I-SS First Grade Math Rubric for Report Cards & Grading

A variety of assessments are used to determine report card grades for Math, including: NC K-2 Math Assessments, classroom formative assessment tasks and student work samples, etc.

NUMBER & OPERATIONS IN BASE TEN	***Q***	**N** **Not Yet** **on grade-level standard** (less than half of the time; demonstrates minimally)	**P** **Progressing** **on grade-level standard** (more than half of the time; demonstrates inconsistently)	**M** **Meets Standard** (large majority of the time; demonstrates consistently)
NBT.1 Counting to 150 at any number less than 150.	***1,2,3***	Does not count to 150 correctly most of the time	Counts to 150 correctly at least half of the time.	Counts to 150 correctly consistently for a large majority of the time.
NBT.2 Understand 2 digits of a number represent tens and ones.	***1,2,3***	Cannot demonstrate understanding that a 2 digit number represents groups of tens and ones.	Can demonstrate understanding that a 2 digit number represents tens and ones more than half of the time. They can identify how many groups of tens are in a number, and/or the value of a number in the tens place, in addition to how many ones are in a number.	Can demonstrate understanding that a 2 digit number represents tens and ones consistently for the large majority of the time. They can identify how many groups of tens are in a number, and/or the value of a number in the tens place, in addition to how many ones are in a number.
NBT.3 Compare 2 2-digit numbers using >, <, and = signs.	***2***	Correctly assigns the <, >, or = symbol for 0-1 of 4 problems	Correctly assigns the <, >, or = symbol for 2-3 of 4 problems	Correctly assigns the <, >, or = symbol for ALL of 4 problems
NBT.4 Add within 100, using a 2 digit number and a 1 digit number, or, a 2 digit number and a multiple of ten.	***3***	Can use concrete materials, models, drawings and place value strategies to add within 100 correctly less than half of the time.	Can use concrete materials, models, drawings and place value strategies to add within 100 correctly at least half of the time.	Can use concrete materials, models, drawings and place value strategies to add within 100 correctly for the majority of the time.
NBT.5 Mentally find 10 more or 10 less of a number.	***3***	Can **correctly** builds on their counting by mentally adding ten more and ten less than any number less than 100 less than half of the time.	Can **correctly** builds on their counting by mentally adding ten more and ten less than any number less than 100 at least half of the time.	Can **correctly** builds on their counting by mentally adding ten more and ten less than any number less than 100 for the majority of the time.
NBT.6 Subtract multiples of 10 from a multiple of 10.	***3***	Can use concrete models, drawings, place value strategies correctly to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50) less than half of the time.	Can use concrete models, drawings, place value strategies correctly to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50) at least half of the time.	Can use concrete models, drawings, place value strategies correctly to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50) for the majority of the time.

NBT.7 Read and write numbers and represent a number of objects with a written numeral to 100.	***1,2***	Does not read, write or represent numbers to 100 correctly most of the time.	Reads, writes and represents numbers to 100 correctly more than half of the time.	Reads, writes and represents numbers to 100 correctly for a large majority of the time.

OPERATIONS & ALGEBRAIC THINKING	***Q***	**N** **Not Yet** **on grade-level standard** (less than half of the time; demonstrates minimally)	**P** **Progressing** **on grade-level standard** (more than half of the time; demonstrates inconsistently)	**M** **Meets Standard** (large majority of the time; demonstrates consistently)
OA.1 Solve addition and subtraction word problems within 20. Solution strategies are based on one of the following: ● adding up ● subtracts in parts by decomposing ● makes an equivalent problem ● uses a double combination ● uses manipulatives, drawings, or models to represent the problem	***1,4***	Can solve addition and subtraction word problems within 20 correctly less than half of the time.	Can solve addition and subtraction word problems within 20 correctly at least half of the time.	Can solve addition and subtraction word problems within 20 correctly a large majority of the time. This includes explaining and/or using an appropriate strategy.
OA.2 Adding 3 whole numbers whose sum is less than or equal to 20.	***2***	Can correctly solve multi-step word problems by adding (joining) three numbers whose sum is less than or equal to 20, using a variety of mathematical representations less than half of the time. ex. 4 + 5 + 6 could be solved by filling in a ten frame then adding 5.	Can correctly solve multi-step word problems by adding (joining) three numbers whose sum is less than or equal to 20, using a variety of mathematical representations more than half of the time.	Can correctly solve multi-step word problems by adding (joining) three numbers whose sum is less than or equal to 20, using a variety of mathematical representations consistently or the majority of the time.
OA.3 Commutative and associative properties as strategies for solving addition problems.	***1,3,4***	Did not meet either descriptor in "Meets Standard"	Meets 1 of the descriptors in "Meets Standard"	Correctly solves problems **AND** Explanation includes a drawing or words that make the equation true
OA.4 Solve for the unknown addend within 20. students should develop flexibility when solving unknown addend problems, using strategies such as: ● direct modeling ● count on/count back ● use derived facts ● make a ten ● think addition	***4***	Can find the correct solution to a problem based on the meaning in the story less than half of the time.	Can find the correct solution to a problem based on the meaning in the story at least half of the time.	Can find the correct solution to a problem based on the meaning in the story consistently or for the majority of the time.

