

Standards Based Report Card Rubric: Grade 1 Mathematics

HPLS	Assessment of Mastery		
	<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress toward the Standard (IPS)</u>
1st Grading Period			
<i>Composes and decomposes numbers in multiple ways</i>	The student uses concrete and pictorial models to compose and decompose numbers within 20 in more than one way as so many tens and so many ones. (For example, 16 is decomposed into 1 ten and 6 ones. 16 can also be decomposed into 16 ones.)	The student uses concrete and pictorial models to compose and decompose numbers within 20 in one way as so many tens and so many ones. (For example, 16 is decomposed into 1 ten and 6 ones or 16 ones.)	The student is unable to compose or decompose within 20.
<i>Represents numbers in multiple ways</i>	The student represents numbers up to 20 using 3 or more of the following: objects, pictures, expanded and standard form.	The student represents numbers up to 20 using 2 of the following: objects, pictures, expanded form or standard form.	The student represents numbers up to 20 using one of the following: objects, pictures, expanded form or standard form, or the student is unable to represent numbers up to 20.
<i>Compares numbers using comparative language</i>	The student uses place value to compare whole numbers within 20 using comparative language such as more/greater than, less/less than, and same/equal to. (For example, I know 15 is greater than 6 because 1 ten is greater than 0 tens.)	The student identifies whole numbers within 20 as more or less by using the counting sequence or incorrect comparative language, not place value understandings. (For example, 19 is greater than 8 because it comes after it or 19 is greater than 8 because it has less tens.)	The student confuses the concepts of more/greater than or less/less than when using numbers within 20. The student is unable to explain why a number is greater or less using comparative language.
<i>Uses symbols to compare numbers</i>	The student accurately represents the comparison of two numbers to 20 using the symbols $>$, $<$, or $=$.	The student is inconsistently able to represent the comparison of two numbers to 20 using the symbols $>$, $<$, or $=$.	The student is unable to use comparison symbols.
<i>Orders numbers on a number line</i>	The student orders 3 or more whole numbers within 20 on a number line. The student uses place value to justify the placement of the numbers.	The student orders 2-3 whole numbers within 20 on a number line, but is unable to justify the answer using place value.	The student does not consistently order numbers within 20 correctly.
<i>Composes 10 with and without objects</i>	The student composes 10 with two or more addends with and without concrete objects. (For example, the student combines groups of 3, 5 and 2 to create a total of 10 counters. The student can	The student composes 10 with two or more addends with concrete objects.	The student is unable to compose 10.

	also show that $4 + 6 = 10$ and $4 + 1 + 5 = 10$.)		
<i>Explains addition and subtraction strategies</i>	The student explains the reasoning strategies used to solve addition and subtraction problems up to 10 with spoken words, objects, pictorial models, and number sentences. (For example, when solving $4+5$, the student responds with, "I know that $4+4$ is 8, so $4+5$ is one more, 9." OR Student is able to describe the strategy they used "I know $4+1=5$ because of Just Do It +1 strategy.)	The student explains some reasoning strategies for solving addition and subtraction problems within 10, but he/she uses mostly counting strategies, such as using concrete objects or his/her fingers to count up or down.	The student uses concrete objects, or his or her fingers, to count when adding or subtracting within 10. The student does not use reasoning strategies to solve problems.
<i>Uses objects and models to solve word problems with various unknowns</i>	The student uses concrete and pictorial models to solve result unknown action word problems (joining and separating) within 10.	The student inconsistently uses concrete and pictorial models to solve result unknown action word problems (joining or separating) within 10.	The student is unable to use concrete models to solve result unknown action word problems.
<i>Generates and solve word problems</i>	The student generates and solves result unknown action word problems within 10 when given a number sentence involving addition or subtraction.	The student generates result unknown action word problems within 10 involving addition or subtraction, but the words do not fully match the given number sentence or the question is not included.	The student is unable to generate a result unknown action word problem within 10 involving addition or subtraction when given a number sentence.
<i>Counts objects by 2s, 5s, and 10s</i>	The student uses skip counting by 10s to determine the correct total number of objects up to 120 in a set. (For example, show the learner a set of objects. "Can you count by 10s to tell me how many objects there are?")	The student skip counts a set of objects by 10s to 120 with minor errors and continues counting the collection correctly after making an error.	The student is unable to skip count a set of objects by 10s to 120.
<i>Collects, sorts, and organizes data</i>	The student collects, sorts and organizes data into 2 categories using tally marks and t-charts.	The student collects data but is unable to sort and/or organize the data into 2 categories.	The student is inaccurate when collecting data or is unable to use tally marks/t-charts correctly.

