

Math Rubric 1st Grade			
Math Standards	1	2	3
<b>Operations and Algebraic Thinking</b>			
Knows addition math facts within 10. OA. 5 : OA.6	Has not mastered addition math facts within 10 given extra time and support.	Has mastered all addition math facts within 10 given extra time and support.	Has mastered all addition math facts within 10 independently.
Knows subtraction facts within 10. OA. 5 : OA.6	Has not mastered subtraction facts within 10.	Has mastered all subtraction facts within 10 given extra time and support.	Has mastered all subtraction facts within 10 independently.
Use addition and subtraction within 20 to solve word problems. OA.1 : OA.2	Unable to solve addition and subtraction word problems within 20 with teacher support,	Use addition and subtraction within 20 to solve word problems with prompting and support.	Use addition and subtraction within 20 to solve word problems independently.
Apply properties of operations as strategies to add and subtract. OA.3 OA.4	Unable to interpret and solve for the unknown in any problem by applying properties of operations with prompting and teacher support.	Able to interpret and solve for the unknown in any problem by applying properties of operations with prompting and teacher support.	Interpret and solve for the unknown in any problem by applying properties of operations. Examples of properties: <ul style="list-style-type: none"> <li>• Commutative <math>2+5=5+2</math></li> <li>• Associative <math>2+6+4=2+10</math></li> <li>• Solving for the unknown <math>8+?=11</math>, <math>5 = ?-3</math>, <math>6+6= ?</math></li> </ul>
<b>Number Sense</b>			
Read to 120, starting at any number. NBT.1	Unable to read numerals to 120, starting at any number with prompting and support.	Able read numerals to 120, starting at any number with prompting and support.	Able to independently read numerals to 120, starting at any number.
Count to 120, starting at any number. NBT.1	Unable to count to 120, starting at any numbers with prompting and support.	Able to count to 120, starting at any number with prompting and support.	Able to independently count to 120, starting at any number.
Write to 120, starting at any number. NBT.1	Unable to write numerals to 120, starting at any numbers with prompting and support.	Able write numerals to 120, starting at any number with prompting and support.	Able to independently write numerals to 120, starting at any number.
Understand a two-digit number represents the amount of tens and ones. NBT.2	Unable to understand a two-digit number represents the amount of tens and ones with prompting and support.	Understand a two-digit number represents the amounts of tens and ones with prompting and support.	Understand a two-digit number represents the amount of tens and ones independently. Example: $19 = 1$ ten and 9 ones or 19 ones
Compare 2 digit-numbers based on meanings of 10s and 1s using $<$ , $>$ , $=$ symbols. NBT.3	T3: Unable to compare two-digit numbers using $<$ , $>$ , $=$ .	T3: Able to compare two-digit numbers using $<$ , $>$ , $=$ with prompting and support.	T3: Able to compare two-digit numbers using $<$ , $>$ , $=$ independently.

Use place value understanding and properties of operations to add within 100. NBT.4 NBT.5	T3: Unable to use models, drawings, and strategies based on place value to add and subtract within 100 with prompting and support.	T3: Use models, drawings, and strategies based on place value to add within 100 with prompting and support. <ul style="list-style-type: none"> <li>Add a two-digit number and a one-digit number</li> <li>Add a two-digit number and a multiple of ten.</li> </ul> Given a two-digit number, mentally find 10 more	T3: Use models, drawings, and strategies based on place value to add within 100 independently. <ul style="list-style-type: none"> <li>Add a two-digit number and a one-digit number</li> <li>Add a two-digit number and a multiple of ten.</li> <li>Given a two-digit number, mentally find 10 more</li> </ul>
Use place value understanding and properties and operations to subtract within 100. NBT.5 NBT.6	T3: Unable to use models, drawings, and strategies based on place value to subtract within 100 with prompting and support.	T3: Use models, drawings, and strategies based on place value to subtract within 100 with prompting and support. <ul style="list-style-type: none"> <li>Given a two-digit number, mentally find 10 less without having to count.</li> </ul> Subtract multiples of 10 in the range of 10-90.	T3: Use models, drawings, and strategies based on place value to subtract within 100 independently. <ul style="list-style-type: none"> <li>Given a two-digit number, mentally find 10 less without having to count.</li> </ul> Subtract multiples of 10 in the range of 10-90.
<b>Geometry</b>			
Define attributes and create two-dimensional and three-dimensional shapes. G.1 : G.2	T3: Unable to define attributes and create two-dimensional and three-dimensional shapes with prompting and support.	T3: Able to define attributes and create two-dimensional and three-dimensional shapes with prompting and support.	T3: Able to independently define attributes and create two dimensional and three-dimensional shapes.
Demonstrates partitioning circles and rectangles into two and four equal parts. G.3	T3: Unable to divide circles and rectangles into two or four <b>equal</b> parts with prompting and support.	T3: Able to divide circles and rectangles into two or four <b>equal</b> parts with prompting and support.	T3: Able to divide circles and rectangles into two or four <b>equal</b> parts independently.
<b>Measurement</b>			
Organize, represent, and interpret data with up to three categories. MD.4	Unable to interpret and answer questions about data on a graph with prompting and support.	Able to interpret and answer questions about data on a graph with prompting and support.	Able to interpret and answer questions about data on a graph independently.
Tell and Write Time in hours and half hours using analog and digital clocks. MD.3	T3: Unable to tell and write time in hours or half hours.	Able to tell and write time in hours and half hours with prompting and support.	Able to tell and write time in hours and half hours consistently and independently.