

First Grade Math Standards

St. Clair County Schools is dedicated to ensuring our students receive high quality instruction on all grade level standards found in the Alabama Mathematics Course of Study. Critical standards have been identified as the standards necessary to ensure success in first grade and beyond. These standards are critical, foundational standards and student progress towards mastery will be reported each grading period. Mastery or exceeding is essential to the promotion of students from first to second grade.

Standard	Rubric Statements:
<p>1. Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>a. Add to with change unknown to solve word problems within 20.</p> <p>b. Take from with change unknown to solve word problems within 20.</p> <p>c. Put together/take apart with addend unknown to solve word problems within 20.</p> <p>d. Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20.</p>	<ul style="list-style-type: none"> • MA.1.1.ac I can solve add to and put together word problems within 20. • MA.1.1.bd I can solve take from, take apart, and comparing word problems within 20.
<p>2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem</p>	<ul style="list-style-type: none"> • MA.1.2 I can solve word problems that add three numbers that equal 20 or less.
<p>6. Add and subtract within 20</p>	<ul style="list-style-type: none"> • MA.1.6.add I can add within 20 using a variety of strategies. • MA.1.6.sub I can subtract within 20 using a variety of strategies.
<p>7. Explain that the equal sign means “the same as.” Determine whether equations involving addition and subtraction are true or false</p>	<ul style="list-style-type: none"> • MA.1.7 I can explain that the equal sign means ‘the same as’ and determine if equations are true or false.
<p>10. Extend number sequence to 120.</p>	<ul style="list-style-type: none"> • MA.1.10 I can count up to 120.
<p>11. Explain that the two digits of a two-digit number represent amounts of tens and ones.</p>	<ul style="list-style-type: none"> • MA.1.11 I can identify a bundle of ten ones as a group of ten and explain that 11-19 consists of a group of ten and some more ones, and that 10, 20, 30, 40, 50, 60, 70, 80, and 90 are 1, 2, 3, 4, 5, 6, 7, 8, and 9 groups of ten with zero ones.
<p>12. Compare pairs of two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$ and orally with the words “is greater than,” “is equal to,” and “is less than.”</p>	<ul style="list-style-type: none"> • MA.1.12 I can compare pairs of two-digit numbers based on place value and record comparisons using the symbols for ‘greater than’, ‘less than’ or ‘is equal to’.
<p>13. Add within 100, using concrete models or drawings and strategies based on place value.</p>	<ul style="list-style-type: none"> • MA.1.13 I can add within 100 by adding a double-digit number and a single-digit number as well as by adding a double-digit number and a multiple of 10.
<p>14. Given a two-digit number, mentally find 10 more or 10 less and explain reasoning.</p>	<ul style="list-style-type: none"> • MA.1.14 I can find 10 more or 10 less mentally and explain my thinking.
<p>15. Subtract multiples of 10 from multiples of 10 in the range 10-90.</p>	<ul style="list-style-type: none"> • MA.1.15 I can subtract multiples of 10 from multiples of 10.
<p>18: Determine length of an object using non-standard units with no gaps or overlaps, expressing length of the object with a whole number.</p>	<ul style="list-style-type: none"> • MA.1.18 I can measure using non-standard units and tell how long using a whole number.
<p>22. Compose and decompose 2D and 3D shapes, use shapes to create composite shapes.</p>	<ul style="list-style-type: none"> • MA.1.22 I can compose and decompose 2D and 3D shapes and create composite shapes from the 2D and 3D shapes.
<p>23. Partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.</p>	<ul style="list-style-type: none"> • MA.1.23 I can cut or fold circles and rectangles into two and four equal pieces and describe the pieces using the words halves, fourths, and quarters.

These rubrics are designed to help parents understand exactly what their student can and cannot do related to the standards being taught. The scores to the left of each grid correspond to the grades receive on the report card:

Level 4: Meets or Exceeds grade level end of year standards

Level 3: Progressing towards grade level end of year standards (on-track)

