



# Grade 1 Math Rubric

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# Operations and Algebraic Thinking

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Uses different strategies for addition to solve word problems within 20 (1.OA.A.1, 1.OA.A.2, 1.OA.D.8)</b> Unit 1, Unit 2, Unit 3, Unit 5			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>find the total of two quantities up to 20</li> </ul>	<ul style="list-style-type: none"> <li>uses a strategy to find the total of two quantities up to 20 (ex: counting on, using numbers, pictures, words, objects or notation)</li> </ul>	<ul style="list-style-type: none"> <li>uses a <b>variety</b> of strategies to find the total of two quantities up to 20 (ex: counting on, using numbers, pictures, words, objects or notation)</li> </ul>
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>find the total of two quantities up to 20</li> </ul>	<ul style="list-style-type: none"> <li>uses a strategy to find the total of two quantities up to 20 (ex: counting on, using numbers, pictures, words, objects or notation)</li> <li>uses a variety of strategies to find the total of two quantities up to a total of 20 for any unknown situation (ex: ___+5 =10)</li> </ul>	<ul style="list-style-type: none"> <li>uses a <b>variety</b> of strategies to find the total of two quantities up to 20 (ex: counting on, using numbers, pictures, words, objects or notation)</li> <li>uses a variety of strategies to find the total of two quantities up to a total of 20 for any unknown situation (ex: ___+5 =10)</li> </ul>
<b>Use different strategies for subtraction to solve word problems within 20 (1.OA.A.1, 1.OA.A.2, 1.OA.D.8)</b> Unit 1, Unit 2, Unit 3, Unit 5			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>find the difference within 20 in a given word problem or situation</li> </ul>	<ul style="list-style-type: none"> <li>finds the difference within 20 using a strategy (ex: counting on, numbers, pictures, words, objects or notation)</li> </ul>	<ul style="list-style-type: none"> <li>uses a <b>variety</b> of strategies to find the difference within 20 (ex: counting on, numbers, pictures, words, objects or notation)</li> </ul>
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>find the difference within 20 in a given word problem or situation</li> </ul>	<ul style="list-style-type: none"> <li>finds the difference within 20 using a strategy (ex: counting on, numbers, pictures, words, objects or notation)</li> <li>uses a variety of strategies to find the difference within 20 for any <b>unknown situation</b> involving taking from, taking apart, or comparing (ex: ___-5=5 or 10 - __=5)</li> </ul>	<ul style="list-style-type: none"> <li>uses a <b>variety</b> of strategies to find the difference within 20 (ex: counting on, numbers, pictures, words, objects or notation)</li> <li>uses a variety of strategies to find the difference within 20 for any <b>unknown situation</b> involving taking from, taking apart, and comparing (ex: ___-5=5 or 10 - __=5)</li> </ul>

**Understands and applies relationship between addition and subtraction (1.OA.B. 3, 1.OA.B.4)** Unit 1, Unit 2, Unit 3

1	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>count on/back as a strategy for adding/subtracting numbers</li> <li>recognize the properties of operations as strategies (ex: commutative property If <math>8 + 3=11</math>, then <math>3 + 8 = 11</math> associative property <math>2 +6 + 4 =12</math> by adding <math>6 + 4</math> first, then add 2)</li> </ul>	<ul style="list-style-type: none"> <li>counts on/back as a strategy for adding/subtracting numbers</li> <li>recognizes the properties of operations as strategies (ex: commutative property If <math>8 + 3=11</math>, then <math>3 + 8 = 11</math> associative property <math>2 +6 + 4 =12</math> by adding <math>6 + 4</math> first, then add 2)</li> </ul>	<ul style="list-style-type: none"> <li>counts on/back as a strategy for adding/subtracting numbers</li> <li>recognizes the properties of operations as strategies (ex: commutative property If <math>8 + 3=11</math>, then <math>3 + 8 = 11</math> associative property <math>2 +6 + 4 =12</math> by adding <math>6 + 4</math> first, then add 2)</li> </ul>
2, 3	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>count on/back or use a known fact to add or subtract two numbers.</li> <li>visualizes, represents, and solves related put together/add to/and take from word problems with the total/result unknown</li> </ul>	<ul style="list-style-type: none"> <li>counts on/back or uses a known fact to add or subtract numbers.</li> <li>visualizes, represents, and solves related put together/add to/and take from word problems with the total/result unknown</li> </ul>	<ul style="list-style-type: none"> <li>counts on/back or uses a known fact to add or subtract numbers.</li> <li>visualizes, represents, and solves related put together/add to/and take from word problems with the total/result unknown.</li> </ul>

