



## 1st grade Math Checklist/Rubric

Name: \_\_\_\_\_

2021-2022

**1.3D, 1.5G - Apply basic fact strategies to add two or three numbers**

Strategies may include but are not limited to:

- pictorial models
- counting on
- partners of ten
- doubles
- number relations

	1st Nine Weeks (up to 10)	2nd Nine Weeks (up to 10)	3rd Nine Weeks (up to 20)	4th Nine Weeks (up to 20)
NYE	The student does not yet show evidence of standard.			
1- Developing	The student <b>needs assistance</b> to demonstrate strategies	The student <b>needs assistance</b> to demonstrate strategies	The student <b>needs assistance</b> to demonstrate strategies	The student <b>needs assistance</b> to demonstrate strategies
2 - Approaching	The student <b>inconsistently</b> demonstrates multiple strategies.	The student <b>inconsistently</b> demonstrates multiple strategies.	The student <b>inconsistently</b> demonstrates multiple strategies.	The student <b>inconsistently</b> demonstrates multiple strategies.
3 - Meeting	The student <b>consistently</b> demonstrates multiple strategies.	The student <b>consistently</b> demonstrates multiple strategies.	The student <b>consistently</b> demonstrates multiple strategies.	The student <b>consistently</b> demonstrates multiple strategies.

**1.3D, 1.5G - Apply basic fact strategies to subtract two numbers**

Strategies may include but are not limited to:

- pictorial models
- partners of ten
- doubles
- counting back
- number relations

	1st Nine Weeks (up to 10)	2nd Nine Weeks (up to 10)	3rd Nine Weeks (up to 20)	4th Nine Weeks (up to 20)
NYE	The student does not yet show evidence of standard.			
1- Developing	The student <b>needs assistance</b> to demonstrate strategies	The student <b>needs assistance</b> to demonstrate strategies	The student <b>needs assistance</b> to demonstrate strategies	The student <b>needs assistance</b> to demonstrate strategies
2 - Approaching	The student <b>inconsistently</b> demonstrates multiple strategies.	The student <b>inconsistently</b> demonstrates multiple strategies.	The student <b>inconsistently</b> demonstrates multiple strategies.	The student <b>inconsistently</b> demonstrates multiple strategies.
3 - Meeting	The student <b>consistently</b> demonstrates multiple strategies.	The student <b>consistently</b> demonstrates multiple strategies.	The student <b>consistently</b> demonstrates multiple strategies.	The student <b>consistently</b> demonstrates multiple strategies.

**1.2C - use objects, pictures, and expanded form and standard form to represent numbers**

using:

- \_\_\_ objects
- \_\_\_ pictures
- \_\_\_ expanded form
- \_\_\_ standard form

	1st Nine Weeks (up to 20)	2nd Nine Weeks (up to 50)	3rd Nine Weeks (up to 99)	4th Nine Weeks (up to 120)
NYE	The student does not yet show evidence of standard.			
1- Developing	The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>	The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>	The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>	The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>
2 - Approaching	The student demonstrates mastery of: 2 indicators <b>independently</b>	The student demonstrates mastery of: 2 indicators <b>independently</b>	The student demonstrates mastery of: 2 indicators <b>independently</b>	The student demonstrates mastery of: 2 indicators <b>independently</b>
3 - Meeting	The student demonstrates mastery of: 2 indicators <b>independently</b>	The student demonstrates mastery of: 3 indicators <b>independently</b>	The student demonstrates mastery of: 3 indicators <b>independently</b>	The student demonstrates mastery of: 3 indicators <b>independently</b>

**1.2E,F - compare and order whole numbers**

- \_\_\_ compare using symbols (>,<=)
- \_\_\_ compare using comparative language (orally or in writing)
- \_\_\_ order from least to greatest (using open number line or base ten)
- \_\_\_ order from greatest to least (using open number line or base ten)

	1st Nine Weeks (up to 20)	2nd Nine Weeks (up to 50)	3rd Nine Weeks (up to 99)	4th Nine Weeks (up to 120)
NYE	The student does not yet show evidence of standard.			
1- Developing	The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>	The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>	The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>	The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>
2 - Approaching	The student demonstrates mastery of: 1 indicator from compare <b>or</b> order	The student demonstrates mastery of: 1 indicator from compare <b>or</b> order	The student demonstrates mastery of: 1 indicator from compare <b>or</b> order	The student demonstrates mastery of: <b>1 compare indicator</b> and <b>1 order indicator</b> independently
3 - Meeting	The student demonstrates mastery of: <b>1 compare indicator</b> and <b>1 order indicator</b> independently	The student demonstrates mastery of: <b>1 compare indicator</b> and <b>1 order indicator</b> independently	The student demonstrates mastery of: <b>1 compare indicator</b> and <b>1 order indicator</b> independently	The student demonstrates mastery of: 3 indicators <b>independently</b>

