

Grade 1 Math Performance Rubric

Math Content Areas

Operations and Algebraic Thinking

Numbers and Operations in Base Ten

Measurement and Data

Geometry

Operations and Algebraic Thinking

Uses addition and subtraction within 20 to solve word problems (1.OA.1; 1.OA.2)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">•Solves word problems with unknowns in all positions involving situations of:<ul style="list-style-type: none">•Adding to•Taking from•Putting together•Taking apart•Comparing <p>by using objects, drawings and equations with a symbol for the unknown number(1.OA.1)</p> <ul style="list-style-type: none">•Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (1.OA.2)	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">•Creates their own real world scenarios (word problems) and uses equations to represent the solutions.

Operations and Algebraic Thinking

Demonstrates understanding and applies the relationship between addition and subtraction (1.OA.3; 1.OA.4; 1.OA.5; 1.OA.8)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.	The student will have partial success at a Meets level independently. OR With teacher prompting and support the student will have success at a Meets level.	The student will independently and consistently: <ul style="list-style-type: none">• Applies properties of operations as strategies to add and subtract (commutative and associative properties) (1.OA.3)• Demonstrates subtraction as an unknown addend problem (for example: subtract 10-8 by finding the number that makes 10 when added to 8) (1.OA.4)• Relates counting to addition and subtraction (1.OA.5)• Determines the unknown whole number in an addition or subtraction equation relating three whole numbers (for example: determine the unknown number that makes the equation true in each of the equations $8+?=11$, $5=_-3$, $6+6=_$) (1.OA.8)	Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond. For example: <ul style="list-style-type: none">• Creates

Operations and Algebraic Thinking

Adds within 20, demonstrating fluency within 10 (1.OA.6)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Uses strategies to add such as:<ul style="list-style-type: none">• Counting on• Making ten ($8+6= 8+2+4 = 10+4=14$)• Decomposing a number leading to a ten ($13+4= 13-3-1 = 10-1=9$)• Uses the relationship between addition and subtraction• Creating equivalent but easier or known sums (adding $6+7$ by creating the known equivalent $6+6+1 = 12+1 = 13$)	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">• Justifies why some strategies work for some number sums and not as well for others. Applies those appropriate strategies consistently to find sums quickly and accurately.

Operations and Algebraic Thinking

Subtracts within 20, demonstrating fluency within 10 (1.OA.6)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Uses strategies to subtract such as:<ul style="list-style-type: none">• Counting back• Making ten ($8+6= 8+2+4 = 10+4=14$)• Decomposing a number leading to a ten ($13+4= 13-3-1 = 10-1=9$)• Uses the relationship between addition and subtraction• Creating equivalent but easier or know sums (adding $6+7$ by creating the known equivalent $6+6+1 = 12+1 = 13$)	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">• Justifies why some strategies work for some number differences and not as well for others. Applies those appropriate strategies consistently to find differences quickly and accurately.

Operations and Algebraic Thinking

Demonstrates understanding that the meaning of the equal sign is to determine if equations are true or false (1.OA.7)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.	The student will have partial success at a Meets level independently. OR With teacher prompting and support the student will have success at a Meets level.	The student will independently and consistently: <ul style="list-style-type: none">•Demonstrates understanding that the meaning of the equal sign is to determine if equations are true or false (1.OA.7)	Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond. For example: <ul style="list-style-type: none">•Creates

Numbers and Operations in Base Ten

Counts to 120, starting at any number less than 120 (1.NBT.1)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">•Counts to 120, starting at any number less than 120	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">•Builds their own understanding of patterns and place value to explain how to count into the thousands and beyond.

Numbers and Operations in Base Ten

Reads and writes numerals correctly (1.NBT.1)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.	The student will have partial success at a Meets level independently. OR With teacher prompting and support the student will have success at a Meets level.	The student will independently and consistently: <ul style="list-style-type: none">• Reads numbers• Writes numbers• Represents a number of objects with a written numeral	Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.

