First Grade Standards Based Report Card Rubric
QUARTER 4

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.** *(Explains and justifies strategies used to solve problems.)*	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** *(Applies strategies to solve every day mathematical problems.)*	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.** *(Uses math tools strategically and appropriately.)*	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.

Standard	3 **Meets the Standard Consistently**	2 **Progressing Toward Meeting the Standard**	1 **Limited Progress or Does Not Meet the Standard**
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. ***For example:*** *student may have difficulty interpreting the problem or choosing the correct operation, have errors in computation, etc.*	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** **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: • 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: • 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 ***For example:*** • *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: • 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)	/////////////	/////////////	/////////////

Standard	**3** **Meets the Standard** **Consistently**	**2** **Progressing Toward** **Meeting the Standard**	**1** **Limited Progress or** **Does Not Meet the Standard**
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: • adding a two-digit number and a one-digit number; **AND** • adding a two-digit number and a multiple of ten **Strategies include:** • 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 btwn addition & subtraction	Relies heavily on a limited collection of strategies **OR** inconsistently demonstrates accuracy adding **within 100** including: • 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**.

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:** • 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.
Standard	**3** **Meets the Standard Consistently**	**2** **Progressing Toward Meeting the Standard**	**1** **Limited Progress or Does Not Meet the Standard**
Measurement			
Understands linear measurement **1.MD.2** (Q4)	Independently and accurately measures the length of an object by laying a shorter object end to end repeatedly with no gaps or overlaps. (For example, student may use a paperclip to measure the length of a pencil.)	Demonstrates inconsistent accuracy when measuring the length of an object.	Shows limited understanding of measuring the length of an object.
Geometry			
Uses attributes to define, draw, and build shapes **1.G.1** (Q4)	Independently and accurately distinguishes between defining attributes (e.g. triangles are closed and three-sided) and non-defining attributes (e.g., color, orientation, overall size) **AND** builds and draws shapes to possess defining attributes.	Inconsistently distinguishes between defining and non-defining attributes **AND/OR** inconsistently builds and draws shapes to possess defining attributes.	Demonstrates limited understanding of shapes and their attributes.

Composes 2D and 3D shapes to create new shapes **1.G.2** (Q4)	Independently and accurately composes two- and three-dimensional shapes to create a new or different shape; **AND** composes new shapes from the composite shape. **Shapes include:** rectangles, squares, trapezoids, triangles, half-circles, hexagons, quarter-circles, cubes, right rectangular prisms, right circular cones, and right circular cylinders* * Students do not need to learn formal names of all of the shapes.	Inconsistently composes new or different shapes from two- and three-dimensional shapes. *For example:* • *students may need assistance composing and decomposing shapes* • *students may not be able to compose or decompose shapes in more than one way* • *Students may have more success working with two-dimensional shapes than with three-dimensional shapes* • *students may need assistance seeing how shapes fit together to create different shapes* • *students may not see the shapes within an already existing shape*	Demonstrates limited understanding of composing two- and three-dimensional shapes.
Standard	**3** **Meets the Standard Consistently**	**2** **Progressing Toward Meeting the Standard**	**1** **Limited Progress or Does Not Meet the Standard**
Geometry (continued)			
Partitions circles and rectangles into halves and fourths (quarters) **1.G.3** (Q4)	Independently and accurately demonstrates **ALL** of the following: • partitions circles and rectangles into two and four equal shares • describes the shares using the words halves, fourths, and quarters • describes the whole as two halves or four fourths or four quarters • understands that decomposing into more equal shares creates smaller shares	Inconsistently demonstrates **ANY** of the following: • partitions circles and rectangles into two and four equal shares • describes the shares using the words halves, fourths, and quarters • describes the whole as two halves or four fourths or four quarters • understands that decomposing into more equal shares creates smaller shares	Demonstrates limited understanding of partitioning circles and rectangles into equal shares.