**Adds within 20 ( 1.OA.C.5 1.OA.C.6)** Unit 2, Unit 3, Unit 7

1, 2, 3	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>add within 20</li> </ul>	<ul style="list-style-type: none"> <li>uses visuals or manipulatives to combine numbers up to 20</li> </ul>	<ul style="list-style-type: none"> <li><b>uses strategies</b> and knowledge of adding to 10 to add up to 20 (ex: counting on or using a fact you know)</li> </ul>
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**Subtracts within 20 ( 1.OA.C. 5 1.OA.C.6)** Unit 2, Unit 3, Unit 7

1, 2, 3	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>subtract within 20</li> </ul>	<ul style="list-style-type: none"> <li>uses visuals or manipulatives to find the difference within 20</li> </ul>	<ul style="list-style-type: none"> <li><b>uses strategies</b> and knowledge of subtracting from 10 to subtract from 20 (ex: such as counting back, using a fact you know or decomposing a number)</li> </ul>
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**Using the equal sign, determines if equations involving addition are true or false (1.OA.D.7)** Unit 4

1			
2	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>determine if an addition equation is true or false</li> </ul>	<ul style="list-style-type: none"> <li>determines if an addition equation is true or false, regardless of the position of the equal sign <b>or</b> number of addends (ex: <math>4 = 3 + 1</math> or <math>3 + 1 = 4</math> or <math>3 + 1 = 2 + 2</math>)</li> </ul>	<ul style="list-style-type: none"> <li>determines <b>and</b> explains if an addition equation is true or false, regardless of the position of the equal sign <b>and</b> number of addends (ex: <math>4 = 3 + 1</math> or <math>3 + 1 = 4</math> or <math>3 + 1 = 2 + 2</math>)</li> </ul>

3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		
<b>Using the equal sign, determines if equations involving subtraction are true or false (1.OA.D.7) Unit 4</b>			
1			
2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>determine if a subtraction equation is true or false</li> </ul>	<ul style="list-style-type: none"> <li>determines if a subtraction equation is true or false, regardless of the position of the equal sign <b>or</b> amount of equations (ex: <math>4 = 5 - 1</math> or <math>5 - 1 = 4</math> or <math>5 - 1 = 7 - 3</math>)</li> </ul>	<ul style="list-style-type: none"> <li>determines <b>and</b> explains if a subtraction equation is true or false, regardless of the position of the equal sign <b>and</b> amount of equations (ex: <math>4 = 5 - 1</math> or <math>5 - 1 = 4</math> or <math>5 - 1 = 7 - 3</math>)</li> </ul>
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		

## Numbers and Operations in Base Ten

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Counts to 120 starting at any number (1.NBT.A.1) Unit 1 (to 30), Unit 3 (to 120)</b>			
1, 2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>count in sequence up to 120</li> <li>count in sequence to 120 from a number other than 1 (ex: 17, 35, 72)</li> </ul>	<ul style="list-style-type: none"> <li>counts in sequence up to 120</li> <li>counts in sequence to 120 from a number other than 1 (ex: 17, 35, 72).</li> </ul>	<ul style="list-style-type: none"> <li>counts in sequence up to 120</li> <li>counts in sequence to 120 from a number other than 1 (ex: 17, 35, 72)</li> </ul>
<b>Reads and writes numbers to 120 (1.NBT.A.1) Unit 1 (to 30), Unit 3 (to 120)</b>			
1, 2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>read numbers up to 120</li> <li>write numbers up to 120</li> <li>sequence numbers up to 120</li> </ul>	<ul style="list-style-type: none"> <li>reads numbers up to 120</li> <li>writes numbers up to 120</li> <li>sequences numbers up to 120</li> </ul>	<ul style="list-style-type: none"> <li>reads numbers up to 120</li> <li>writes numbers up to 120</li> <li>sequences numbers up to 120</li> </ul>
<b>Understands place value (tens and ones) (1.NBT.B.2) Unit 1, Unit 3, Unit 7</b>			

