First Grade Math Report Card Rubric – Fourth 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)	The student can represent numbers to at least 50 using objects, pictures, and standard forms (reversals are acceptable unless they change the quantity; ex: 6 is not okay for 9 and 21 is not okay for 12). AND The student recognizes and/or identifies all numbers to at least 50.	The student can represent numbers to at least 100 using objects, pictures, and expanded and standard forms (reversals are acceptable unless they change the quantity; ex: 6 is not okay for 9 and 21 is not okay for 12. AND The student recognizes and/or identifies all numbers to at least 100.	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.

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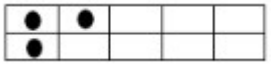
Developing an Understanding of Place Value (cont.)				
I can skip count up to 120 by 2s, 5s, and 10s. (1.5B)	The student does not skip count by 5s and 10s to at least 100 to determine a total number of objects.	The student can skip count by 2s, 5s and 10s to at least 100 to determine a total number of objects.	The student can skip count by 2s, 5s, and 10s up to 120 to determine a total number of objects.	The student can skip count by 2s, 5s, and 10s beyond 120 to determine a total number of objects. AND The student begins to apply skip counting when solving addition problems.
I can instantly recognize quantities of structured arrangements. (1.2A)	The student does not instantly recognize quantities of structured arrangements up to 5 (i.e. ten frames, rekenreks, dice). *Ex: When shown a ten frame (above) student knows it is three without counting each circle.* 	The student instantly recognizes quantities of structured arrangements up to 10.	The student instantly recognizes quantities of structured arrangements up to 10. AND The student uses groups to describe how he/she knows. *Ex: "In my mind, I made two groups of 3 and then one more, so 7."*	The student instantly recognizes quantities of structured arrangements beyond 10. AND The student makes 3 or more groups to describe how he/she knows.

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Developing an Understanding of Place Value (cont.)				
I can compose and decompose numbers up to 120 using concrete and pictorial models. (1.2B)	The student does not compose (combine) or decompose (take apart) numbers up to 50 using concrete and pictorial models in at least one way.	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.	The student can compose and decompose numbers up to 120 using concrete and pictorial models in more than one way. *Ex: "I can write 99 as 9 tens and 9 ones or as 8 tens and 19 ones."*	The student can compose and decompose numbers beyond 120 using concrete and pictorial models. AND The student begins to understand the relationship within the base-ten system. ("You need 10 every time.")
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 120 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. *Ex: "I can change the digit in the tens from a 3 to a 5 to make a bigger number."*

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Developing an Understanding of Place Value (cont.)				
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. *Ex: "There are 2 more hundreds or the digit in the tens place is 3 less."* 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 =.
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 100 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
Solving Problems Involving Addition and Subtraction				
I can determine the unknown whole number in an addition or subtraction equation. (1.5F)	The student cannot determine the missing whole number in an addition **or** subtraction equation involving sums and differences with unknown terms in anyone of three or four positions up to 10 using objects and pictorial models.	The student can determine the missing whole number in an addition **or** subtraction equation involving sums and differences with unknown terms in anyone of three or four positions up to 10 without using objects and pictorial models	The student can determine the missing whole number in an addition and subtraction equation involving sums and differences with unknown terms in anyone of three or four positions up to 20 without using objects and pictorial models. AND The student explains the strategy he/she used to solve the problem.	The student can solve word problems involving joining, separating and comparing to find sums and differences with unknown terms in anyone of three or four positions beyond 20 without using objects and pictorial models. AND The student explains the strategy he/she used to solve the problem.
I can solve word problems of sets within 20 using objects and pictorial models. (1.3B)	The student does not solve word problems involving joining to find sums up to 10 using objects and pictorial models. OR The student does not solve word problems involving separating to find differences up to 10 using objects and pictorial models.	The student can solve word problems involving joining to find sums up to 20 using objects and pictorial models. AND The student can solve word problems involving separating and comparing to find differences up to 10 using objects and pictorial models.	The student can solve word problems involving joining to find sums up to 20 using objects and pictorial models. AND The student can solve word problems involving separating and comparing to find differences up to 20 using objects and pictorial models. AND The student explains the strategy he/she used to solve the problem.	The student can solve multi-step word problems involving joining to find sums beyond 20 using objects and pictorial models. AND The student can solve multi-step word problems involving separating and comparing to find differences beyond 20 using objects and pictorial models. AND The student explains the strategy he/she used to solve the problem.

