

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

OPERATIONS AND ALGEBRIC THINKING

Essential Standard: Solves addition word problems up to twenty

ESSENTIAL KNOWLEDGE OUTCOME:

Students understand addition and subtraction through modeling and manipulation of objects and apply these skills to solve problems.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.OA. Represent and solve problems involving addition and subtraction.
1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects drawings, and equations with a symbol for the unknown number to represent the problem.
 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
Warning (1)	Unable to solve word problems that call for addition of three whole numbers by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Needs Improvement (2)	With prompting and support, solves word problems that call for addition of three whole numbers by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Proficient (3)	Independently solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Advanced (4)	Applies knowledge of addition to solve and explain complex word problems and equations involving three whole numbers.

First Trimester: Benchmarks	
Warning (1)	Unable to use addition to 10 to solve word problems involving situations of adding to, putting together; using manipulatives, drawings, and simple equations with a symbol for the unknown
Needs Improvement (2)	With prompting and support uses addition to 10 to solve word problems involving situations of adding to, putting together; using manipulatives, drawings, and simple equations with a symbol for the unknown
Proficient (3)	Independently uses addition to 10 to solve word problems involving situations of adding to, putting together; using manipulatives, drawings, and simple equations with a symbol for the unknown
Advanced (4)	Applies knowledge of addition to solve and explain complex word problems and equations

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Mathematics – First Grade

OPERATIONS AND ALGEBRIC THINKING

Essential Standard: Solves subtraction word problems up to twenty

ESSENTIAL KNOWLEDGE OUTCOME:

Students understand addition and subtraction through modeling and manipulation of objects and apply these skills to solve problems.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.OA. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

First Trimester: Benchmarks

Warning (1)	Unable to use subtraction up to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings, and simple equations with a symbol for the unknown
Needs Improvement (2)	With prompting and support uses subtraction up to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings, and simple equations with a symbol for the unknown
Proficient (3)	Independently uses subtraction up to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings, and simple equations with a symbol for the unknown in all positions
Advanced (4)	Applies knowledge of subtraction to solve and explain complex word problems and equations

Second Trimester: Benchmarks

	Not assessed in this trimester
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Third Trimester: Benchmarks

Warning (1)	Unable to use subtraction up to 20 to solve word problems involving situations of taking from, taking apart, and comparing; using manipulatives, drawings, and simple equations with a symbol for the unknown
Needs Improvement (2)	With teacher prompting and support uses subtraction up to 20 to solve word problems involving situations of taking from, taking apart, and comparing; using manipulatives, drawings, and simple equations with a symbol for the unknown
Proficient (3)	Independently uses subtraction up to 20 to solve word problems involving situations of taking from, taking apart, and comparing; using manipulatives, drawings, and simple equations with a symbol for the unknown
Advanced (4)	Applies knowledge of subtraction to solve and explain complex word problems and equations.

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Mathematics – First Grade

Math

Essential Standard: Applies properties of operations as strategies to add and subtract

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.OA Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.
4. Understand subtraction as an unknown-addend problem.

First Trimester: Benchmarks	
Warning (1)	Unable to solve addition problems by applying commutative property of addition. ($2+6=6+2=8$ -commutative)
Needs Improvement (2)	With prompting and support solves addition problems by applying commutative property of addition. ($2+6=6+2=8$ -commutative)
Proficient (3)	Independently solves addition problems by applying commutative property of addition. ($2+6=6+2=8$ -commutative)
Advanced (4)	Consistently applies knowledge of commutative property to solve and explain complex problems.

Second Trimester: Benchmarks	
	Not assessed in this trimester.

Third Trimester: Benchmarks	
	Not assessed in this trimester

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Mathematics – First Grade

Math

Essential Standard: Adds fluently to 10

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.OA.6. Add and subtract to 20 demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on, making ten (e.g., $8+6=8+2+4=10+4=14$, decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$, using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1 = 12+1 = 13$)

First Trimester: Benchmarks	
Warning (1)	Unable to fluently solve addition facts to 10
Needs Improvement (2)	With prompting and support fluently solves addition facts to 10 .
Proficient (3)	Independently solves addition facts to 10 fluently.
Advanced (4)	Fluently solves addition facts and explains strategy used.

