

## Grade 1 Progress Report Rubrics Mathematics

### Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction (1.OA.1, 1.OA.2)				
Marking Period	1	2	3	4
1	Unable to: *Use addition and subtraction up to 10 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support: *Uses addition and subtraction up to 10 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Independently and consistently: *Uses addition and subtraction up to 10 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Exceeds all criteria of a 3.
2	Unable to: *Solve word problems that call for addition of two whole numbers; *Uses addition and subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support: *Solves word problems that call for addition of two whole numbers; *Uses addition and subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Independently and consistently: *Solves word problems that call for addition of two whole numbers; *Uses addition and subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Exceeds all criteria of a 3.
3	Unable to: *Solve word problems that call for addition of three whole numbers; *Use addition and subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support: *Solves word problems that call for addition of three whole numbers; *Uses addition and subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Independently and consistently: *Solves word problems that call for addition of three whole numbers; *Uses addition and subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Exceeds all criteria of a 3.

Understand and apply properties of operations and the relationship between addition and subtraction (1.OA.3, 1.OA.4)				
Marking Period	1	2	3	4
1	Unable to: *Apply properties of operations as strategies to add and subtract within 10; *Understands single-digit subtraction as an unknown addend problem.	With prompting and support: *Can apply properties of operations as strategies to add and subtract within 10; *Understands single-digit subtraction as an unknown addend problem.	Independently and consistently: *Can apply properties of operations as strategies to add and subtract within 10; *Understands single-digit subtraction as an unknown addend problem.	Exceeds all criteria of a 3.
2	Unable: *Apply properties of operations as strategies to add and subtract within 20 without regrouping; *Understands subtraction as an unknown addend problem by grouping into a 10 and ones.	With prompting and support: *Can apply properties of operations as strategies to add and subtract within 20 without regrouping; *Understands subtraction as an unknown addend problem by grouping into a 10 and ones.	Independently and consistently: *Can apply properties of operations as strategies to add and subtract within 20 without regrouping; *Understands subtraction as an unknown addend problem by grouping into a 10 and ones.	Exceeds all criteria of a 3.
3	Unable to: *Apply properties of operations as strategies to add and subtract within 20; *Understand subtraction as an unknown addend problem.	With prompting and support: *Can apply properties of operations as strategies to add and subtract within 20; *Understands subtraction as an unknown addend problem.	Independently and consistently: *Can apply properties of operations as strategies to add and subtract within 20; *Understands subtraction as an unknown addend problem.	Exceeds all criteria of a 3.

Add and subtract within 20 (1.OA.5, 1.OA.6)				
Marking Period	1	2	3	4
1	Unable to: *Relate counting to 10 to addition and subtraction; *Use multiple strategies to add and subtract within 10; *Add and subtract within 10.	With prompting and support: *Relates counting to 10 to addition and subtraction; *Uses multiple strategies to add and subtract within 10; *Adds and subtracts within 10.	Independently and consistently: *Relates counting to 10 to addition and subtraction; *Uses multiple strategies to add and subtract within 10; *Adds and subtracts fluently within 10.	Exceeds all criteria of a 3.
2	Unable to: *Relate counting to 40 to addition and subtraction; *Use multiple strategies to add and subtract within 20; *Add and subtract within 20.	With prompting and support: *Relates counting to 40 to addition and subtraction; *Uses multiple strategies to add and subtract within 20; *Adds and subtracts within 20.	Independently and consistently: *Relates counting to 40 to addition and subtraction; *Uses multiple strategies to add and subtract within 20; *Adds and subtracts within 20.	Exceeds all criteria of a 3.
3	Unable to: *Relate counting to 120 addition and subtraction to; *Use a multiple strategy to add and subtract within 20; *Add and subtract fluently within 20.	With prompting and support: *Relates counting to 120 to addition and subtraction; *Uses multiple strategies to add and subtract within 20; *Adds and subtracts within 20	Independently and consistently: *Relates counting to 120 to addition and subtraction; *Uses multiple strategies to add and subtract within 20; *Adds and subtracts fluently within 20.	Exceeds all criteria of a 3.