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Solving Problems Involving Addition and Subtraction (cont.)				
I can apply and explain basic fact strategies to add and subtract within 20 (such as doubles, counting on, counting back, making 10). (1.3D and 1.3E)	The student does not use the strategy dropping back to 1 to solve addition and subtraction equations to 10. (Student may struggle with one-to-one correspondence or may not understand the last number says is the sum or difference.)	The student uses counting on and back to solve addition and subtraction equations to 10. *Ex: 8 + 5 = 13 The student begins at 8 and counts on until he/she gets to 13.*	The student is proficient in at least two strategies such as related facts, doubles, doubles plus and minus one, counting on and counting back, and making tens when solving addition and subtraction equations to 20. AND The student can explain the strategy used.	The student selects and uses the most efficient strategy to solve addition and subtraction equations to 20. AND The student uses the strategies without efficiency to solve addition and subtraction equations beyond 20.
I can generate and solve addition and subtraction problems when given a number sentence within 20. (1.3F)	The student does not generate and solve addition **or** subtraction problems when given a number sentence within 20.	The student can generate **and** solve addition and subtraction problems when given a number sentence within 20.	The student can generate and solve addition **and** subtraction problems when given a number sentence within 20. AND The student can justify why the word problem he/she generated is an addition or subtraction problem.	The student can generate and solve addition problems when given a number sentence beyond 20. AND The student can generate and solve subtraction problems when given a number sentence beyond 20. AND The student explains the strategy he/she used to solve the problem.

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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
Analyzing Attributes of Two-Dimensional Shapes and Three-Dimensional Solids				
I can classify and sort 2-D shapes based on attributes using informal language. (1.6A)	The student does not classify and sort irregular and regular 2-D shapes based on attributes using informal language.	The student can classify and sort regular 2-D shapes based on attributes using informal language. OR The student can classify and sort irregular 2-D shapes based on attributes using informal language.	The student can classify and sort regular 2-D shapes based on attributes using informal language. AND The student can classify and sort irregular 2-D shapes based on attributes using informal language.	The student can classify and sort regular 2-D shapes based on attributes using formal language. AND The student can classify and sort irregular 2-D shapes based on attributes using formal language.
I can identify 2-D shapes and 3-D solids using formal geometric language. (1.6D and 1.6E)	The student does not identify 2-dimensional figures (circles, squares, rectangles, triangles, hexagons, rhombi, and trapezoids) and 3-dimensionalsolids (spheres, cylinders, cones and rectangular prisms including cubes). OR The student does not use informal language to describe a 2-D figure.	The student identifies 2-dimensional figures (circles, squares, rectangles, triangles, hexagons, rhombi, and trapezoids) and 3-dimensional solids (spheres, cylinders, cones and rectangular prisms including cubes). AND The student uses informal language to describe a 2-D figure or 3-D solid such as corner or round.	The student identifies 2-dimensional figures (circles, squares, rectangles, triangles, hexagons, rhombi, and trapezoids) and 3-dimensional solids (spheres, cylinders, cones and rectangular prisms including cubes). AND The student uses formal language to describe a 2-D figure such as vertex and side. AND The student uses formal geometric language to describe a 3-D shape such as vertex, edge, and face.	The student identifies 2-dimensional figures and 3-dimensional solids (including triangular prisms and pyramids) regardless of orientation or size. AND The student begins to make generalizations about basic 2-D figures and uses those attributes to help identify shapes (No matter how skinny it looks, it's a triangle because it has 3 sides).

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Developing the Understanding of Length				
I can tell time to the hour and half hour using analog and digital clocks. (1.7E)	The student does not accurately tell time to the hour on analog or digital clocks.	The student tells time to the hour on analog and digital clocks.	The student tells time to the hour and half hour on analog and digital clocks.	The student tells time to the hour and half hour on analog and digital clocks. AND The student begins to tell time in one-minute increments.

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Data Analysis and Personal Financial Literacy				
I can distinguish between spending and saving. (1.9C)	The student does not distinguish between spending and saving.	The student can identify situations involving spending. OR The student can identify situations involving saving.	The student can distinguish between spending and saving.	The student can distinguish between spending and saving. AND The student can explain the difference between spending and saving and that it is an alternative to each other.
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. AND The student writes a number with ¢ to describe the value of coins	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. *Ex: 1 quarter = 2 dimes and 1 nickel)*

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Data Analysis and Personal Financial Literacy (cont.)				
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 same coins, including pennies, nickels, and/or dimes with or without 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 same coins, including pennies, nickels, or dimes with or without 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 different coins, including pennies, nickels, and/or dimes 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.	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.
I can collect, sort, and organize data for graphs. (1.8A, 1.8B, and 1.8C)	The student does not collect, sort and organize data/objects. OR The student does not use data to create a picture or bar-type graph.	The student can collect, sort and organize data/objects with up to 3 categories. AND The student uses data to create a picture or bar-type graph.	The student can collect, sort and organize data/objects with up to 3 categories. AND The student uses data to create a picture or bar-type graph. AND The student can draw conclusions and generate and answer questions from information in the picture or bar-type graphs.	The student can collect, sort, and organize data/objects with 4 or more categories. AND The student uses data to create a picture or bar-type graph. AND The student can draw conclusions and make predictions from information in the picture or bar-type graphs.