



Standards-Based Report Card Rubric: 1st Grade Math

Report Card Section	Report Card Statement	Standards Assessed	Term Assessed	Assessment of Mastery		
				Mastered Grade Level Standard (3)	Approaching Grade Level Standard (2)	Insufficient Progress on Grade Level Standard (1)
Numerical Representations & Relationships	I can represent a number using objects, pictures (base 10), expanded, & standard form to 120. T1: 0-30, T2: 0-60, T3: 0-90, T4: 0-120	1.2C Use objects, pictures, & expanded & standard forms to represent numbers up to 120	1, 2, 3, 4	Consistently & independently represents a number using objects, base 10 (picture) or number lines, expanded, & standard form T1: ≥ 30 T2: ≥ 60 T3: ≥ 90 T4: ≥ 120	Represents a number using objects, base 10 (pictures) or number lines, expanded, & standard form with support	Limited ability/unable to represent a number using objects, base 10 (pictures) or number lines, expanded, & standard form
	I can order whole numbers on an open number line. T1: 0-30, T2: 0-60, T3: 0-90, T4: 0-120	1.2F Order whole numbers up to 120 using place value & open number lines	1, 2, 3, 4	Consistently & independently orders whole numbers using both place value & an open number line T1: ≥ 30 T2: ≥ 60 T3: ≥ 90 T4: ≥ 120	Inconsistently orders whole numbers using place value & an open number line	Limited ability/unable to order whole numbers using place value & an open number line
	I can compare two numbers using $<$, $>$, or $=$. T1: 0-25, T2: 0-50, T3: 0-75, T4: 0-100	1.2G Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$	1, 2, 3, 4	Consistently & independently represents the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$ T1: ≥ 25 T2: ≥ 50 T3: ≥ 75 T4: ≥ 100	Verbally compares two numbers using comparative language, but inconsistently uses the symbols accurately	Confuses the concepts of more/greater than & less/less than
Computations &	I can solve a word	1.3B Use objects &	3, 4	Consistently &	Solves 3-5 of the 6	Solves 0-2 of the 6

Algebraic Relationships	problem using objects & pictorial models.	pictorial models to solve word problems involving joining, separating, & comparing sets within 20 & unknowns as any one of the terms in the problem such as $2+4=$ ___; $3+$ ___= 7 ; & $5=$ ___- 3		independently solves all 1-step word problem types involving joining, separating, & comparing sets with an unknown (start, change or result) using objects or pictures	types of 1-step word problems involving joining, separating, & comparing sets with an unknown (start, change or result) using objects or picture or all types with support	types of 1-step word problems involving joining, separating, & comparing sets with an unknown (start, change or result) using objects or picture
	I can compose 10 with 2 or more addends with & without objects.	1.3C Compose 10 with two or more addends with & without concrete objects	1, 2, 3, 4	Consistently & independently composes 10 with two or more addends with & without objects	Composes 10 with two or more addends, only with objects	Composes 10 with two or more addends, only with objects with support
	I can generate & solve an addition or subtraction word problem when given a number sentence.	1.3F Generate & solve problem situations when given a number sentence involving addition or subtraction of numbers within 20	3, 4	Consistently & independently generates (written or oral) & solves a word problem when given a number sentence involving addition or subtraction within 20	Generates (written or oral) & solves a word problem when given a number sentence involving addition or subtraction within 20 with support	Limited ability/unable to generate (written or oral) & solve a word problem when given a number sentence involving addition & subtraction within 20
Numerical Representations & Relationships	I can skip count by 2s, 5s, & 10s. T1: 0-30, T2: 0-60, T3: 0-90, T4: 0-120	1.5B Skip count by twos, fives, & tens to determine the total number of objects up to 120 in a set	1, 2, 3, 4	Consistently & independently skip counts by twos, fives, & tens to determine the total number of objects in a set & skip counts beginning with any given number up to 120 T1: ≥ 30 T2: ≥ 60 T3: ≥ 90 T4: ≥ 120	Accurately skip counts 1-2 out of the 3 following ways: by twos, fives, & tens to determine the total number of objects in a set or accurately skip counts, but not with any given number up to 120	Limited ability/unable to skip count by twos, fives, & tens to determine the total number of objects in a set
Computations & Algebraic Relationships	I can understand that both sides of the equal sign represent the same value.	1.5E Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same	3, 4	Consistently & independently demonstrates an understanding that expressions on both sides of the equal sign	Understands that expressions on both sides of the equal sign represent the same value (balance) with support	Identifies the equal sign & associates it with an answer to a problem rather than the balance of the two sides

		value(s)		represent the same value (balance) (i.e., 4+5=2+7)	(i.e., 4+5=2+7)	
Geometry & Measurement	I can classify & sort regular & irregular 2D shapes based on attributes.	1.6A Classify & sort regular & irregular two-dimensional shapes based on attributes using informal geometric language	2, 3, 4	Consistently & independently classifies & sorts regular & irregular two-dimensional shapes in multiple ways based on attributes using informal geometric language	Classifies & sorts regular & irregular two-dimensional shapes in one way based on attributes using informal geometric language	Limited ability/unable sort two-dimensional shapes in one way based on attributes
	I can tell time to the hour & half hour using analog & digital clocks.	1.7.E Tell time to the hour & half hour using analog & digital clocks	3, 4	Consistently & independently tells time to the hour & half hour using both analog & digital clocks & approximate time to the hour & half hour	Tells time to the hour & half hour using either analog or digital clocks or accurately tells time on both clocks, but not approximate time	Tells time to the hour using either analog or digital clocks
	I can identify examples & non-examples of halves & fourths.	1.6.H Identify examples & non-examples of halves & fourths	3, 4	Consistently & independently identifies examples & non-examples of halves & fourths	Identifies examples or non-examples of either halves or fourths or both with support	Identifies a half, but does not know they are equal
	I can measure an object using the same size units, end-to-end with no gaps or overlays.	1.7B Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other	3, 4	Consistently & independently measures an object to the nearest whole using the same-size unit of length, laid end-to-end with no gaps or overlaps, & that will reach from one end of the object to the other	Measures an object to the nearest whole using the same-size units of length, laid end-to-end with some gaps or overlaps or measures correctly with support	Measures an object to the nearest whole inaccurately, with gaps or overlaps
Data Analysis & Personal Financial Literacy	I can draw conclusions & generate & answer questions from picture & bar-type graphs.	1.8C Draw conclusions & generate & answer questions using information from picture & bar-type graphs	2, 3, 4	Consistently & independently draws conclusions & generates & answers questions using	Draws conclusions or generates & answers questions using information from picture & bar-type	Limited ability/unable to draw conclusions from using a picture &/or bar type graph

				information from picture & bar-type graphs	graphs with support	
	I can identify coins by value & describe the relationships between them.	1.4A Identify U.S. coins including pennies, nickels, dimes, & quarters by value & describe the relationships between them	1, 2, 3, 4	Consistently & independently identifies coins with traditional & special designs by value & describes the relationship between them (i.e., 2 nickels = 1 dime; 1 nickel < 1 dime; etc.)	Identifies coins with traditional & special designs by value, but needs support to describe relationships	Limited ability/unable to identify coins with traditional & special designs or identify coin values

Consistently = Able to complete tasks with 85-100% accuracy of the time over the assessment term (i.e., They are mostly accurate.)

Inconsistently = Able to complete tasks with 50-84% accuracy of the time over the assessment term (i.e., They are accurate more than half the time.)

With supports = Instructional tools (i.e., math tools, dictionaries, word walls) or teacher prompts (i.e., suggesting strategy, asking questions, giving sentence stems)

Limited Ability/Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term