# Grade 1 Math Report Card Rubrics

4 = Independently and consistently performs tasks specified in the indicators in a variety of contexts

3 = Has mastered tasks specified in the indicators and performs them independently

2 = Performs the tasks specified in the indicators with assistance

1 = Needs additional time or experience to achieve the indicators

| Operations and Algebraic Thinking – grade 1 | | | |
|---|---|---|---|
| *Represent & solve + or - problems within 20.* | T1 | T2 | T3 |
| 4 | Represent and solve problems involving addition and subtraction within 20. | Represent and solve problems involving addition and subtraction within 50. | Represent and solve problems involving addition and subtraction within 100. |
| 3 | Represent and solve problems involving addition and subtraction within 10. | Represent and solve problems involving addition and subtraction within 15. | Represent and solve problems involving addition and subtraction within 20. |
| 2 | With prompting and support, represent and solve problems involving addition and subtraction within 5. | Represent and solve problems involving addition and subtraction within 5. | Represent and solve problems involving addition and subtraction within 10. |
| 1 | Does not demonstrate at this time. | With significant prompting and support, represent and solve problems involving addition and subtraction within 5. | With prompting and support, represent and solve problems involving addition and subtraction within 5. |

| Operations and Algebraic Thinking – Grade 1 | | | |
|---|---|---|---|
| *Understand & apply relationship between + & -.* | T1 | T2 | T3 |
| 4 | Understand and apply the relationship between addition and subtraction. (Within 20) | Understand and apply the relationship between addition and subtraction. (Within 50) | Understand and apply the relationship between addition and subtraction. (Within 100) |
| 3 | Understand addition as putting together and adding to, and subtraction as taking apart or from. | Understand and apply the relationship between addition and subtraction, with prompting and support. | Understand and apply the relationship between addition and subtraction. |
| 2 | With prompting and support, understand addition and subtraction with objects, fingers, mental images, drawings, sounds (i.e. clap), act out situations, verbal explanations or expressions. | Understand addition and subtraction with objects, fingers, mental images, drawings, sounds (i.e., clap), act out situations, verbal explanations or expressions. | Understand addition as putting together and adding to, and subtraction as taking apart or from. |
| 1 | Does not demonstrate at this time. | With significant prompting and support, understand addition and subtraction with objects, fingers, mental images, drawings, sounds (i.e., clap), act out situations, verbal explanations or expressions. | With prompting and support, understand addition and subtraction with objects, fingers, mental images, drawings, sounds (i.e., clap), act out situations, verbal explanations or expressions. |

| Operations and Algebraic Thinking – Grade 1 | | | |
|---|---|---|---|
| *Fluently add & subtract within 10.* | T1 | T2 | T3 |
| 4 | Fluently add and subtract within 10. | Fluently add and subtract within 15. | Fluently add and subtract within 20. |
| 3 | Independently use fact strategies to fluently add and subtract within 5 | Fluently add and subtract within 5, and independently add and subtract within 10 with manipulatives. | Independently use fact strategies to Fluently add and subtract within 10. |
| 2 | With manipulatives and support, add and subtract within 5. | With manipulatives, independently add and subtract within 5, and with support, uses fact strategies to fluently add and subtract within 5. | Independently use fact strategies to fluently add and subtract within 5. |
| 1 | Does not demonstrate at this time. | With manipulatives and support, add and subtract within 5. | With manipulatives and support, add and subtract within 5. |

| Operations and Algebraic Thinking – Grade 1 | | | |
|---|---|---|---|
| *Work with addition and subtraction equations.* | T1 | T2 | T3 |
| 4 | Work with addition and subtraction equations. | Work with equal groups of objects (to 10) to gain foundations for multiplication. | Work with equal groups of objects (to 20) to gain foundations for multiplication. |
| 3 | Understand addition as putting together and adding to, and subtraction as taking apart or from. | Work with addition and subtraction equations with prompting and support | Work with addition and subtraction equations. |
| 2 | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. | Solve addition and subtraction word problems, and add and subtract within 5, using visual models. | Understand addition as putting together and adding to, and subtraction as taking apart or from. |
| 1 | Does not demonstrate at this time | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. | Solve addition and subtraction word problems, and add and subtract within 5, using visual models. |

| Numbers and Operations in Base Ten – Grade 1 | | | |
|---|---|---|---|
| *Extend the counting sequence to 120.* | T1 | T2 | T3 |
| 4 | Extend the counting sequence to above 120.  Count to 120 from any lower number. | Extend the counting sequence to above 160.  Count to 160 from any lower number. | Extend the counting sequence to above 200.  Count to 200 from any lower number. |
| 3 | Extend the counting sequence to 80.  Count to 80 from any lower number. | Extend the counting sequence to 100.  Count to 100 from any lower number. | Extend the counting sequence to 120.  Count to 120 from any lower number. |
| 2 | With prompting and support, Extend the counting sequence to 80.  Count to 80 from any lower number. | With prompting and support, Extend the counting sequence to 100.  Count to 100 from any lower number. | With prompting and support, Extend the counting sequence to 120.  Count to 120 from any lower number. |
| 1 | Does not demonstrate at this time. | With significant prompting and support, Extend the counting sequence to 80.  Count to 80 from any lower number. | With significant -prompting and support, Extend the counting sequence to 120.  Count to 120 from any lower number. |

