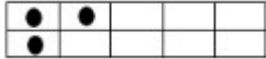


First Grade Math Report Card Rubric – Second Nine Weeks

Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards First Grade State Standards	3 = Meets First Grade State Standards	4 = Understanding Goes Beyond First Grade State Standards
Developing an Understanding of Place Value				
I can recite numbers forward up to 120. (1.5A)	The student does not recite numbers forward by ones to at least 100 from any given number.	The student can recite forward to at least 100 by ones from any given number.	The student can recite numbers forward to at least 120 by ones from any given number.	The student can recite beyond 120 by ones from any given number counting forward.
I can recite numbers backward from 120. (1.5A)	The student cannot recite backward to at least 100 by tens from any given number on decade.	The student can recite backward from 100 by ones from any given number.	The student can recite numbers backward from 120 by ones from any given number.	The student can recite from beyond 120 by ones from any given number backward.
I can represent numbers up to 120 using standard and expanded form. (1.2C)	<p>The student can represent numbers to at least 50 using objects, pictures, and <u>standard forms</u> (reversals are acceptable unless they change the quantity; ex: 6 is not okay for 9 and 21 is not okay for 12).</p> <p>AND</p> <p>The student recognizes and/or identifies all numbers to at least 50.</p>	<p>The student can represent numbers to at least 100 using objects, pictures, and <u>standard forms</u> (reversals are acceptable unless they change the quantity; ex: 6 is not okay for 9 and 21 is not okay for 12).</p> <p>AND</p> <p>The student recognizes and/or identifies all numbers to at least 100.</p>	The student can represent numbers to 120 using objects, pictures, and expanded and standard forms with no reversals.	The student can represent numbers to 120 using objects, pictures, and expanded and standard forms with no reversals.
I can skip count up to 120 by 2s, 5s, and 10s. (1.5B)	The student does not skip count by 5s and 10s to at least 100 to determine a total number of objects.	The student can skip count by 2s, 5s and 10s to at least 100 to determine a total number of objects.	The student can skip count by 2s, 5s, and 10s up to 120 to determine a total number of objects.	<p>The student can skip count by 2s, 5s, and 10s beyond 120 to determine a total number of objects.</p> <p>AND</p> <p>The student begins to apply skip counting when solving addition problems.</p>

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Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards First Grade State Standards	3 = Meets First Grade State Standards	4 = Understanding Goes Beyond First Grade State Standards
Developing an Understanding of Place Value (cont.)				
I can instantly recognize quantities of structured arrangements. (1.2A)	<p>The student does not instantly recognize quantities of structured arrangements up to 5 (i.e. ten frames, rekenreks, dice).</p> <p><i>Ex: When shown a ten frame (above) student knows it is three without counting each circle.</i></p> 	<p>The student instantly recognizes quantities of structured arrangements up to 10.</p>	<p>The student instantly recognizes quantities of structured arrangements up to 10.</p> <p>AND</p> <p>The student uses groups to describe how he/she knows.</p> <p><i>Ex: "In my mind, I made two groups of 3 and then one more, so 7."</i></p>	<p>The student instantly recognizes quantities of structured arrangements beyond 10.</p> <p>AND</p> <p>The student makes 3 or more groups to describe how he/she knows.</p>
I can compose and decompose numbers up to 120 using concrete and pictorial models. (1.2B)	<p>The student does not compose (combine) or decompose (take apart) numbers up to 50 using concrete and pictorial models in at least one way.</p>	<p>The student can compose (combine) or decompose (take apart) numbers up to at least 100 using concrete and pictorial model in more than one way.</p>	<p>The student can compose and decompose numbers up to 120 using concrete and pictorial models in more than one way.</p> <p><i>Ex: "I can write 99 as 9 tens and 9 ones or as 8 tens and 19 ones."</i></p>	<p>The student can compose and decompose numbers beyond 120 using concrete and pictorial models.</p> <p>AND</p> <p>The student begins to understand the relationship within the base-ten system. ("You need 10 every time.")</p>