Level 2: Limited Progress towards grade level end of year standards

Level 1: Insufficient Progress towards grade level end of year standards

First Grade Critical Standards Rubrics for Math

MA.1.1 Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- MA.1.1ac I can solve add to, put together, and comparison word problems within 20.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student adds within 20 to solve all types of word problems (add to, put together, comparison) with unknown numbers in all positions using efficient (non-concrete) strategies.			
3	Student consistently adds within 10 to solve 'add to' and 'put together' word problems with result unknown with using concrete strategies.	Student consistently adds within 15 to solve 'add to' and 'put together' word problems with result unknown using more than one strategy.	Student consistently adds within 15 to solve 'add to' and 'put together' word problems with unknown numbers in all positions using more than one strategy.	Student consistently adds within 20 to solve all types of word problems (add to, put together, comparison) with unknown numbers in all positions using concrete strategies.
2	Student adds within 5 to solve 'add to' and 'put together' word problems only with result unknown using concrete strategies.	Student adds within 10 to solve 'add to' and 'put together' word problems only with result unknown using concrete strategies.	Student adds within 15 to solve 'add to' and 'put together' word problems with result unknown using more than one strategy.	Student adds within 15 to solve 'add to' and 'put together' word problems with unknown numbers in all positions using more than one strategy.
1	Student is unable to independently add within 5.	Student adds within 5 to solve 'add to' word problems only with result unknown using concrete strategies.	Student adds within 5 to solve 'add to' or 'put together' word problems only with result unknown using concrete strategies.	Student adds within 10 to solve 'add to' and 'put together' word problems only with result unknown using concrete strategies.

- MA.1.1bd I can solve take apart, take from, and comparison word problems within 20.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student subtracts within 20 to solve all types of word problems (Take from/ apart, Compare) with unknown numbers in all positions using efficient (non-concrete) strategies.			
3	Student consistently subtracts within 10 to solve 'take from' and 'take apart' word problems with result unknown with using concrete strategies.	Student consistently subtracts within 15 to solve 'take from' and 'take apart' word problems with result unknown using more than one strategy.	Student consistently subtracts within 15 to solve 'take from' and 'take apart' word problems with unknown numbers in all positions using more than one strategy.	Student consistently subtracts within 20 to solve all types of word problems (take from, take apart, comparison) with unknown numbers in all positions using concrete strategies.
2	Student subtracts within 5 to solve 'take from' and 'take apart' word problems only with result unknown using concrete strategies.	Student subtracts within 10 to solve 'take from' and 'take apart' word problems only with result unknown using concrete strategies.	Student subtracts within 15 to solve 'take from' and 'take apart' word problems with result unknown using more than one strategy.	Student subtracts within 15 to solve 'take from' and 'take apart' word problems with unknown numbers in all positions using more than one strategy.
1	Student is unable to independently subtract within 5.	Student subtracts within 5 to solve 'take from' word problems	Student subtracts within 5 to solve 'take from' and 'take apart' word problems only with result	Student subtracts within 10 to solve 'take from' and 'take apart' word problems only with result

		only with result unknown using concrete strategies.	unknown using concrete strategies.	unknown using concrete strategies.
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MA.1.2.Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem.

- MA.1.2 I can solve word problems that add three numbers that equal 20 or less.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20 using efficient strategies.			
3			Student consistently solves word problems that call for addition of three whole numbers whose sum is less than or equal to 15 using concrete objects.	Student consistently solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20 using concrete objects or drawings.
2			Student consistently solves word problems that call for addition of three whole numbers whose sum is less than or equal to 10 using concrete objects.	Student consistently solves word problems that call for addition of three whole numbers whose sum is less than or equal to 15 using concrete objects.
1			Student cannot solve word problems with three whole numbers.	Student can solve word problems with three whole numbers whose sum is less than or equal to 10 using concrete objects.

MA.1.6. Add and subtract within 20, demonstrating fluency for addition and subtraction to 10.

- MA.1.6add I can add within 20 and demonstrate fluency within 10.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can add within 20 using pictures and concrete objects building from demonstrating fluency within 10 using a variety of mental strategies with knowing facts within 10 in 3 seconds or less.			
3	Student can add within 10 using pictures or concrete objects.	Student can add within 10 using the mental strategies of counting all or counting on.	Student can add within 15 using pictures or concrete objects as well as add within 10 using the mental strategies of counting all, on, making a 10, or decomposing numbers to make a 10.	Student can add within 20 using pictures or concrete objects as well as add within 10 using the mental strategies of counting all, on, making a 10, decomposing numbers to make a 10, or using easier problems to get to a 10.
2	Student can add within 5 using concrete objects.	Student can add within 10 using concrete objects.	Student can add within 10 using the mental strategies of counting all or counting on.	Student can add within 15 using the mental strategies of counting all or counting on.
1	Student cannot add within 5.	Student can add within 5 using concrete objects.	Student can add within 10 using concrete objects.	Student can add within 10 using concrete objects or drawings.

- MA.1.6sub I can subtract within 20 and demonstrate fluency within 10.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can subtract within 20 using pictures and concrete objects building from demonstrating fluency within 10 using a variety of mental strategies with knowing facts within 10 in 3 seconds or less.			
3	Student can subtract within 10 using pictures or concrete objects.	Student can subtract within 10 using the mental strategies of counting all or counting back.	Student can subtract within 15 using pictures or concrete objects as well as subtract within 10 using the mental strategies of counting all, back, making a 10,	Student can subtract within 20 using pictures or concrete objects as well as subtract within 10 using the mental strategies of counting all, back, making a 10, decomposing numbers to make a

			or decomposing numbers to make a 10.	10, or using easier problems to get to a 10.
2	Student can subtract within 5 using concrete objects.	Student can subtract within 10 using concrete objects.	Student can subtract within 10 using the mental strategies of counting all or counting back.	Student can subtract within 15 using the mental strategies of counting all or counting back.
1	Student cannot subtract within 5.	Student can subtract within 5 using concrete objects.	Student can subtract within 10 using concrete objects.	Student can subtract within 10 using concrete objects or drawings.