Work with addition and subtraction equations. (1.OA.7, 1.OA.8)				
Marking Period	1	2	3	4
1	In equations to 10, unable to: *Understand the meaning of the equal sign; *Determine if equations involving addition and subtraction are true or false; *Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	With prompting and support in equations to 10: *Understands the meaning of the equal sign; *Determines if equations involving addition and subtraction are true or false; *Determines the unknown whole number in an addition or subtraction equation relating three whole numbers.	Independently and consistently in equations to 10: *Understands the meaning of the equal sign; *Determines if equations involving addition and subtraction are true or false; *Determines the unknown whole number in an addition or subtraction equation relating three whole numbers.	Exceeds all criteria of a 3.
2	In equations to 20, unable to: *Understand the meaning of the equal sign; *Determine if equations involving addition and subtraction are true or false; *Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	With prompting and support in equations to 20: *Understands the meaning of the equal sign; *Determines if equations involving addition and subtraction are true or false; *Determines the unknown whole number in an addition or subtraction equation relating three whole numbers.	Independently and consistently in equations to 20: *Understands the meaning of the equal sign; *Determines if equations involving addition and subtraction are true or false; *Determines the unknown whole number in an addition or subtraction equation relating three whole numbers.	Exceeds all criteria of a 3.
3	In equations to 40 with regrouping, unable to: *Understand the meaning of the equal sign; *Determine if equations involving addition and subtraction are true or false; *Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	With prompting and support in equations to 40 with regrouping: *Understands the meaning of the equal sign; *Determines if equations involving addition and subtraction are true or false; *Determines the unknown whole number in an addition or subtraction equation relating three whole numbers.	Independently and consistently in equations to 40 with regrouping: *Understands the meaning of the equal sign; *Determines if equations involving addition and subtraction are true or false; *Determines the unknown whole number in an addition or subtraction equation relating three whole numbers.	Exceeds all criteria of a 3.

## Numbers and Operations in Base Ten

Extends the counting sequence. (1.NBT.1)				
Marking Period	1	2	3	4
1	<p>Unable to:</p> <ul style="list-style-type: none"> <li>*Count to 10 starting at any number less than 10;</li> <li>*Read and write numerals and represent a number of objects with a written numeral.</li> </ul>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>*Counts to 10 starting at any number less than 10;</li> <li>*Reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<p>Independently and consistently:</p> <ul style="list-style-type: none"> <li>*Counts to 10 starting at any number less than 10;</li> <li>*Reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	Exceeds all criteria of a 3.
2	<p>Unable to:</p> <ul style="list-style-type: none"> <li>*Count to 40 starting at any number less than 40;</li> <li>*Read and write numerals and represent a number of objects with a written numeral.</li> </ul>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>*Counts to 40 starting at any number less than 40;</li> <li>*Reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<p>Independently and consistently:</p> <ul style="list-style-type: none"> <li>*Counts to 40 starting at any number less than 0;</li> <li>*Reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	Exceeds all criteria of a 3.
3	<p>Unable to:</p> <ul style="list-style-type: none"> <li>*Count to 120 starting at any number less than 120;</li> <li>*Read and write numerals and represent a number of objects with a written numeral.</li> </ul>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>*Counts to 120 starting at any number less than 120;</li> <li>*Reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<p>Independently and consistently:</p> <ul style="list-style-type: none"> <li>*Counts to 120 starting at any number less than 120;</li> <li>*Reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	Exceeds all criteria of a 3.

Understands place value. (1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.3)				
Marking Period	1	2	3	4
1				
2	<p>Unable to:</p> <ul style="list-style-type: none"> <li>*Understand that the digits of a two-digit number represent amounts of tens and ones for numbers up to 40;</li> <li>*Compare two two-digit numbers up to 40 based on meanings of tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> </ul>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>*Understands that the digits of a two-digit number represent amounts of tens and ones for numbers up to 40;</li> <li>*Compares two two-digit numbers up to 40 based on meanings of tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> </ul>	<p>Independently and consistently:</p> <ul style="list-style-type: none"> <li>*Understands that the digits of a two-digit number represent amounts of tens and ones for numbers up to 40;</li> <li>*Compares two two-digit numbers up to 40 based on meanings of tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> </ul>	Exceeds all criteria of a 3.
3	<p>Unable to:</p> <ul style="list-style-type: none"> <li>*Understand that the digits of a two-digit number represent amounts of tens and ones up to 99;</li> <li>*Compare two two-digit numbers up to 99 based on meanings of tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> </ul>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>*Understands that the digits of a two-digit number represent amounts of tens and ones up to 99;</li> <li>*Compares two two-digit numbers up to 99 based on meanings of tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> </ul>	<p>Independently and consistently:</p> <ul style="list-style-type: none"> <li>*Understands that the digits of a two-digit number represent amounts of tens and ones up to 99;</li> <li>*Compares two two-digit numbers up to 99 based on meanings of tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> </ul>	Exceeds all criteria of a 3.