**1.2B - Compose numbers to 120**

\_\_\_ Able to build numbers in more than one way  
(19 as 1 ten and 9 ones or 19 as 19 ones)

\_\_\_ Pictorial models (drawing with paper and pencil)

\_\_\_ Concrete models (hands-on using manipulatives)

	1st Nine Weeks (up to 20)	2nd Nine Weeks (up to 50)	3rd Nine Weeks (up to 99)	4th Nine Weeks (up to 120)
NYE	The student does not yet show evidence of standard.			
1- Developing	The student demonstrates mastery of: <b>1 or more indicator with assistance</b>	The student demonstrates mastery of: <b>1 or more indicator with assistance</b>	The student demonstrates mastery of: <b>1 or more indicator with assistance</b>	The student demonstrates mastery of: <b>1 or more indicator with assistance</b>
2 - Approaching	The student demonstrates mastery of: <b>1 indicator independently</b>	The student demonstrates mastery of: <b>1 indicator independently</b>	The student demonstrates mastery of: <b>1 indicator independently</b>	The student demonstrates mastery of: <b>1 indicator independently</b>
3 - Meeting	The student demonstrates mastery of: <b>2 indicators independently</b>	The student demonstrates mastery of: <b>2 indicators independently</b>	The student demonstrates mastery of: <b>2 indicators independently</b>	The student demonstrates mastery of: <b>2 indicators independently</b>

**1.2B - Decompose numbers to 120**

\_\_\_ Able to take apart numbers in more than one way  
(19 as 1 ten and 9 ones or 19 as 19 ones)

\_\_\_ Pictorial models (drawing with paper and pencil)

\_\_\_ Concrete models (hands on using manipulatives)

	1st Nine Weeks (up to 20)	2nd Nine Weeks (up to 50)	3rd Nine Weeks (up to 99)	4th Nine Weeks (up to 120)
NYE	The student does not yet show evidence of standard.			
1- Developing	The student demonstrates mastery of: <b>1 or more indicator with assistance</b>	The student demonstrates mastery of: <b>1 or more indicators with assistance</b>	The student demonstrates mastery of: <b>1 or more indicator with assistance</b>	The student demonstrates mastery of: 1 indicator <b>with assistance</b>
2 - Approaching	The student demonstrates mastery of: <b>1 indicator independently</b>	The student demonstrates mastery of: <b>1 indicator independently</b>	The student demonstrates mastery of: <b>1 indicator independently</b>	The student demonstrates mastery of: <b>1 indicator</b>
3 - Meeting	The student demonstrates mastery of: <b>2 indicators independently</b>	The student demonstrates mastery of: <b>2 indicators independently</b>	The student demonstrates mastery of: <b>2 indicators independently</b>	The student demonstrates mastery of: <b>2 indicators independently</b>

1st grade

**1.5B Skip count by twos, fives, and tens to determine the total number of objects in a set.**

\_\_\_ skip count by 2's to 100

\_\_\_ skip count by 5's to 100

\_\_\_ skip count by 10's to 120

\_\_\_ count off decade

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
NYE	The student does not yet show evidence of standard.			
1- Developing			The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>	The student demonstrates mastery of: 1 or more indicators <b>with assistance</b>
2 - Approaching			The student demonstrates mastery of: 1 indicators	The student demonstrates mastery of: 2 indicators <b>independently</b>
3 - Meeting			The student demonstrates mastery of: 2 indicators <b>independently</b>	The student demonstrates mastery of: 3 or more indicators <b>independently</b>

**1.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.**

Indicators may include, but are not limited to:

- Formulates a plan or strategy
- Determines a solution
- Justifies the solution
- Evaluates the problem-solving process
- Evaluates the reasonableness of the solution

	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
NYE	The student does not yet show evidence of standard.			
1- Developing			The student <b>needs assistance</b> to demonstrate indicators.	The student <b>needs assistance</b> to demonstrate indicators
2 - Approaching			The student <b>inconsistently</b> demonstrates multiple indicators.	The student <b>inconsistently</b> demonstrates multiple indicators.
3 - Meeting			The student <b>consistently</b> demonstrates multiple indicators.	The student <b>consistently</b> demonstrates multiple indicators.