MA.1.7 Explain that the equal sign means "the same as." Determine whether equations involving addition and subtraction are true or false.

- MA.1.7 I can explain that the equal sign means 'the same as' and determine if equations are true or false.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student uses the equal sign in a variety of positions, explains that the equal sign means "the same as," and determines whether equations are true or false.			
3			Student consistently uses the equal sign in a variety of positions and explains that the equal sign means "the same as."	Student consistently uses the equal sign in a variety of positions, explains that the equal sign means "the same as," or determines whether equations are true or false. (Student can do 2 of the 3 tasks.)
2			Student uses the equal sign in a variety of positions or explains that the equal sign means "the same as," but does not do both.	Student consistently uses the equal sign in a variety of positions, explains that the equal sign means "the same as," or determines whether equations are true or false. (Student can do 1 of the 3 tasks.)
1			Student is unable to use the equal sign in a variety of positions or explains that the equal sign means "the same as."	Student is unable to use the equal sign in a variety of positions, explain that the equal sign means "the same as," or determine whether equations are true or false.

MA.1.10 Extend the number sequence from 0 to 120.

- MA.1.10 I can count to 120.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can count forwards and backwards by ones, starting at any number less than 120, read and write numerals from 0-120, and represent a number of objects from 0-120 with a written numeral.			
3	Student can count forwards and backwards by ones, starting at any number less than 30, read and write numerals from 0-30, and represent a number of objects from 0-30 with a written numeral.	Student can count forwards and backwards by ones, starting at any number less than 60, read and write numerals from 0-60, and represent a number of objects from 0-60 with a written numeral.	Student can count forwards and backwards by ones, starting at any number less than 100, read and write numerals from 0-100, and represent a number of objects from 0-100 with a written numeral.	
2	Student can count forwards and backwards by ones, starting at any number less than 20, read and write numerals from 0-20, and represent a number of objects from 0-20 with a written numeral.	Student can count forwards and backwards by ones, starting at any number less than 30, read and write numerals from 0-30, and represent a number of objects from 0-30 with a written numeral.	Student can count forwards and backwards by ones, starting at any number less than 60, read and write numerals from 0-60, and represent a number of objects from 0-60 with a written numeral.	Student can count forwards and backwards by ones, starting at any number less than 90, read and write numerals from 0-90, and represent a number of objects from 0-90 with a written numeral.
1	Student is unable to count forwards and backwards by ones, starting at any number	Student can count forwards and backwards by ones, starting at any number less than 20, read and	Student can count forwards and backwards by ones, starting at any number less than 40, read and	Student can count forwards and backwards by ones, starting at any number less than 60, read and write

less than 20, read and write numerals from 0-20, and represent a number of objects from 0-20 with a written numeral.	write numerals from 0-20, and represent a number of objects from 0-20 with a written numeral.	write numerals from 0-40, and represent a number of objects from 0-40 with a written numeral.	numerals from 0-60, and represent a number of objects from 0-60 with a written numeral.
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MA.1.11 Explain that the two digits of a two-digit number represent amounts of tens and ones.

- MA.1.11 I can identify a bundle of ten ones as a group of ten, explain that 11-19 consists of a group of ten and some more ones, and that 10, 20, 30, 40, 50, 60, 70, 80, 90 are one, two, three, four, five, six, seven, eight, or nine tens and zero ones.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student recognizes ten ones as one ten and identifies teen numbers as one ten and some ones.			
3		Student identifies that ten ones is the same as a group of ten.	Student recognizes ten ones as one ten and identifies teen numbers as one ten and some ones.	Student recognizes ten ones as one ten, identifies teen numbers as one ten and some ones, or identifies numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 as one, two, three, four, five, six, seven, eight, nine tens and zero ones. (Student can do 2 of the 3 tasks.)
2		Student is unable to recognize that ten ones is the same as a group of ten.	Student recognizes ten ones as one ten or identifies teen numbers as one ten and some ones, but cannot do both.	Student recognizes ten ones as one ten, identifies teen numbers as one ten and some ones, or identifies numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 as one, two, three, four, five, six, seven, eight, nine tens and zero ones. (Student can do 1 of the 3 tasks.)
1		Student is unable to recognize that ten ones is the same as a group of ten.	Student is unable to recognize ten ones as one group of ten and identify teen numbers as one ten and some ones.	Student is unable to recognize ten ones as one group of ten and identify teen numbers as one ten and some ones.