| Numbers and Operations in Base Ten – Grade 1 | | | |
|---|---|---|---|
| *Understand place value.  (tens and ones)* | T1 | T2 | T3 |
| 4 | Understand place value working with numbers 0-99  (tens and ones) | Understands place value working with numbers 100-500 | Understands place value  working with  numbers 0-999   (ones, tens, hundreds) |
| 3 |  Understands place value working with numbers 20-50. | Understands place value working with numbers 31-60 | Understand place value with numbers 0-99.  (tens and ones) |
| 2 | Understands place value working with numbers 11-19 . | Understands place value working with numbers 20-50 with assistance to gain foundations for place value | Understands place value working with numbers 20-50. |
| 1 | Does not demonstrate at this time. | Understands place value working with numbers 11-19  with assistance to gain foundations for place value |  Understands place value working with numbers 11-19 to gain foundations for place value. |

| Numbers and Operations in Base Ten – Grade 1 | | | |
|---|---|---|---|
| *Use place value to add and subtract within 100.* | T1 | T2 | T3 |
| 4 | Use place value understanding and properties of operations to add and subtract within 100. | Use place value understanding and properties of operations to add and subtract within 500. | Use place value understanding and properties of operations to add and subtract within 1000. |
| 3 | Work with numbers 11-19 to gain foundations for place value. | Use place value understanding and properties of operations to add and subtract within 50. | Use place value understanding and properties of operations to add and subtract within 100. |
| 2 | With prompting and support, work with numbers 0-10 to gain foundations for place value. | Work with numbers 0-10 to gain foundations for place value. | Work with numbers 11-19 to gain foundations for place value. |
| 1 | Does not demonstrate at this time. | With significant prompting and support, work with numbers 0-10 to gain foundations for place value. | With prompting and support, work with numbers 0-10 to gain foundations for place value. |

| Measurement and Data – Grade 1 | | | |
|---|---|---|---|
| *Measure lengths by comparing objects.* | T1 | T2 | T3 |
| 4 | Measure lengths indirectly and by iterating length units. (measure by comparing objects) (non-standard measurement) | Measures lengths in standard units. | Measure and estimate lengths in standard units. |
| 3 | Describe and compare measurable attributes. – weight, length, height, more of, less of, taller, shorter… | With support and prompting, measure lengths indirectly and by iterating length units. (measure by comparing objects) (non-standard measurement) | Measure lengths indirectly and by iterating length units. (measure by comparing objects) (non-standard measurement) |
| 2 | With support and prompting, describe and compare measurable attributes. | With support and prompting, describe and compare measurable attributes. | Describe and compare measurable attributes. weight, length, height, more of, less of, taller, shorter… |
| 1 | Does not demonstrate at this time. | Does not demonstrate at this time. | With support and prompting, describe and compare measurable attributes. |

| Measurement and Data – Grade 1 | | | |
|---|---|---|---|
| *Tell and write time to the half hour.* | T1 | T2 | T3 |
| 4 | Tell and write time to the half hour. | Tell and write time to the hour, half hour and quarter hour. | Tell and write time to the nearest five minutes, in both analog and digital format, using AM and PM. |
| 3 | Tell and write time to the hour. | With prompting and support, tell and write time to the half hour. | Tell and write time to the half hour. |
| 2 | With prompting and support, tell and write time to the hour. | With prompting and support, tell and write time to the hour. | Tell and write time to the hour. |
| 1 | Does not demonstrate at this time. | Does not demonstrate at this time. | With prompting and support, tell and write time to the hour. |

| Measurement and Data – Grade 1 | | | |
|---|---|---|---|
| *Represent and interpret data.* | T1 | T2 | T3 |
| 4 | Represent and interpret data. (using graphs, tables, charts, etc.) | Represent and interpret data. (Create picture and bar graphs). | Represent and interpret data. (generate whole unit data, create and analyze picture and bar graphs) |
| 3 | Interpret data using graphs, tables, charts, etc. | With prompting and support, represent data (using graphs, tables, charts, etc.) | Represent and interpret data. (using graphs, tables, charts, etc.) |
| 2 | With prompting and support, represent data using graphs, tables, charts, etc. | Represent data using graphs, tables, charts, etc. | Interpret data using graphs, tables, charts, etc. |
| 1 | Does not demonstrate at this time. | With significant prompting and support, represent data using graphs, tables, charts, etc. | With prompting and support, represent data using graphs, tables, charts, etc. |

| Geometry – Grade 1 | | | |
|---|---|---|---|
| *Reason with shapes and their attributes.* | T1 | T2 | T3 |
| 4 | Reason with shapes and their attributes. (draw, identify, and partition shapes into halves & fourths) | Reason with shapes and their attributes.(draw, identify, partition shapes into halves, fourths, thirds.) with support and prompting. | Reason with shapes and their attributes.(draw, identify, partition shapes into halves, fourths, thirds.) |
| 3 | Analyze, compare, create and compose shapes. | Reason with shapes and their attributes. (draw, identify, and partition shapes into halves & fourths) with support and prompting. | Reason with shapes and their attributes. (draw, identify, and partition shapes into halves & fourths) |
| 2 | Identify and describe shapes | Analyze, compare, create and compose shapes with support and prompting. | Analyze, compare, create and compose shapes. |
| 1 | Does not demonstrate at this time. | Identify and describe shapes with support and prompting. | Identify and describe shapes |