Second Trimester: Benchmarks	
	Not assessed in this trimester.

Third Trimester: Benchmarks	
	Not assessed in this trimester

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Mathematics – First Grade

Math

Essential Standard: Subtracts fluently from 10

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.OA.6. Add and subtract to 20 demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on, making ten (e.g., $8+6=8+2+4=10+4=14$, decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$, using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1 = 12+1 = 13$

First Trimester: Benchmarks	
Warning (1)	Unable to fluently solve subtraction facts from 10
Needs Improvement (2)	With prompting and support fluently solves subtraction facts from 10
Proficient (3)	Independently solves subtraction facts to from 10 fluently
Advanced (4)	Fluently solves subtraction facts and explains strategy used.

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
	Not assessed in this trimester

Grade 1 Scoring Rubric/Curriculum Guide

Mathematics – First Grade

Math

Essential Standard: Adds within 20

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.OA Add and subtract within 20

5. Relate counting to addition and subtraction

6. Add and subtract to 20 demonstrating fluency for addition and subtraction within 10.

Use mental strategies such as counting on, making ten (e.g., $8+6=8+2+4=10+4=14$, decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$, using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1 = 12+1 = 13$)

First Trimester: Benchmarks	
Warning (1)	Unable to use counting on strategy, to solve addition problems within 20
Needs Improvement (2)	With prompting and support uses counting on strategy, to solve addition problems within 20
Proficient (3)	Independently uses addition strategies (counting on, making ten, and decomposing a number leading to a ten) to solve addition problems to 20.
Advanced (4)	Solves addition problems within 20 and explains strategy used

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
	Not assessed in this trimester

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Mathematics – First Grade

Math

Essential Standard: Subtracts within 20

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

10A Add and subtract within 20

5. Relate counting to addition and subtraction

6. Add and subtract to 20 demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on, making ten (e.g., $8+6=8+2+4=10+4=14$, decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$, using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1 = 12+1 = 13$

First Trimester: Benchmarks	
Warning (1)	Unable to understand the relationship between addition and subtraction to subtract within 20 (related facts and fact families)
Needs Improvement (2)	With prompting and support understands the relationship between addition and subtraction to subtract within 20 (related facts and fact families)
Proficient (3)	Independently understands the relationship between addition and subtraction to subtract within 20 (related facts and fact families)
Advanced (4)	Understands the relationship between addition and subtraction and explains the strategy.

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
	Not assessed in this trimester

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Math
Essential Standard: Works with addition and subtraction equations

Third Trimester: Benchmarks	
	Not assessed in this trimester

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.OA Works with addition and subtraction equations

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$*

8. Determine the unknown whole number in an addition or subtraction equation relating 3 whole numbers. For example determine the unknown number that makes the equation true in each of the equations $8+?=11$, $5=?-3$, $6+6=?$

MA.9 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20

First Trimester: Benchmarks	
Warning (1)	Unable to write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20
Needs Improvement (2)	With prompting and support writes and solve number sentences from problem situations that express relationships involving addition and subtraction within 20
Proficient (3)	Independently writes and solve number sentences from problem situations that express relationships involving addition and subtraction within 20
Advanced (4)	

Second Trimester: Benchmarks	
	Not assessed in this trimester

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Math

Essential Standard: Counts, reads and writes numbers to 120 starting at any number

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.NBT.1. Counts to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral.

First Trimester: Benchmarks	
Warning (1)	Unable to: count to 120, starting at any number less than 100, read and write numerals and represent a number of objects with a written numeral.
Needs Improvement (2)	With prompting and support: counts to 100, starting at any number less than 120, reads and writes numerals and represent a number of objects with a written numeral.
Proficient (3)	Independently counts to 100, starting at any number less than 100. Reads and writes numerals and represents a number of objects with a written numeral.
Advanced (4)	Independently counts to 120, starting at any number less than 120. Reads and writes numerals and represents a number of objects with a written numeral.