First Grade Math Report Card Rubric – Second Nine Weeks

Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards First Grade State Standards	3 = Meets First Grade State Standards	4 = Understanding Goes Beyond First Grade State Standards
Developing an Understanding of Place Value (cont.)				
I can generate a number greater than or less than a given number up to 120. (1.2D)	The student does not generate numbers greater than or less than a given number up to 50 with or without supporting tools such as a number line, hundreds chart, or manipulatives.	The student generates numbers greater than or less than a given number up to 100 with or without supporting tools such as a number line, hundreds chart, or manipulatives.	The student generates a number that is greater than or less than a given whole number up to 120 without supporting tools.	The student generates a number that is greater than or less than a given whole number beyond 120. AND The student applies strategies to generate a number greater or less than a given number. <i>Ex: "I can change the digit in the tens from a 3 to a 5 to make a bigger number."</i>
I can compare whole numbers up to 120 using place value, comparative language, and symbols (>, <, =). (1.2E and 1.2G)	The student does not use place value to compare whole numbers up to 50 using comparative language. <i>Ex: "There are 2 more hundreds or the digit in the tens place is 3 less."</i> AND The student can represent the comparison of two numbers up to 50 using the symbols >, <, or =.	The student can use place value to compare whole numbers up to 100 using comparative language. OR The student can represent the comparison of two numbers up to 100 using the symbols >, <, or =.	The student can use place value to compare whole numbers up to 120 using comparative language AND The student can represent the comparison of two numbers to 100 using the symbols >, <, or =.	The student uses place value to compare whole number up to 999 using comparative language. AND The student can represent the comparison of two numbers beyond 100 using the symbols >, <, or =.

First Grade Math Report Card Rubric – Second Nine Weeks

Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards First Grade State Standards	3 = Meets First Grade State Standards	4 = Understanding Goes Beyond First Grade State Standards
Developing an Understanding of Place Value (cont.)				
I can order whole numbers up to 120 using place value and open number lines. (1.2F)	The student does not order whole numbers up to 50 using place value or open number lines.	The student can order whole numbers up to 50 using place value and open number lines.	The student can order whole numbers up to 120 using place value and open number lines.	The student can order whole numbers up to 999 using place value and open number lines.
I can determine 10 more or 10 less than a given number up to 120. (1.5C)	The student does not determine the number that is 10 more or 10 less than a given number using supporting tools such as a hundreds chart.	The student can determine the number that is 10 more or 10 less than a given number using supporting tools such as a hundreds chart.	The student can determine the number that is 10 more or 10 less than a given number without supporting tools.	The student can determine the number that is 10 more or 10 less than a given number using the place value system.

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Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards First Grade State Standards	3 = Meets First Grade State Standards	4 = Understanding Goes Beyond First Grade State Standards
Data Analysis and Personal Financial Literacy				
I can identify and write the value of coins and describe their relationship. (1.4A and 1.4B)	The student does not correctly identify coins by name and value.	The student identifies coins by name and value.	The student identifies coins by name and value. AND The student describes relationships among coins. Ex: 1 nickel = 5 pennies) AND The student writes a number with ¢ to describe the value of coins.	The student identifies coins by name and value and describes the relationships among them including making 1 coin with 2 or more other coins. <i>Ex: 1 quarter = 2 dimes and 1 nickel)</i>
I can determine the value of a collection of coins, including pennies, nickels, and/or dimes. (1.4C)	The student does not determine the value of a collection of <u>same</u> coins, including pennies, nickels, and/or dimes <u>with or without</u> using an efficient strategy such as counting by twos, fives, and tens or grouping larger coins together first.	The student can determine the value of a collection of <u>same</u> coins, including pennies, nickels, or <u>dimes with or without</u> using an efficient strategy such as counting by twos, fives, and tens or grouping larger coins together first.	The student can determine the value of a collection of <u>different</u> coins, including pennies, nickels, and/or dimes <u>using</u> efficient strategies such as the relationship to count by twos, fives, and tens or grouping larger coins together first.	The student can determine the value of a collection of coins, including pennies, nickels, dimes, and/or quarters using efficient strategies such as the relationship to count by twos, fives, and tens or grouping larger coins together first. AND The student can justify their thinking.