

1st Grade Math Standard I Rubric

Number Sense

Score 4	Students show proficiency with numbers beyond 100.
Score 3	Students will demonstrate an understanding of number sense by: --counting, reading, and writing whole numbers up to 100 --representing whole numbers using the number line, models, and number sentences (fill in missing number on number line, draw a picture or use objects to represent a number, one-to-one correspondence) The student exhibits no major errors or omissions.
Score 2	The student can perform tasks, but makes major errors.
Score 1	With help, the student demonstrates partial understanding.
Score 0	Even with help, the student demonstrates no understanding or skill.

1st Grade Math Standard I Rubric

Place Value and Relationships Between Numbers

Score 4	Students show proficiency with numbers beyond 100.
Score 3	<p>Students will demonstrate an understanding of number sense (up to 100) by:</p> <ul style="list-style-type: none">--representing whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation.--comparing and ordering sets of numbers (greater than $<$, less than $>$, equal to $=$)-- indentifying one more, one less, ten more, ten less than a given number--identifying missing numbers in a counting sequence <p>The student exhibits no major errors or omissions.</p>
Score 2	The student can perform tasks, but makes major errors.
Score 1	With help, the student demonstrates partial understanding.
Score 0	Even with help, the student demonstrates no understanding or skill.

1st Grade Math Standard I & II Rubric

Addition and Subtraction

Score 4	Students show proficiency without computation models (number lines, fingers, counters)
Score 3	<p>Students will demonstrate an understanding of number sense by:</p> <ul style="list-style-type: none">-- using the properties of addition and subtraction to solve problems-- computing basic addition facts (up to $10+10$) and the related subtraction facts using strategies-- finding the sum of three one-digit numbers-- recognizing that "=" indicates that the two sides of the equation are the same-- recognizing that "+" indicates the joining of sets-- recognizing that "-" indicates the separation of sets-- writing and solving number sentences involving addition and subtraction, using a symbol for a missing value (e.g., $\text{@}+4=7$)-- creating story problems for a given number sentence using addition and subtraction. <p>The student exhibits no major errors or omissions.</p>
Score 2	The student can perform tasks, but makes major errors.
Score 1	With help, the student demonstrates partial understanding.
Score 0	Even with help, the student demonstrates no understanding or skill.

1st Grade Math Standard II Rubric

Patterns

Score 4	Students show proficiency with more complex patterns. (Patterns in numbers, count by threes, etc.)
Score 3	Students will demonstrate an understanding by: --sorting and classifying objects using more than one attribute --identifying, creating, and labeling repeating and growing patterns using objects, pictures, and symbols --using patterns to skip count by twos, fives and tens The student exhibits no major errors or omissions.
Score 2	The student can perform tasks, but makes major errors.
Score 1	With help, the student demonstrates partial understanding.
Score 0	Even with help, the student demonstrates no understanding or skill.

1st Grade Math Standard III Rubric

Geometry

Score 4	In addition to 3, student can identify, create and sort more complex geometric shapes.
Score 3	Students will demonstrate an understanding of geometry by: --naming, creating, identifying and sort geometric plane and solid figures (circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon, cube, sphere, cone) The student exhibits no major errors or omissions.
Score 2	The student can perform tasks, but makes major errors.
Score 1	With help, the student demonstrates partial understanding.
Score 0	Even with help, the student demonstrates no understanding or skill.

1st Grade Math Standard III Rubric

Measurement

Score 4	Students show proficiency counting mixed coins, can tell time beyond hour and half hour.
Score 3	Students will demonstrate an understanding of measurement by: --identifying tools of measuring length, weight, capacity, temperature, and time -- measuring the length of an object using nonstandard units (paper clips, cubes, etc) --identifying the value of a penny, nickel, dime, quarter, and dollar --determining the value of a set of the same coin that total 25 cents (e.g., a set of 5 nickels equals 25 cents) --telling time to the hour and half hour --naming the months of the year, seasons, days of week in order, and using a calendar to determine the date The student exhibits no major errors or omissions.
Score 2	The student can perform tasks, but makes major errors.
Score 1	With help, the student demonstrates partial understanding.
Score 0	Even with help, the student demonstrates no understanding or skill.

1st Grade Math Standard III Rubric

Data Collection and Organization

Score 4	Students show proficiency by collecting and organizing data independently.
Score 3	Students will demonstrate an understanding of data collection by: --collecting and representing data using tally marks, pictographs, and bar graphs -- interpreting simple data The student exhibits no major errors or omissions.
Score 2	The student can perform tasks, but makes major errors.
Score 1	With help, the student demonstrates partial understanding.
Score 0	Even with help, the student demonstrates no understanding or skill.