1	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>represent a teen number as one group of ten and some ones using manipulatives (ex: <math>15=10 + 5</math> or 1 ten and 5 ones)</li> </ul>	<ul style="list-style-type: none"> <li>represents a teen number as one group of ten and some ones using manipulatives (ex: <math>15=10 + 5</math> or 1 ten and 5 ones)</li> </ul>	<ul style="list-style-type: none"> <li>represents a teen number as one group of ten and some ones using manipulatives (ex: <math>15=10 + 5</math> or 1 ten and 5 ones)</li> </ul>
2	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>represent a teen number as one group of ten and some ones using manipulatives (ex: <math>15=10 + 5</math> or 1 ten and 5 ones)</li> <li>count by groups of 10 with manipulatives or tools (number line, hundreds chart)</li> <li>understand that when counting by tens each count stands for another group of 10</li> </ul>	<ul style="list-style-type: none"> <li>represents a teen number as one group of ten and some ones using manipulatives (ex: <math>15=10 + 5</math> or 1 ten and 5 ones)</li> <li>counts by groups of 10 with manipulatives or tools (number line, hundreds chart)</li> <li>understands that when counting by tens each count stands for another group of 10</li> </ul>	<ul style="list-style-type: none"> <li>represents a teen number as one group of ten and some ones using manipulatives (ex: <math>15=10 + 5</math> or 1 ten and 5 ones)</li> <li>counts by groups of 10 with manipulatives or tools (number line, hundreds chart)</li> <li>understands that when counting by tens each count stands for another group of 10</li> </ul>
3	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>represent a two digit number as a group of ten and a group of ones with manipulatives (ex: <math>45=40 + 5</math> or 4 tens and 5 ones)</li> <li>count by groups of 10 with manipulatives or tools (ex: number line, hundreds chart)</li> <li>understand that when counting by tens each count stands for another group of 10</li> <li>represents and explains multiples of ten (up to 90) as groups of ten and no (zero) ones with manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>represents a two digit number as a group of ten and a group of ones with manipulatives (ex: <math>45=40 + 5</math> or 4 tens and 5 ones)</li> <li>counts by groups of 10 with manipulatives or tools (ex: number line, hundreds chart)</li> <li>understands that when counting by tens each count stands for another group of 10</li> <li>represents and explains multiples of ten (up to 90) as groups of ten and no (zero) ones with manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>represents a two digit number as a group of ten and a group of ones with manipulatives (ex: <math>45=40 + 5</math> or 4 tens and 5 ones)</li> <li>counting by groups of 10 with manipulatives or tools (Ex: number line, hundreds chart)</li> <li>understand that when counting by tens each count stands for another group of 10</li> <li>represents and explains multiples of ten (up to 90) as groups of ten and no (zero) ones with manipulatives</li> </ul>

**Compares two-digit numbers using greater than, less than, or equal  $>$ , $<$ , $=$  (1.NBT.B.3 ) Unit 7**

1			
2			
3	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>compare two 2-digit numbers using grade level appropriate math vocabulary</li> <li>compare two 2-digit numbers with symbols to record the comparison (<math>&gt;</math>,<math>&lt;</math>,<math>=</math>)</li> </ul>	<ul style="list-style-type: none"> <li>compares two 2-digit numbers using grade level appropriate math vocabulary</li> <li>compares two 2-digit numbers with symbols to record the comparison (<math>&gt;</math>,<math>&lt;</math>,<math>=</math>)</li> </ul>	<ul style="list-style-type: none"> <li>compares two 2-digit numbers using grade level appropriate math vocabulary</li> <li>compares two 2-digit numbers with symbols to record the comparison (<math>&gt;</math>,<math>&lt;</math>,<math>=</math>)</li> </ul>

**Uses place value understanding and properties of operations to add (1.NBT.C.4, 1.NBT.C.5) Unit 7**

1			
2			

3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>• use objects and pictures to solve addition problems within 100</li> </ul>	<ul style="list-style-type: none"> <li>• uses manipulatives and pictures to solve addition problems within 100</li> <li>• understands that adding two digit numbers means adding ones and tens</li> <li>• understands that sometimes moving over a ten is needed when adding (regrouping)</li> <li>• adds 10 more to a number mentally up to 100</li> <li>• adds a multiple of 10 to a two-digit number</li> </ul>	<ul style="list-style-type: none"> <li>• uses manipulatives and pictures to solve addition problems within 100</li> <li>• understands that adding two digit numbers means adding ones and tens</li> <li>• understands that sometimes moving over a ten is needed when adding (regrouping)</li> <li>• adds 10 more to a number mentally up to 100</li> <li>• adds a multiple of 10 to a two-digit number</li> </ul>
<b>Uses place value understanding and properties of operations to subtract (1.NBT.C.5, 1.NBT.C.6) Unit 7</b>			
1			
2			
3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>• subtract 10 or a multiple of 10 from a number</li> </ul>	<ul style="list-style-type: none"> <li>• subtracts 10 from a number up to 100 using manipulatives</li> <li>• subtracts a multiple of 10 from a two-digit number using manipulatives or drawing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>mentally</b> subtracts 10 from a number up to 100</li> <li>• subtracts a multiple of 10 from a two-digit number using manipulatives or drawings</li> </ul>

