

Standards Based Report Card Rubric: 1st Grade Mathematics

District SBG Rubric Scale

[Sample Recording Sheet](#)

Report Card Category	Critical Foundational Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3-Mastery	2-Approaching	1-Developing
<p>Basic Number Concepts</p> <p><i>*Spiraled all year long*</i></p> <p><i>*Can be assessed continually;</i></p> <p><i>Can be reported in any Quarter</i></p> <p><u>Instructional Support Resources</u></p>	<p><i>Instantly</i> determines the number of objects in a set (1.2A)</p> <p><i>*Instantly identifies the number of objects in a set (to 10)</i></p>	<p>Student must identify 5-7 random dot structures (1-10) within 3-5 seconds</p> <p>CLICK HERE</p>	<p>*Student is able to identify the arrangement within 3-5 seconds</p>	<p>*Student is able to identify the arrangement after 3-5 seconds</p>	<p>*Student relies on one-to-one correspondence (physical counting) rather than identifying the structure</p>
	<p>Skip counting by 2s, 5s and 10s to find the total number of objects in a set (1.5B)</p> <p><i>*Skip counts to find number of objects</i></p>	<p>Teacher uses counters or linking cubes to create (3) random sets of objects. Instruct students to use skip counting to count the set.</p> <p>SEE EXAMPLE HERE</p>	<p>*student is able to count a set of objects by 10s, 5s or 2s (or a combination)</p>	<p>*student counts objects by one method only- ie: 2s ONLY</p>	<p>*Student counts one object at a time</p>
	<p>Recites numbers forward (1.5A)</p> <p><i>*Recites numbers forward to 120 from any given number</i></p>	<p>Teacher asks students to begin counting forward at a certain number and stop at a certain number.</p> <p>CLICK HERE</p>	<p>*Student is able to count forward from any random number</p>	<p>*Student is able to start from a random number, but makes following mistakes:</p> <ul style="list-style-type: none"> • Skips 1 or multiple numbers in sequence • Counts out of sequence in higher sequences • Skips around in sequence 	<p>*students is able to count forward only starting at 1 (not from a random number)</p>
	<p>Recites numbers backwards (1.5A)</p> <p><i>*Recites numbers backwards from 120 from any given number</i></p>	<p>Teacher asks students to begin counting backward at a certain number and stop at a certain number.</p> <p>CLICK HERE.</p>	<p>*Student is able to count backward from any random number</p>		<p>*students is able to count backward but only from 10 or 20</p>

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Report Card Category	Quarter 1 Essential Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3-Mastery	2-Approaching	1-Developing
Number Relationships	Represent numbers (1.2C) Q1 - to 60 <i>*Represents numbers (appropriate sequence)</i>	Student has to build a number, draw a picture of a number as well as write a number in standard and expanded form. CLICK HERE	Student able to represent a number with objects, pictures, expanded and standard form	Student able to represent a number with objects, pictures and standard form	Student able to represent a number with objects and in standard form ONLY
	Compares Numbers (1.2E) Q1 - to 60 <i>*Compares numbers (appropriate sequence)</i>	Student must use the correct comparison statement to compare two numbers and explain why (using place value) CLICK HERE	Student is able to compare using two comparative sentences (inverse) & explain why using place value understanding	Student is able to compare two numbers using ONLY one comparative sentence ; unable to explain why	Student is able to identify the place value of each digit ONLY (unable to compare)
	Orders numbers (1.2F) Q1 - to 60 <i>*Orders numbers (appropriate sequence)</i>	Students must place 3 numbers on an open number line. CLICK HERE	Students is able to use place value and open number lines to order numbers	Student is able to use place value ONLY to order numbers	Student is able to determine comparison of ONLY two of the three numbers.
	Put together & break apart 10 in multiple ways (1.3C)	Students must show they can make numbers (up to 10)	Student is able to share 3 or more ways to make 10 (including 3 addends/factors)	Student is able to share two ways to make 10; or ONLY use two addends	Student is able to share 1 way to make 10

