

**First Grade Standards Based Report Card Rubric
QUARTER 3**

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Standards for Mathematical Practice			
SMP.1 Make sense of problems and persevere in solving them.	Consistently works to make sense of math problems, perhaps using objects or pictures to illustrate their understanding. Checks their work for reasonableness and accuracy and makes adjustments as needed.	Occasionally demonstrates the practice.	Rarely demonstrates the practice.
SMP.3 Construct viable arguments and critique the reasoning of others. <i>(Explains and justifies strategies used to solve problems.)</i>	Consistently presents valid explanations of their work in a variety of ways, including verbally, in written form, and using concrete objects, drawings, or actions; AND listens to the explanations of others and asks useful questions to clarify or improve the arguments.	Occasionally demonstrates either of the components of the practice.	Rarely demonstrates the practice.
SMP.4 Model with Mathematics <i>(Applies strategies to solve every day mathematical problems.)</i>	Consistently uses objects, pictures, equations, number lines and other mathematical diagrams to <u>demonstrate</u> and <u>solve</u> problems given in a real-world context.	Occasionally demonstrates the practice.	Rarely demonstrates the practice.
SMP.5 Use appropriate tools strategically. <i>(Uses math tools strategically and appropriately.)</i>	Considers available tools and chooses those that are most relevant and useful to solve the problem at hand. Tools may include physical objects, drawings, diagrams, measuring tools, geometric shapes, and others.	Occasionally demonstrates the practice.	Rarely demonstrates the practice.

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Strategies for Addition and Subtraction within 20			
Represents and solves word problems involving addition and subtraction 1.OA.1 1.OA.2 (Q2, 3, 4)	Independently and accurately solves addition and subtraction word problems within 20 (adding to, taking from, putting together, taking apart) with unknowns in all positions; AND solves addition word problems adding three whole numbers within 20.	Demonstrates partial understanding of how to solve addition and subtraction word problems within 20 AND/OR how to solve word problems adding three whole numbers within 20. <i>For example: student may have difficulty interpreting the problem or choosing the correct operation, have errors in computation, etc.</i>	Demonstrates limited understanding of how to solve addition and subtraction word problems within 20 AND how to solve word problems adding three whole numbers within 20.
Applies properties of operations and other strategies to add and subtract 1.OA.3 (commutative & associative props.) 1.OA.6	Independently and accurately adds and subtracts within 20, using multiple strategies such as: counting on, making a ten, decomposing a number leading to a ten, relating addition to subtraction, using easier known sums (doubles and doubles +1); and applies the commutative and associative properties.	Relies heavily on a limited collection of strategies and properties to solve addition and subtraction problems within 20.	Demonstrates limited use of strategies and properties to correctly solve addition and subtraction problems within 20.
Determines unknown numbers and balances equations 1.OA.7 (Q2, 3, 4) 1.OA.8 (Q2, 3, 4)	Independently and accurately demonstrates ALL of the following: <ul style="list-style-type: none"> • understands of the meaning of the equal sign in equations (ie: $6=6$, $7=8-1$, $5+2 = 2+5$, $4+1 = 5+2$) • determines if equations involving addition and subtraction are true or false; • determines the unknown whole number in an addition or subtraction equation 	Inconsistently demonstrates ANY of the following: <ul style="list-style-type: none"> • understands of the meaning of the equal sign in equations (ie: $6=6$, $7=8-1$, $5+2 = 2+5$, $4+1 = 5+2$) • determines if equations involving addition and subtraction are true or false; • determines the unknown whole number in an addition or subtraction equation <i>For example:</i> <ul style="list-style-type: none"> • student may correctly use the equal sign in simple equations such as $5 = 3 + 2$, but not in more complex equations such as $8 + 2 = 1 + 9$ • student may be able to determine missing number in some equations but not others 	Demonstrates limited understanding and use of ALL of the following: <ul style="list-style-type: none"> • understands of the meaning of the equal sign in equations (ie: $6=6$, $7=8-1$, $5+2 = 2+5$, $4+1 = 5+2$) • determines if equations involving addition and subtraction are true or false; • determines the unknown whole number in an addition or subtraction equation