Use place value understanding and properties of operations to add and subtract. (1.NBT.4, 1.NBT.5, 1.NBT.6)				
Marking Period	1	2	3	4
1				
2				
3	<p>Unable to:</p> <ul style="list-style-type: none"> <li>*Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10;</li> <li>*Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten;</li> <li>*Mentally find 10 more or 10 less than a two-digit number;</li> <li>*Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.</li> </ul>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>*Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10;</li> <li>*Understands that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten;</li> <li>*Mentally finds 10 more or 10 less than a two-digit number;</li> <li>*Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.</li> </ul>	<p>Independently and consistently:</p> <ul style="list-style-type: none"> <li>*Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10;</li> <li>*Understands that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten;</li> <li>*Mentally finds 10 more or 10 less than a two-digit number;</li> <li>*Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.</li> </ul>	Exceeds all criteria of a 3.

## Measurement and Data

Measures lengths indirectly and by iterating units. (1.MD.1, 1.MD.2)				
Marking Period	1	2	3	4
1				
2	Unable to: *Order three objects by length; compare the length of two objects indirectly by using a third object; *Express the length of an object as a whole number of unit lengths.	With prompting and support: *Orders three objects by length; compare the length of two objects indirectly by using a third object; *Expresses the length of an object as a whole number of unit lengths.	Independently and consistently: *Orders three objects by length; compare the length of two objects indirectly by using a third object; *Expresses the length of an object as a whole number of unit lengths.	Exceeds all criteria of a 3.
3	Reassess as needed			

Tell and write time (1.MD.3)				
Marking Period	1	2	3	4
1				
2				
3	Unable to: *Tell and write time in hours and half hours using analog and digital clocks.	With prompting and support: *Tells and writes time in hours and half hours using analog and digital clocks.	Independently and consistently: *Tells and writes time in hours and half hours using analog and digital clocks.	Exceeds all criteria of a 3.



Represent and interpret data (1.MD.4)				
Marking Period	1	2	3	4
1				
2	Unable to: *Organize, represent and interpret data with up to three categories; *Ask and answer questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?).	With prompting and support: *Organizes, represents and interprets data with up to three categories; *Asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?).	Independently and consistently: *Organizes, represents and interprets data with up to three categories; *Asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?).	Exceeds all criteria of a 3.
3	Reassess as needed			

## Geometry

Reasons with shapes and their attributes. (1.G.1, 1.G.2, 1.G.3)				
Marking Period	1	2	3	4
1	<p>Unable to:</p> <ul style="list-style-type: none"> <li>*Distinguish between defining attributes versus non-defining attributes and build and draw shapes that possess defining attributes;</li> <li>*Compose two dimensional shapes or three dimensional shapes to create a composite shape and compose new shapes from the composite shape;</li> <li>*Partition circles and rectangles into two and four equal shares and describe the shares.</li> </ul>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>*Distinguishes between defining attributes versus non-defining attributes and builds and draws shapes that possess defining attributes;</li> <li>*Composes two dimensional shapes or three dimensional shapes to create a composite shape and composes new shapes from the composite shape;</li> <li>*Partitions circles and rectangles into two and four equal shares and describes the shares.</li> </ul>	<p>Independently and consistently:</p> <ul style="list-style-type: none"> <li>*Distinguishes between defining attributes versus non-defining attributes and builds and draws shapes that possess defining attributes;</li> <li>*Composes two dimensional shapes or three dimensional shapes to create a composite shape and composes new shapes from the composite shape;</li> <li>*Partitions circles and rectangles into two and four equal shares and describes the shares.</li> </ul>	Meets the criteria for a 3.
2	Reassess as needed			
3	Reassess as needed			