Grade 1 Progress Report Rubric

Mathematics	December	March	June
Adds and subtracts numbers with automaticity **1.OA.C.6**	E: Add and subtract within 20 by memory 31-40 problems correct	E: Add and subtract within 20 by memory 31-40 problems correct	E: Add and subtract within 20 by memory 31-40 problems correct
	M: Add and subtract within 10 by memory 21-30 problems correct	M: Add and subtract within 10 by memory 26-30 problems correct	M: Add and subtract within 10 by memory 30 problems correct
	P: Add and subtract with 10 by memory 11-20 problems correct	P: Add and subtract with 10 by memory 11-25 problems correct	P: Add and subtract with 10 by memory 11-29 problems correct
Uses place value to add, subtract and compare numbers	**M:** Student understands 10 can be thought of as a bundle of ten ones called a *ten*. Student understands that 11-19 are composed a ten and some further ones.	**M:** Student understands 10 can be thought of as a bundle of ten ones called a *ten* and the numbers 10 through 100 are composed of bundles of ten. Student composes, decomposes and compares numbers within 100 using concrete models, numbers or drawings and understands the meanings of the tens and ones digits recording the results of comparisons with symbols <, >, and =. Student mentally finds 10 more and 10 less.	**M:** Student understands 10 can be thought of as a bundle of ten ones called a *ten* and the numbers 10 through 100 are composed of bundles of ten. Student composes, decomposes and compares numbers within 100 using concrete models, numbers or drawings and understands the meanings of the tens and ones digits recording the results of comparisons with symbols <, >, and =. Student mentally finds 10 more and 10 less.
	P: Student inconsistently understands 10 can be thought of as a bundle of ten ones called a *ten*. Student inconsistently understands that 11-19 are composed a ten and some further ones.	**P:** Student inconsistently understands 10 can be thought of as a bundle of ten ones called a *ten* and the numbers 10 through 100 are composed of bundles of ten. Student inconsistently composes, decomposes and compares numbers within 100 using concrete models, numbers or drawings and inconsistently understands the meaning of the tens and ones digits recording the results of comparisons with symbols <, >, and =. Student finds 10 more and 10 less using models.	**P:** Student inconsistently understands 10 can be thought of as a bundle of ten ones called a *ten* and the numbers 10 through 100 are composed of bundles of ten. Student inconsistently composes, decomposes and compares numbers within 100 using concrete models, numbers or drawings and inconsistently understands the meanings of the tens and ones digits recording the results of comparisons with symbols <, >, and =. Student finds 10 more and 10 less using models.

Applies properties of operations as strategies to add and subtract	**M:** Student adds and subtracts two and three whole number combinations within 20 using strategies such as: counting on, part-part whole, inverse relationships, making 10s, doubles, doubles +1, doubles -1, and friendly numbers. Student consistently solves addition and subtraction word problems within 10. Student understands the meaning of the equal sign.	**M:** Student adds and subtracts two and three whole number combinations within 20 using strategies such as: counting on, part-part whole, inverse relationships, making 10s, doubles, doubles +1, doubles -1, and friendly numbers. Student consistently solves addition and subtraction word problems within 20. Student understands subtraction as an unknown-addend problem. Student consistently solves addition and subtraction word problems within 20. Student consistently understands the meaning of the equal sign.	**M:** Student adds and subtracts two and three whole number combinations within 20 using strategies such as: counting on, part-part whole, inverse relationships, making 10s, doubles, doubles +1, doubles -1, and friendly numbers. Student consistently solves addition and subtraction word problems within 20. Student consistently adds a two-digit and one-digit number or multiple(s) of 10 using concrete models or drawings and/or strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Student inconsistent solves addition and subtraction word problems within 20, understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false.
	P: Student relies on a single or inefficient strategy, i.e. counting-on, to solve all problems or inconsistently adds and subtracts two and three whole number combinations within 20 using strategies such as: counting on, part-part whole, inverse relationships, making 10s, doubles, doubles +1, doubles -1, and friendly numbers. Student inconsistently solves addition and subtraction word problems within 10. Student inconsistently understands the meaning of the equal sign.	**P:** Student relies on a single or inefficient strategy, i.e. counting-on, to solve all problems or inconsistently adds and subtracts two and three whole number combinations within 20 using strategies. Student inconsistently understands subtraction as an unknown-addend problem, solves addition and subtraction word problems within 20, and understands the meaning of the equal sign.	**P:** Student relies on a single or inefficient strategy, i.e. counting-on, to solve all problems or inconsistently adds and subtracts two and three whole number combinations within 20 using strategies. Student inconsistently adds a two-digit and one-digit number or multiple(s) of 10 using concrete models or drawings and/or strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Student inconsistently solves addition and subtraction word problems within 20, understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false.