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Understanding Number Relationships and Place Value			
Counts to 120, starting at any number less than 120 1.NBT.1	Independently and accurately counts to 120, starting at any number less than 120; AND reads and writes numbers to match quantities.	Demonstrates ability to count to 120, starting at any number less than 120; OR reads and writes numbers to match quantities.	Demonstrates inconsistent ability to count to 120, starting at any number less than 120; AND inconsistently reads and writes numbers to match quantities.
Understands place value as tens and ones 1.NBT.2 (Q3) 1.NBT.3 (Q3)	Independently and accurately demonstrates ALL of the following: <ul style="list-style-type: none"> • understands that ten ones make a ten and that the multiples of 10 (10, 20, ... 90) refer to bundles of tens • understands that the numbers from 11-19 are composed of a bundle of ten and some ones (13 is a ten and three ones) • uses the meanings of the tens and ones to compare two two-digit numbers using the symbols $>$, $=$, $<$ 	Inconsistently demonstrates ANY of the following: <ul style="list-style-type: none"> • understands that ten ones make a ten and that the multiples of 10 (10, 20, ... 90) refer to bundles of tens • understands that the numbers from 11-19 are composed of a bundle of ten and some ones (13 is a ten and three ones) • uses the meanings of the tens and ones to compare two two-digit numbers using the symbols $>$, $=$, $<$ 	Demonstrates limited understanding and use of ALL of the following: <ul style="list-style-type: none"> • understands that ten ones make a ten and that the multiples of 10 (10, 20, ... 90) refer to bundles of tens • understands that the numbers from 11-19 are composed of a bundle of ten and some ones (13 is a ten and three ones) • uses the meanings of the tens and ones to compare two two-digit numbers using the symbols $>$, $=$, $<$
Uses place value to add within 100 (2-digit plus 1-digit & 2-digit plus a multiple of 10) 1.NBT.4 (Q3, 4)	Independently and accurately uses a variety of strategies to add within 100 including: <ul style="list-style-type: none"> • adding a two-digit number and a one-digit number; AND • adding a two-digit number and a multiple of ten Strategies include: <ul style="list-style-type: none"> • models or drawings • place value understanding (including decomposing and making a multiple of ten; adding tens and tens and ones and ones) • properties of operations • relationship between addition and subtraction 	Relies heavily on a limited collection of strategies OR inconsistently demonstrates accuracy adding within 100 including: <ul style="list-style-type: none"> • adding a two-digit number and a one-digit number; AND • adding a two-digit number and a multiple of ten 	Demonstrates limited understanding and use of strategies to add within 100 .

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Understanding Number Relationships and Place Value (continued)			
Mentally finds 10 more and 10 less than a number 1.NBT.5 (Q3, 4)	Given a two-digit number, mentally finds 10 more and 10 less than the number, without having to count AND explains the reasoning used.	Demonstrates inconsistent accuracy when finding 10 more or 10 less than a given two-digit number (number must be found mentally and without counting); OR cannot clearly explain the reasoning used.	Demonstrates limited understanding of finding 10 more and 10 less than a given two-digit number.
Subtracts multiples of 10 from multiples of 10 1.NBT.6 (Q3, 4)	Independently and accurately uses a variety of strategies to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90. Strategies include: <ul style="list-style-type: none"> • models or drawings • place value understanding (subtracting tens from tens and ones from ones) • properties of operations • relationship between addition and subtraction 	Relies heavily on a limited collection of strategies OR inconsistently demonstrates accuracy subtracting multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.	Demonstrates limited understanding and use of strategies to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.
Measurement			
Understands linear measurement 1.MD.2 (Q4 only)			
Geometry			
Uses attributes to define, draw, and build shapes 1.G.1 (Q4 only)			
Composes 2D and 3D shapes to create new shapes 1.G.2 (Q4 only)			

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Geometry (continued)			
Partitions circles and rectangles into halves and fourths (quarters) 1.G.3 (Q4 only)			