• think subtraction • subtract through ten				
OA.6 Add and subtract within 20 using various strategies.	***1,4***	Cannot solve addition or subtraction problems within 20 using any strategy.	Can correctly solve addition and subtraction problems more than half of the time, using 1 or 2 strategies.	Can correctly solve addition and subtraction problems correctly for the majority of the time, using a variety of the given strategies.
OA.7 Apply understanding of equal sign to determine if equations are true.	***1,2,3***	Does not correctly identify whether or not equations involving + and - are true	Sometimes identifies correctly whether or not equations involving + and - are true and can sometimes explain thinking clearly and logically **OR** Correctly identifies whether or not equations involving + and - are true, but does NOT explain thinking clearly and logically	Consistently identifies correctly whether or not equations involving + and - are true **AND** can explain thinking clearly and logically
OA.8 Determine the unknown whole number in an addition or subtraction equation, using 3 whole numbers.	***2***	Can use their understanding of strategies related to addition and subtraction to correctly solve equations with an unknown less than half of the time.	Can use their understanding of strategies related to addition and subtraction to correctly solve equations with an unknown at least half of the time.	Can use their understanding of strategies related to addition and subtraction to correctly solve equations with an unknown for the majority of the time.
OA.9 Demonstrate fluency with addition and subtraction within 10. Using the following strategies. • *Counting on* • *Making ten* • *Decomposing* • *Relationship between addition & subtraction* • *Using a numberline* • *Equivalent form*	***1,4***	Can use a variety of strategies to solve addition and subtraction problems correctly less than half of the time.	Can use a variety of strategies to solve addition and subtraction problems correctly at least half of the time.	Can use a variety of strategies to solve addition and subtraction problems correctly for the majority of the time..

GEOMETRY	***Q***	**N** **Not Yet** **on grade-level standard** (less than half of the time; demonstrates minimally)	**P** **Progressing** **on grade-level standard** (more than half of the time; demonstrates inconsistently)	**M** **Meets Standard** (large majority of the time; demonstrates consistently)
G.1 Defining and non-defining attributes of 2D and 3D shapes.	***3***	Can use defining and non-defining attributes of shapes to correctly identify, name, build and draw shapes less than half of the time.	Can use defining and non-defining attributes of shapes to correctly identify, name, build and draw shapes at least half of the time.	Can use defining and non-defining attributes of shapes to correctly identify, name, build and draw shapes consistently or for the majority of the time.
G.2 Create 2D and 3D composite shapes.	***3***	Can create composite two- and three-dimensional shapes, are able to identify the name of the composite shape, and the shapes that form it correctly less than half of the time.	Can create composite two- and three-dimensional shapes, are able to identify the name of the composite shape, and the shapes that form it correctly at least half of the time.	Can create composite two- and three-dimensional shapes, are able to identify the name of the composite shape, and the shapes that form it correctly consistently or for the large majority of the time.
G.3 Partition circles and rectangles into 2 and 4 equal shares. Students should recognize that when something is cut into two equal pieces, each piece will equal one-half of its original whole.	***4***	Able to partition rectangles and circles of various sizes into halves and fourths correctly less than half of the time.	Able to partition rectangles and circles of various sizes into halves and fourths correctly at least half of the time.	Able to partition rectangles and circles of various sizes into halves and fourths correctly consistently or for the majority of the time.

MEASUREMENT & DATA	***Q***	**N** **Not Yet** **on grade-level standard** (less than half of the time; demonstrates minimally)	**P** **Progressing** **on grade-level standard** (more than half of the time; demonstrates inconsistently)	**M** **Meets Standard** (large majority of the time; demonstrates consistently)
MD.1 Order 3 objects by length; compare the lengths of 2 objects indirectly by using a 3rd object.	***2***	Does not order objects by length or explain the lengths of two objects using a 3rd object less than half of the time.	Sometimes orders objects by length AND correctly explains the lengths of two objects using a 3rd object more than half of the time.	Consistently orders objects by length AND correctly explains lengths of two objects using a 3rd object for the large majority of the time.
MD.2 Measure lengths with non-standard units.	***2***	Does not demonstrate understanding of non-standard measurement	Is able to use non-standard measurement correctly at least half of the time.	Is able to use non-standard measurement correctly for the large majority of the time.
MD.3 Tell and write time to the hour and half hour.	***4***	Does not demonstrate telling time to the hour or half-hour.	Is able to tell time to the hour correctly and half hour correctly for at least half of the time.	Is able to tell time to the hour and half hour correctly for the large majority of the time.

MD.4 Organize, represent, and interpret data with up to three categories.	***1,2***	Can correctly:: ● Ask and answer questions about the total number of data points. ● Ask and answer questions about how many in each category. ● Ask and answer questions about how many more or less are in one category than in another. less than half of the time.	Can correctly:: ● Ask and answer questions about the total number of data points. ● Ask and answer questions about how many in each category. ● Ask and answer questions about how many more or less are in one category than in another. more than half of the time.	Can correctly:: ● Ask and answer questions about the total number of data points. ● Ask and answer questions about how many in each category. ● Ask and answer questions about how many more or less are in one category than in another. the majority of the time.
MD.5 Identify coins, and relate values to pennies.	***4***	Can correctly name coins as penny, dime, nickel, and quarter, as well as tell the value of each coin and explain how many pennies are equal to that value less than half of the time.	Can correctly name coins as penny, dime, nickel, and quarter, as well as tell the value of each coin and explain how many pennies are equal to that value more than half of the time.	Can correctly name coins as penny, dime, nickel, and quarter, as well as tell the value of each coin and explain how many pennies are equal to that value consistently or the majority of the time.