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	<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress toward the Standard (IPS)</u>
2nd Grading Period			
<i>Composes and decomposes numbers in multiple ways</i>	The student uses concrete and pictorial models to compose and decompose numbers within 100 in more than one way as so many tens and so many ones. (For example, 76 is decomposed into 7 tens and 6 ones. 76 can also be decomposed into 6 tens and 16 ones or even just 76 ones.)	The student uses concrete and pictorial models to compose and decompose numbers within 100 in one way as so many tens and so many ones. (For example, 76 is decomposed into 7 tens and 6 ones or 76 ones.)	The student is unable to compose or decompose within 100.
<i>Represents numbers in multiple ways</i>	The student represents numbers up to 100 using 3 or more of the following: objects, pictures, expanded and standard form.	The student represents numbers up to 100 using 2 of the following: objects, pictures, expanded form or standard form.	The student represents numbers up to 100 using 1 of the following: objects, pictures, expanded form or standard form, or the student is unable to represent numbers up to 100.
<i>Compares numbers using comparative language</i>	The student uses place value to compare whole numbers within 100 using comparative language such as more/greater than, less/less than, and same/equal to. (For example, I know 45 is greater than 27 because 4 tens are greater than 2 tens.)	The student identifies whole numbers within 100 as more or less by using the counting sequence or incorrect comparative language, not place value understandings. (For example, 49 is greater than 18 because it comes after it or 49 is greater than 18 because it has less tens.)	The student confuses the concepts of more/greater than or less/less than when using numbers within 100. The student is unable to explain why a number is greater or less using comparative language.
<i>Uses symbols to compare numbers</i>	The student accurately represents the comparison of two numbers within 100 using the symbols $>$, $<$, or $=$.	The student is inconsistently able to represent the comparison of two numbers within 100 using the symbols $>$, $<$, or $=$.	The student is unable to use comparison symbols.
<i>Orders numbers on a number line</i>	The student orders 3 or more whole numbers within 100 on a number line. The student uses place value to justify the placement of the numbers.	The student orders 2-3 whole numbers within 100 on a number line, but is unable to justify the answer using place value.	The student does not consistently order numbers within 100 correctly.
<i>Explains addition and subtraction strategies</i>	The student explains the reasoning strategies used to solve addition and subtraction problems up to 20 with spoken words, objects, pictorial models,	The student explains some reasoning strategies for solving addition and subtraction problems within 20, but he/she uses mostly counting strategies,	The student uses concrete objects, or his or her fingers, to count when adding or subtracting within 20. The student

	and number sentences. (For example, when solving $7+8$, the student responds with, "I know that $7+7$ is 14, so $7+8$ is one more, 15." OR Student is able to describe the strategy they used "I know $14+1=15$ because of Just Do It +1 strategy.")	such as using concrete objects or his/her fingers to count up or down.	does not use reasoning strategies to solve problems.
<i>Uses objects and models to solve word problems with various unknowns</i>	The student uses concrete and pictorial models to solve action word problems (joining and separating) within 20. The student solves action word problems (joining and separating) with unknowns in any position (start, change, result) within 20.	The student inconsistently uses concrete and pictorial models to solve action word problems (joining and separating) within 20. The student inconsistently solves action word problems (joining and separating) with unknowns in any position (start, change, result) within 20. Often the student will confuse the position of the unknown.	The student is unable to use concrete models to solve action word problems within 20 with unknowns in any position.
<i>Generates and solves word problems</i>	The student generates and solves action word problems within 20 when given a number sentence with the unknown in any position involving addition or subtraction.	The student generates action word problems within 20 involving addition or subtraction with the unknown in any position, but the words do not correctly reflect the position of the unknown or the question is not included.	The student is unable to generate an action word problem within 20 involving addition or subtraction when given a number sentence with the unknown in any position.
<i>Counts objects by 2s, 5s, and 10s</i>	The student uses skip counting by 5s and 10s to determine the correct total number of objects up to 120 in a set. (For example, show the learner a set of objects. "Can you count by 5s to tell me how many objects there are?")	The student skip counts a set of objects by 5s and 10s to 120 with minor errors and continues counting the collection correctly after making an error.	The student is unable to skip count a set of objects by 5s and 10s to 120.
<i>Collects, sorts, and organizes data</i>	The student collects, sorts and organizes data into 3 categories using tally marks and t-charts.	The student collects data but is unable to sort and/or organize the data into 3 categories.	The student is inaccurate when collecting data or is unable to use tally marks/t-charts correctly.