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Report Card Category	Quarter 2 Essential Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3	2	1
Number Relationships	Represent numbers (1.2C) Q2 - to 120 <i>*Represents numbers (appropriate sequence)</i>	Student has to build a number, draw a picture of a number as well as write a number in standard and expanded form. CLICK HERE	Student able to represent a number with objects, pictures, expanded and standard form	Student able to represent a number with objects, pictures and standard form	Student able to represent a number with objects and in standard form ONLY
	Compares Numbers (1.2E) Q2 - to 120 <i>*Compares numbers (appropriate sequence)</i>	Student must use the correct comparison statement to compare two numbers and explain why (using place value) CLICK HERE	Student is able to compare using two comparative sentences (inverse) & explain why using place value understanding	Student is able to compare two numbers using ONLY one comparative sentence ; unable to explain why	Student is able to identify the place value of each digit ONLY (unable to compare)
	Orders numbers (1.2F) Q2 - to 120 <i>*Orders numbers (appropriate sequence)</i>	Students must place 3 numbers on an open number line. CLICK HERE	Students is able to use place value and open number lines to order numbers	Student is able to use place value ONLY to order numbers	Student is able to determine comparison of ONLY two of the three numbers.
	Skip count to find the total value of dimes, nickels and pennies (1.4C) <i>*Skip counts dimes, nickels and pennies</i>	Students count various sets of coins. CLICK HERE	Student can skip count to determine the value of a set of dimes, nickels and pennies	Student can skip count nickels and pennies ONLY	Student can skip count a set of like coins ONLY
Geometry & Measurement	Group and sort 2D shapes (1.6A) <i>*Group & sort 2D shapes</i>	Students sort regular and irregular shapes. CLICK HERE for cards.	Student able to group and sort irregular & regular shapes up to 8 sides, using attributes	Student able to group and sort regular shapes (including 5-8 sided shapes)	Students able to group and sort familiar (regular) shapes ONLY (square, triangle, circle and rectangle)
	Identify and describe 3D solids (1.6E) <i>*Identifies & describes 3D shapes</i>	Student must identify 3D shapes and their attributes. CLICK HERE	Student is able to identify all 3D solids by identifying its formal and informal attributes.	Student is able to identify most 3D solids, and several attributes accurately.	Student is able to identify basic 3D solids ONLY (cubes & rectangular prisms); (unable to identify attributes)

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Report Card Category	Quarter 3 Essential Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3-Mastery	2-Approaching	1-Developing
Number Relationships	Use objects and pictures to represent & explain different addition problems (1.3B/1.5D) <i>*Understands Addition with objects and pictures</i>	Students use objects (or pictures) and number sentences to represent/explain <i>addition</i> word stories. CLICK HERE *provide student with counters or blank paper	Student is able to represent any problem structure using objects/pictures and number sentences	Student is able to represent result & change unknown problems using objects/pictures and number sentences	Students is able to represent RESULT UNKNOWN problems using objects only
	Use objects and pictures to represent & explain different subtraction problems (1.3B/1.5D) <i>*Understands Subtraction with objects and pictures</i>	Students use objects (or pictures) and number sentences to represent/explain <i>subtraction</i> word stories. CLICK HERE *provide student with counters or blank paper	Student is able to represent any problem structure using objects/pictures and number sentences	Student is able to represent result & change unknown problems using objects/pictures and number sentences	Students is able to represent RESULT UNKNOWN problems using objects only

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[Sample Recording Sheet \(2nd tab\)](#)

Report Card Category	Quarter 4 Essential Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3	2	1
Data Analysis	Summarize information from bar and picture graphs (1.8C) <i>*Summarize graphs</i>	Student uses a bar & picture graph to answer a question, draw a conclusion and generate a question. CLICK HERE	Student is able to answer questions, draw conclusions and generate questions about the graph	Student is able to answer questions and draw conclusions from the graph	Student is only able to answer questions directly related to the graph
Geometry & Measurement	Measure length using tools (1.7A) <i>*Measures length using tools</i>	Student uses different tools (paper clips, linking cubes and color tiles) to measure different objects. SEE EXAMPLE HERE	Student is able to measure object with tool, precisely and accurately identifies the number of units	Student measures object with tool but overlaps items or has large gaps between items and therefore does not identify accurately the number of units	Student measures objects with tool but does not begin measuring at correct point
Number Relationships	Use objects and pictures to represent & explain different addition problems (1.3B/1.5D) <i>*Understands Addition with objects and pictures</i>	Students use objects (or pictures) and number sentences to represent/explain <i>addition</i> word stories. CLICK HERE *provide student with counters or blank paper	Student is able to represent any problem structure using objects/pictures and number sentences	Student is able to represent result & change unknown problems using objects/pictures and number sentences	Students is able to represent RESULT UNKNOWN problems using objects only
	Use objects and pictures to represent & explain different subtraction problems (1.3B/1.5D) <i>*Understand Subtraction with objects and pictures</i>	Students use objects (or pictures) and number sentences to represent/explain <i>subtraction</i> word stories. CLICK HERE *provide student with counters or blank paper	Student is able to represent any problem structure using objects/pictures and number sentences	Student is able to represent result & change unknown problems using objects/pictures and number sentences	Students is able to represent RESULT UNKNOWN problems using objects only