

The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the **end** of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

### Grade 1 Rubric for Mathematics

	<b>4 - Exceeds Expectations</b>	<b>3 - Meets Expectations</b>	<b>2 - Approaching Expectations</b>	<b>1 - Beginning Skills</b>
<b>Recognizes numbers to 120</b>	Student recognizes 0-999 without errors.	Student recognizes 0-120 without errors.	Student recognizes most numbers 0-120 with some errors.	Student recognizes numbers 0-99 with some errors.
<b>Compares and orders numbers to 120</b>	Correctly orders 5 random numbers 121-220.	Correctly orders 10 random numbers 1-120.	8 of 10 numbers in order	Less than 8 numbers in order
<b>January Counts and skip counts accurately</b>	Orally counts by 1s, 5s, and 10s with no errors starting at a random number.	Orally counts by 1s, 5s, and 10s with no errors starting at 0.	Orally counts by 1s, 5s, and 10s with 3 or fewer errors starting at 0.	Orally counts by 1s, 5s, and 10s with 3 or fewer errors starting at 0.
<b>June Counts and skip counts accurately</b>	Orally counts by 1s, 2s, 5s, 10s and backwards with no errors starting at random numbers.	Orally counts by 1s, 2s, 5s, 10s and backwards with no errors starting at 0.	Orally counts by 1s, 2s, 5s, 10s and backwards with 3 or fewer errors starting at 0.	Orally counts by 1s, 2s, 5s, 10s and backwards with more than 3 errors starting at 0.
<b>Applies strategies to solve addition problems</b>	Student consistently solves problems accurately using their knowledge of place value and basic facts.	Student usually solves problems using their knowledge of place value and basic facts.	Student inconsistently solves problems using their knowledge of place value and basic facts. Student may need more practice with basic facts.	Student is not yet able to solve problems using their knowledge of place value and basic facts without teacher support.
<b>Applies strategies to solve subtraction problems</b>	Student consistently solves problems accurately using their knowledge of place value and basic facts.	Student usually solves problems using their knowledge of place value and basic facts.	Student inconsistently solves problems using their knowledge of place value and basic facts. Student may need more practice with basic facts.	Student is not yet able to solve problems using their knowledge of place value and basic facts without teacher support.
<b>Applies strategies to solve story problems</b>	Student consistently solves problems accurately using their knowledge of place value and basic facts. Student is able to show their work using words, numbers, and/or drawings.	Student usually solves problems using their knowledge of place value and basic facts. Student is able to show their work using words, numbers, and/or drawings.	Student inconsistently solves problems using their knowledge of place value and basic facts. Student is not able to show their work using words, numbers, and/or drawings.	Student rarely solves problems using their knowledge of place value and basic facts. Student is not able to show their work using words, numbers, and/or drawings without teacher support.
<b>Understand place value up to 100</b>	Student consistently reads, writes, represents, and compares whole numbers up to 100 independently. Student understands and explains the relationship between ones, tens, and hundreds.	Student usually reads, writes, represents, and compares whole numbers up to 100 independently. Student understands and explains the relationship between ones, tens, and hundreds.	Student needs support to read, write, represent, and compare whole numbers up to 100. Student is beginning to understand and explain the relationship between ones and tens.	Student is not yet able to read, write, represent, and compare whole numbers up to 100 without teacher support.

<b>Tells time to hour and half hour</b>	Student consistently tells and writes time to the hour, half and quarter hour.	Student correctly tells time to the hour and half hour.	Student inconsistently tells time to the hour and half hour.	Student is not yet able to tell time to the hour and half hour.
<b>Identifies and tells value of coins</b>	Student consistently identifies and tells the value of pennies, nickels, dimes, and quarters.	Student correctly identifies and tells the value of pennies, nickels and dimes.	Student inconsistently identifies and/or tells the value of pennies, nickels and dimes.	Student has difficulty identifying and/or telling the value of pennies, nickels and dimes without support.
<b>Counts coins to one dollar</b>	Student can count coins beyond one dollar using multiple combinations.	Student can count coins to one dollar using more than one type of coin.	Student can count coins to one dollar using like coins.	Student is not yet able to count coins to one dollar.
<b>Participates and cooperates</b>	Student contributes to discussions and work responsibilities. Student consistently cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to cooperate in groups.