clocks.	With teacher assistance, student tells and writes time in hours and half hours using analog and digital clocks.	Student independently and consistently tells and writes time in hours and half hours using analog and digital clocks. The	Student independently and consistently tells and writes time in hours, half hours, and ten minute	See MD Assessment Folder	Q1* Q2, Q3, Q4

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				student understands the hour hand and has developed understanding of the minute hand and how it relates to the hour hand.	increments using analog and digital clocks.		
Represents & interprets data with up to three categories	**MD4**	The student uses 1 or none of the following strategies: Organize, represent and interpret data with up to three categories	The student uses 2 of the following strategies: Organize, represent and interpret data with up to three categories	The student uses all of the following strategies: Organize, represent and interpret data with up to three categories	**N/A**	See MD Assessment Folder	

Domain: Geometry							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Builds, draws, composes, & creates 2D shapes based in attributes	**G1** **G2**	Student is able to complete 1 or none of the following with one or more of the shapes: Build, draw, compose and create specified 2D shapes	Student is able to complete 2 or 3 of the following OR with three or more of the shapes: Build, draw, compose and create specified 2D shapes.	Student is able to complete all of the following: Build, draw, compose and create specified 2D shapes.	Student is able to build, create, compose, describe and compare other 2D shapes beyond the ones required for "meets". (pentagon, octagon, rhombus, etc.)	See G Assessment Folder	Q1* Q2, Q3, Q4
Builds, composes, & creates 3D figures based on attributes	**G1** **G2**	Student is able to complete 1 or none of the following with one or more of the shapes: Build, compose, and create specified 3D shapes	Student is able to complete 2 or 3 of the following OR with three or more of the shapes: Build, compose, and create specified 3D shapes	Student is able to complete all of the following: Build, compose, and create specified 3D shapes	Student is able to build, compose, create, describe and compare other 3D shapes beyond the ones required for "meets". (sphere, pyramid, hexahedron, etc.)	See G Assessment Folder	Q4*
Recognizes whole, half, & fourth/quarter	**G3**	Student is unable to recognize whole, half, and fourth/quarter and use appropriate terms	With teacher assistance, student can recognize whole, half, and fourth/quarter and use appropriate terms	Student independently and consistently recognize whole, half, and fourth/quarter and use appropriate terms	**N/A**	See G Assessment Folder	Q4*

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Domain: Standards of Mathematical Practice							
Indicator	**Standard**	**1 – Rarely**	**2 – Sometimes**	**3 – Usually**	**4 – Always**	**Evidence**	**Assessed**
Make sense of problems and persevere in solving them.	**SMP.1**	Student is rarely able (or unable) to figure out the meaning of a problem and is rarely able to independently determine an appropriate strategy/tool to use to solve the problem. Constant teacher prompting is usually required.	Student inconsistently explains to himself/herself the meaning of a problem and/or is inconsistently able to independently determine an appropriate strategy to use to solve problems. Student needs prompting by the teacher on a regular basis.	Student usually explains to himself/ herself the meaning of a problem and determines an appropriate strategy/ tool to use to solve grade-level appropriate problems.	Student self-starts and is consistently able to make the problem make sense to him/her using prior knowledge. The student can determine an appropriate strategy to use to solve grade-level appropriate problems. Student can explain the meaning of a problem and look for ways to solve it. The student may use concrete objects or pictures to help them conceptualize and solve problems.		Q1* Q2, Q3, Q4
Reason abstractly and quantitatively	**SMP.2**	Student is rarely able to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented in a problem solved using objects, pictures, drawings or actions.	Student is inconsistently able or may require teacher prompting to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions	Student usually connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions.	Student consistently and independently connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions. Student recognizes that a number represents a specific quantity and connects the quantity to written symbols.		Q1* Q2, Q3, Q4
Construct viable arguments and critique the reasoning of others	**SMP.3**	Student is rarely able to explain his/her mathematical reasoning and/or respond to others' thinking. Student is rarely able to explain his/her thinking or participate in mathematical discussions.	Student is inconsistently able to explain his/her mathematical reasoning and/or respond to others' thinking.	Student can usually explains his/her mathematical reasoning and responds to others' thinking.	Student consistently and independently explains his/her mathematical reasoning and responds to others' thinking.		Q1* Q2, Q3, Q4
Model with mathematics	**SMP.4**	Student rarely represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart,	Student sometimes represents problem situations in multiple ways. Including numbers, words, drawing pictures, using	Student usually represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out,	Student consistently represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list,		Q1* Q2, Q3, Q4

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		list, or graph, etc. Teacher prompting is usually required.	objects, acting out, making a chart, list, or graph, etc. Teacher prompting is frequently required.	making a chart, list, or graph, etc. Teacher prompting is sometimes required.	or graph, etc. Teacher prompting is rarely necessary.		
Use appropriate tools strategically	**SMP.5**	Student is rarely able to consider strategies and tools available to solve a problem or decide which tool/ strategy would be helpful.	Student sometimes considers available tools and strategies available to solve a problem with teacher prompting or examples and decides which tools/strategies might be helpful.	Student usually considers available tools and strategies when solving a problem and decides which tools/strategies might be helpful.	Student consistently and independently considers available tools and strategies (including estimation) when solving a problem and decides which tools/strategies might be helpful.		Q1* Q2, Q3, Q4
Attend to precision	**SMP.6**	Student begins to explain their mathematical reasoning with others but does not use clear and precise language, or student is unable to communicate mathematical reasoning.	Student is sometimes able to communicate mathematical reasoning using clear and precise language.	Student inconsistently communicates mathematical reasoning using clear and precise language.	Student is able to consistently communicate mathematical reasoning using clear and precise language.		Q1* Q2, Q3, Q4
Look for and make use of structure	**SMP.7**	Student is rarely able to see the pattern or structure in any given problem. Student rarely adopts mental math strategies based on patterns (making 10, fact families, doubles, etc.). Teacher prompting is usually required.	Student is sometimes able to see the pattern or structure in any given problem. Student sometimes adopts mental math strategies based on patterns (making 10, fact families, doubles, etc.). Teacher prompting is frequently required.	Student usually looks closely to discover a pattern or structure in any given problem. Student usually adopts mental math strategies based on patterns (making 10, fact families, doubles, etc.). Teacher prompting is sometimes required.	Student consistently looks closely to discover a pattern or structure in any given problem. Student consistently adopts mental math strategies based on patterns (making 10, fact families, doubles, etc.). Teacher prompting is rarely necessary.		Q1* Q2, Q3, Q4
Look for and express regularity in repeated reasoning	**SMP.8**	Student rarely notices repetitive actions in counting and computation, etc. Teacher prompting is usually required.	Student sometimes notices repetitive actions in counting and computation, etc. Teacher prompting is frequently required.	Student usually notices repetitive actions in counting and computation, etc. Teacher prompting is sometimes required.	Student consistently notices repetitive actions in counting and computation, etc. Students continually checks his/her work by asking themselves, “Does this make sense?”		Q1* Q2, Q3, Q4