MA.1.12 Compare pairs of two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$ and orally with the words “is greater than,” “is equal to,” and “is less than.”

- MA.1.12 I can compare pairs of two-digit numbers based on place value and record comparisons using the symbols for ‘greater than’, ‘less than’ or ‘is equal to’.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student recognizes and writes comparison symbols $>$, $<$, $=$ and uses correct terminology to compare two-digit numbers			
3			Student can compare pairs of two-digit numbers based on the values of tens and ones digits.	Students can compare pairs of two-digit numbers and record the results using symbols OR orally.
2			Student can inconsistently compare pairs of two-digit numbers based on the values of tens and ones digits.	Student can consistently compare pairs of two-digit numbers based on the values of tens and ones digits.
1			Student is unable to compare pairs of one-digit numbers.	Student can compare pairs of one-digit numbers.

MA.1.13 Add within 100, using concrete models or drawings and strategies based on place value.

- MA.1.13 I can add within 100 by adding a double-digit number and a single-digit number as well as by adding a double-digit number and a multiple of 10.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can add a two-digit number and a one-digit number, add a two-digit number and a multiple of 10, demonstrate that tens are added to tens and ones are added to ones, and relate the strategy for adding a two-digit number and a one-digit number to a written method.			
3				Student can add a two-digit number and a one-digit number, add a two-digit number and a multiple of 10, demonstrate that tens are added to tens and ones are added to ones, or relate the strategy for adding a two-digit number and a one-digit number to a written method. (Student can do 3 of the 4 tasks.)
2				Student can add a two-digit number and a one-digit number, add a two-digit number and a multiple of 10, demonstrate that tens are added to tens and ones are added to ones, relate the strategy for adding a two-digit number and a one-digit number to a written method. (Student can do 2 of the 4 tasks.)
1				Student is unable to add a two-digit number and a one-digit number, add a two-digit number and a multiple of 10.

MA.1.14 Given a two-digit number, find ten more or ten less and explain reasoning.

- MA.1.14 I can find 10 more or 10 less mentally and explain my thinking.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can mentally determine ten more or ten less than a given two digit number and explain the reasoning.			
3				Students can explain ten more or ten less using visual, counting, or concrete models.
2				Students can explain ten more or ten less using visual, counting, or concrete models with support.
1				Students cannot explain ten more or ten less using visual, counting, or concrete models with or without support.

MA.1.15 Subtract multiples of 10 from multiples of 10 in the range 10-90.

- MA.1.15 I can subtract multiples of 10 from multiples of 10.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student relates subtraction of multiples of 10 (10-90) to a written method without using concrete models or drawings.			
3				Students can subtract 10 from a multiple of 10.
2				Students can subtract 10 from a multiple of 10 with support. (manipulatives, teacher questioning)
1				Student cannot subtract 10 from a multiple of 10 with or without support.

MA.1. 18 Determine the length of an object using non-standard units with no gaps or overlaps, expressing the length of the object with a whole number.

- MA.1. 18 I can measure using non-standard units and tell how long using a whole number.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student determines length of an object using non-standard units with no gaps or overlaps and expresses the length of the object with a whole number <u>every</u> time.			
3				Student determines length of an object using non-standard units with no gaps or overlaps or expresses the length of the object with a whole number.
2				Student determines length of an object using non-standard units with no gaps or overlaps.
1				Student <u>cannot</u> determine length of an object using non-standard units.

MA.1.22 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape

- MA.1.22 I can compose and decompose 2D and 3D shapes and create composite shapes from the 2D and 3D shapes.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student composes and decomposes 2-D and 3-D shapes and combine them to make a composite shape.			
3			Student composes and decomposes 2-D shapes and combines them to make a composite shape	Student composes and decomposes 2-D and 3-D shapes.
2			Student composes and decomposes 2-D shapes.	Student composes and decomposes 2-D shapes and combines them to make a composite shape
1			Student is unable to compose and decompose 2-D shapes with or without teacher support.	Student compose 2-D shapes.

MA.1.23 Partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.

- MA.1.23 I can cut or fold circles and rectangles into two and four equal pieces and describe the pieces using the words halves, fourths, and quarters.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can partition circles and rectangles into two and four equal pieces and describe the shares using the words/phrases halves, fourths, quarters, half of, fourth of, and quarter of.			
3			Student can partition circles and rectangles into two equal parts and describe the shares using the term half.	Student can partition circles and rectangles into four equal parts and describe the shares using the term fourths.
2			Student can partition circles and rectangles into two equal parts.	Student can partition circles and rectangles into four equal parts.
1			Student cannot partition circles and rectangles into equal parts.	Student cannot partition circles and rectangles into equal parts.