Numbers and Operations in Base Ten

Demonstrates understanding that the digits of a two-digit number represent the amounts of tens and ones (1.NBT.2)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Shows that 10 ones can be grouped to make a 10 (1.NBT.2a)• Composes and decomposes teen numbers into tens and ones (1.NBT.2b)• Shows a multiple of ten as a number of tens and zero ones (1.NBT.2c)	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">• Builds their own understanding of patterns and place value to explain how to represent numbers into the hundreds and beyond.

Numbers and Operations in Base Ten

Compares two-digit numbers based on place value using less than, greater than, equal to (1.NBT.3)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Compares two-digit numbers based on meanings of the tens and ones digits• Records the results of comparisons with symbols $>$, $=$, $<$	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">• Creates

Numbers and Operations in Base Ten

Uses strategies to add and subtract within 100 (1.NBT.4)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Adds a two-digit number and a one-digit number using concrete models and/or drawings or place value• Adds a two-digit number and a multiple of ten using concrete models and/or drawings or place value• Relates the strategy used to a written method and explains the reasoning• Demonstrates adding tens with tens and ones with ones (and if necessary composes a ten)	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">• Justifies why it is more efficient to add the ones before the tens.

Numbers and Operations in Base Ten

Uses mental math strategies to add and subtract multiples of ten (1.NBT.5; 1.NBT.6)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none"> • Mentally finds 10 more or 10 less than an number (1.NBT.5) • Explains the reasoning used (1.NBT.5) • Subtracts multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences) (1.NBT.6) • Uses concrete models or drawings and strategies based on place value, properties of operations (1.NBT.6) • Relates the strategies to a written method and explain the reasoning used (1.NBT.6) 	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none"> • Creates

Measurement and Data

Compares the length of objects (1.MD.1)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Orders three objects by length• Compares the lengths of two objects indirectly by using a third object	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">•Creates

Measurement and Data

Measures using non-standard units (1.MD.2)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Uses non-standard units to express the length of an object with no gaps or overlaps	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">•Creates

Measurement and Data

Tells and writes time to the hour and half-hour using digital and analog clocks (1.MD.3)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Tells time to the hour using digital clocks• Tells time to the hour using analog clocks• Tells time to the half-hour using digital clocks• Tells time to the half-four using analog clocks• Writes time to the hour using digital clocks• Writes time to the hour using analog clocks• Writes time to the half-hour using digital clocks• Writes time to the half-four using analog clocks	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">• Develops their own understanding of how to tell time to the nearest 5 minutes or nearest minute using an analog clock. The student investigates what all of the other smaller lines on the clock mean without being taught/told.

Measurement and Data

Organizes, represents, and interprets data (1.MD.4)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Organizes data with up to three categories• Represents data with up to three categories• Interprets data with up to three categories• Asks questions about the total number of data points, how many in each category, and how many more or less are in one category than in another• Answers questions about the total number of data points, how many in each category, and how many more or less are in one category than in another	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">• Conducts their own research on a question they have asked. Surveys students and asks and answers questions about their own data.

Geometry

Defines, builds, and draws shapes according to their attributes and composes 2D and 3D shapes (1.G.1; 1.G.2)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">• Distinguish between defining attributes versus non-defining attributes(1.G.1)• Builds shapes to possess defining attributes (1.G.1)• Draws shapes to possess defining attributes (1.G.1)• Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape (1.G.2)• Compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape (1.G.2)• Composes new shapes from composite shapes. (1.G.2)	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">• Creates

Geometry

Partitions shapes into equal parts and describes them using the words (1.G.3)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	<p>With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.</p>	<p>The student will have partial success at a Meets level independently.</p> <p>OR</p> <p>With teacher prompting and support the student will have success at a Meets level.</p>	<p>The student will independently and consistently:</p> <ul style="list-style-type: none">•Partitions circles and rectangles into two and four equal shares•Describes the shares using halves, fourths and quarters, half of, fourth of, and quarter of)•Describe the whole of as two of or four of the shares•Explain that decomposing into more equal shares creates smaller shares	<p>Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond.</p> <p>For example:</p> <ul style="list-style-type: none">•Develops their own understanding of fractions and the part/whole connection. Draws and finds their own fractions.