Counts, reads and writes numbers	**M:** Student counts and reads numbers by ones and by tens starting at any number less than 120 and represents the numbers 0 to 20 with written numerals.	**M:** Student counts and reads numbers by ones and by tens starting at any number less than 120 and represents numbers with written numerals.	**M:** Student counts and reads numbers by ones and by tens starting at any number less than 120 and represents numbers with written numerals. Student represents a number of objects up to 120 with a written numeral.
	P: Student inconsistently counts and reads numbers by ones and by tens starting at any number less than 120 and will represent the numbers 0 to 20 with written numerals.	**P:** Student inconsistently counts and reads numbers by ones and by tens starting at any number less than 120 and will represent numbers with written numerals.	**P:** Student inconsistently counts and reads numbers by ones and by tens starting at any number less than 120 and will represent numbers with written numerals. Student inconsistently represents a number of objects up to 120 with a written numeral.
Measures and compares using standard and nonstandard units of measure	**N/A**	**N/A**	**M:** Student orders three objects by length and compares lengths of two objects by using a third object, limited to contexts where the object being measured is spanned by a whole number of length units. Student tells and writes time in hours and half-hours using analog and digital clocks. Student organizes, represents and interprets data with up to three categories and answer questions relating to the data points.
			P: Student inconsistently orders three objects by length and compares lengths of two objects by using a third object, limited to contexts where the object being measured is spanned by a whole number of length units. Student inconsistently tells and writes time in hours and half-hours using analog and digital clocks. Student inconsistently organizes, represents and interprets data with up to three categories and answer questions relating to the data points.

Describes, compares and composes plane and solid figures	**N/A**	**M:** Student composes and distinguishes between two- and three- dimensional shapes using defining (closed, number of sides) and non-defining (size, orientation, color) attributes. Student partitions circles and rectangles into two and four equal shares using the terms halves, fourths and quarters.	**M:** Student composes and distinguishes between two- and three- dimensional shapes using defining (closed, number of sides) and non-defining (size, orientation, color) attributes. Student partitions circles and rectangles into two and four equal shares using the terms halves, fourths and quarters.
		P: Student inconsistently composes and distinguishes between two- and three-dimensional shapes using defining (closed, number of sides) and non-defining (size, orientation, color) attributes. Student inconsistently partitions circles and rectangles into two and four equal shares using the terms halves, fourths and quarters.	**P:** Student inconsistently composes and distinguishes between two- and three-dimensional shapes using defining (closed, number of sides) and non-defining (size, orientation, color) attributes. Student inconsistently partitions circles and rectangles into two and four equal shares using the terms halves, fourths and quarters.
Constructs viable arguments and justifies reasoning within problem solving	**M:** Student constructs arguments and defends reasoning using drawings, words and/or numbers to prove why their solutions are accurate. Student participates in mathematical discourse.	**M:** Student constructs arguments and defends reasoning using drawings, words and/or numbers to prove why their solutions are accurate. Student participates in mathematical discourse.	**M:** Student constructs arguments and defends reasoning using drawings, words and/or numbers to prove why their solutions are accurate. Student participates in mathematical discourse.
	P: Student constructs arguments and defends reasoning using drawings, words and/or numbers with limited assistance to prove why their solutions are accurate. Student participates in mathematical discourse with increasing frequency.	**P:** Student constructs arguments and defends reasoning using drawings, words and/or numbers with limited assistance to prove why their solutions are accurate. Student participates in mathematical discourse with increasing frequency.	**P:** Student constructs arguments and defends reasoning using drawings, words and/or numbers with limited assistance to prove why their solutions are accurate. Student participates in mathematical discourse with increasing frequency.