## Measurement and Data

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Orders, compares and accurately measures the lengths of objects (1.MD.A.1, 1.MD.A.2) Unit 4</b>			
1			
2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>• order and compare the length of objects</li> </ul>	<ul style="list-style-type: none"> <li>• orders two <b>or</b> three objects by length</li> <li>• compares the length of an object, based on another object</li> <li>• solves problems about comparing lengths</li> </ul>	<ul style="list-style-type: none"> <li>• orders <b>three</b> objects by length</li> <li>• compares the length of <b>two objects</b>, based on how each compares to a third object</li> <li>• solves problems about comparing lengths</li> </ul>
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		

**Tells and writes time from analog and digital clocks in hours and half hours (1.MD.B.3) Unit 3**

1			
2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>name, notate and tell time to the hour <b>or</b> half hour using analog <b>or</b> digital formats</li> </ul>	<ul style="list-style-type: none"> <li>names, notates and tells time to the hour <b>or</b> half hour using analog <b>or</b> digital formats</li> </ul>	<ul style="list-style-type: none"> <li>names, notates, and tells time to the hour <b>and</b> half hour using analog <b>and</b> digital formats</li> </ul>
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		

**Organizes, represents, and interprets data (1.MD.C.4) Unit 6**

1			
2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>record, represent, describe, <b>or</b> interpret numerical data</li> <li>answer questions based on the data set</li> </ul>	<ul style="list-style-type: none"> <li>records, represents, describes, <b>or</b> interprets numerical data</li> <li>answers questions based on the data set</li> <li>makes sense of and compares different data representations</li> <li>makes a plan for gathering data</li> <li>organizes data into three categories and makes a representation</li> </ul>	<ul style="list-style-type: none"> <li>records, represents, describes, <b>and</b> interprets numerical data</li> <li>answers questions based on the data set</li> <li>makes sense of and compares different data representations</li> <li>makes a plan for gathering data</li> <li>organizes data into three categories and makes a representation</li> </ul>
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		

## Geometry

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Identifies and understands <u>two-dimensional shapes</u> (1.G.A.1, 1.G.A.2) Unit 1, Unit 2</b>			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>describe, compare, <b>name or manipulate</b> two-dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li>describes, compares, <b>or</b> names two-dimensional shapes</li> <li>draws <b>or</b> creates two-dimensional shapes</li> <li>identifies attributes of two-dimensional shapes</li> <li>finds combinations of shapes to fill a region</li> <li>uses smaller shapes to create larger shapes</li> </ul>	<ul style="list-style-type: none"> <li>describes, compares, <b>and</b> names two-dimensional shapes</li> <li>draws <b>and</b> creates two-dimensional shapes</li> <li>identifies attributes of two-dimensional shapes</li> <li>finds combinations of shapes to fill a region</li> <li>uses smaller shapes to create larger shapes</li> </ul>

2, 3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		
<b>Identifies and understands <u>three-dimensional shapes</u> (1.G.A.1, 1.G.A.2) Unit 8</b>			
1, 2			
3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>● describe, compare, <b>name or manipulate</b> three-dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li>● describes, compares, <b>or</b> names three-dimensional shapes</li> <li>● relates three-dimensional to two-dimensional shapes</li> <li>● identifies attributes of three-dimensional shapes</li> <li>● compares size, shape, <b>or</b> orientation of a 3-dimensional object</li> <li>● composes a three-dimensional structure by combining smaller three-dimensional shapes</li> <li>● combines three-dimensional shapes to make a replica of a given three-dimensional shape</li> </ul>	<ul style="list-style-type: none"> <li>● describes, compares, <b>and</b> names three-dimensional shapes</li> <li>● relates three-dimensional to two-dimensional shapes</li> <li>● identifies attributes of three-dimensional shapes</li> <li>● compares size, shape, <b>and</b> orientation of a 3-dimensional object</li> <li>● composes a three-dimensional structure by combining smaller three-dimensional shapes</li> <li>● combines three-dimensional shapes to make a replica of a given three-dimensional shape</li> </ul>
<b>Understands halves and fourths as equal parts of a whole (1.G.A.3) Unit 4 (Halves &amp; Fourths)</b>			
1			
2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>● develop language to describe equal parts of a whole (ex: half, fourths, quarters)</li> <li>● partition a whole (circle, square, rectangle) into equal parts (halves and fourths or quarters)</li> </ul>	<ul style="list-style-type: none"> <li>● develops language to describe equal parts of a whole (ex: half, fourths, quarters)</li> <li>● partitions a whole (circle, square, rectangle) into equal parts (halves and fourths or quarters)</li> <li>● understands halves and fourths</li> </ul>	<ul style="list-style-type: none"> <li>● develops language to describe equal parts of a whole (ex: half, fourths, quarters)</li> <li>● partitions a whole (circle, square, rectangle) into equal parts (halves and fourths or quarters)</li> <li>● understands halves and fourths</li> </ul>
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		