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3rd Grading Period			
<i>Composes and decomposes numbers in multiple ways</i>	The student uses concrete and pictorial models to compose and decompose numbers within 120 in more than one way as so many hundreds, tens, ones. (For example, 112 is decomposed into 1 hundred, 1 ten, and 2 ones. 112 can also be decomposed into 11 tens and 2 ones or even just 112 ones.)	The student uses concrete and pictorial models to compose and decompose numbers within 120 in one way as so many hundreds, tens, and ones. (For example, 112 is decomposed into 1 hundred, 1 ten, and 2 ones, or 112 ones.)	The student is unable to compose or decompose within 120.
<i>Represents numbers in multiple ways</i>	The student represents numbers up to 120 using 3 or more of the following: objects, pictures, expanded and standard form.	The student represents numbers up to 120 using 2 of the following: objects, pictures, expanded form or standard form.	The student represents numbers up to 120 using 1 of the following: objects, pictures, expanded form or standard form, or the student is unable to represent numbers up to 120.
<i>Compares numbers using comparative language</i>	The student uses place value to compare whole numbers within 120 using comparative language such as more/greater than, less/less than, and same/equal to. (For example, I know 118 is greater than 89 because 1 hundred is greater than 0 hundreds.)	The student identifies whole numbers within 120 as more or less by using the counting sequence or incorrect comparative language, not place value understanding. (For example, 118 is greater than 89 because it comes after it or 118 is greater than 89 because it has less hundreds.)	The student confuses the concepts of more/greater than or less/less than when using numbers within 120. The student is unable to explain why a number is greater or less using comparative language.
<i>Uses symbols to compare numbers</i>	The student accurately represents the comparison of two numbers within 120 using the symbols $>$, $<$, or $=$.	The student is inconsistently able to represent the comparison of two numbers within 120 using the symbols $>$, $<$, or $=$.	The student is unable to use comparison symbols.
<i>Orders numbers on a number line</i>	The student orders 3 or more whole numbers within 120 on a number line. The student uses place value to justify the placement of the numbers.	The student orders 2-3 whole numbers within 120 on a number line. They are unable to justify the answer using place value.	The student does not consistently order numbers within 120 correctly.
<i>Uses objects and models to solve word problems with various unknowns</i>	The student uses concrete and pictorial models to solve comparison word problems (amount unknown, difference unknown) within 20.	The student inconsistently uses concrete and pictorial models to solve comparison word problems (amount unknown, difference unknown) within 20.	The student is unable to use concrete and pictorial models to solve comparison word problems (amount unknown, difference unknown) within 20.

<i>Counts objects by 2s, 5s, and 10s</i>	The student uses skip counting by 2s, 5s, and 10s to determine the correct total number of objects up to 120 in a set. (For example, show the learner a set of objects. "Can you count by 2s to tell me how many objects there are?")	The student skip counts a set of objects by 2s, 5s, and 10s to 120 with minor errors and continues counting the collection correctly after making an error.	The student is unable to skip count a set of objects by 2s, 5s, and 10s to 120.
<i>Creates picture and bar-type graphs</i>	The student creates a picture graph with 3 categories. The graph created matches the data collected/given.	The student creates a picture graph with 3 categories but the graph created does not fully match the data collected/given.	The student is unable to create a picture graph that matches the data collected/given.
<i>Draws conclusions and solves problems involving data</i>	The student accurately draws conclusions and generates and answers questions using information from picture graphs.	The student inconsistently draws conclusions and answers questions using information from picture graphs. The student is unable to generate and answer a question using information from picture graphs.	The student is unable to draw conclusions or generate and answer questions using information from picture graphs.

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4th Grading Period			
<i>Creates picture and bar-type graphs</i>	The student creates a bar-type graph with 3 categories. The graph created matches the data collected/given.	The student creates a bar-type graph with 3 categories but the graph created does not fully match the data collected/given.	The student is unable to create a bar-type graph that matches the data collected/given.
<i>Draws conclusions and solve problems involving data</i>	The student accurately draws conclusions and generates and answers questions using information from bar-type graphs.	The student inconsistently draws conclusions and answers questions using information from bar-type graphs. They struggle to generate and answer a question using information from bar-type graphs.	The student is unable to draw conclusions or generate and answer questions using information from bar-type graphs.