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
	Not assessed during this trimester

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Math

Essential Standard: Understands place value

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.NBT.2. Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special situations:

- a. 10 can be thought of as a bundle of ten ones—called a “ten.”
- b. The numbers from 11-19 are composed of a ten and one, two, three, up to nine ones.
- c. The numbers 10,20,30-90 refer to one, two ,three—nine tens.(and 0 ones)

First Trimester: Benchmarks

Warning (1)	Unable to understand that the two digits (of a two-digit number) represent amounts of tens and ones.
Needs Improvement (2)	With prompting and support understands that the two digits (of a two-digit number) represent amounts of tens and ones.
Proficient (3)	Independently understands that the two digits (of a two-digit number) represent amounts of tens and ones.
Advanced (4)	Independently applies place value knowledge in situations involving more than two digit numbers

Second Trimester: Benchmarks

	Not assessed in this trimester
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Third Trimester: Benchmarks

	Not assessed in this trimester
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Math

Compares two two-digit numbers

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1. NBT.3. Compares two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols $<$, $=$, and $>$.

First Trimester: Benchmarks	
Warning (1)	Unable to compare two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols $<$, $=$, and $>$.
Needs Improvement (2)	With prompting and support compares two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols $<$, $=$, and $>$.
Proficient (3)	Independently compares two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols $<$, $=$, and $>$.
Advanced (4)	Independently compares more than two two-digit numbers of the tens and ones digits, recording the results of comparisons with the symbols $<$, $=$, and $>$.

Second Trimester: Benchmarks

Not assessed during this trimester

Third Trimester: Benchmarks

Not assessed during this trimester

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Math
Essential Standard: Adds a one digit number to a two digit number up to 100 with an understanding of place value

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1. NBT. 4. Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and /or the relationships between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understands that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Third Trimester: Benchmarks	
Warning (1)	Unable to add a one digit number to a two digit number up to 100 with an understanding of place value with regrouping.
Needs Improvement (2)	Unable to add a one digit number to a two digit number up to 100 with an understanding of place value with regrouping
Proficient (3)	Independently adds a one digit number to a two digit number up to 100 with an understanding of place value with regrouping.
Advanced (4)	Independently adds a two digit number to a two digit number up to 100 with an understanding of place value with regrouping.

First Trimester: Benchmarks
Not assessed during this trimester

Second Trimester: Benchmarks	
Warning (1)	Unable to add a one digit number to a two digit number up to 100 with an understanding of place value with no regrouping.
Needs Improvement (2)	With prompting and support, adds a one digit number to a two digit number up to 100 with an understanding of place value with no regrouping.
Proficient (3)	Independently adds a one digit number to a two digit number up to 100 with an understanding of place value with no regrouping.
Advanced (4)	Independently adds a one digit number to a two digit number up to 100 with an understanding of place value with some regrouping.

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Math
Essential Standard: Mentally finds 10 more or 10 less than a number

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1 NBT.5. Given a two digit number, mentally finds 10 more or 10 less than the number without having to count; explain the reasoning used.

Third Trimester: Benchmarks	
Warning (1)	Unable to mentally find 10 more and 10 less than a number.
Needs Improvement (2)	With prompting and support mentally finds 10 more and 10 less than a number.
Proficient (3)	Independently finds 10 more and 10 less than a number (mentally), and explains the reasoning used.
Advanced (4)	Independently finds multiples of 10 more and less than a number (mentally) and explains the reasoning used.

First Trimester: Benchmarks	
Warning (1)	Unable to mentally find 10 more and 10 less than a number.
Needs Improvement (2)	With prompting and support mentally finds 10 more and 10 less than a number.
Proficient (3)	Independently finds 10 more and 10 less than a number (mentally), and explains the reasoning used.
Advanced (4)	Independently finds multiples of 10 more and less than a number (mentally) and explains the reasoning used.

Second Trimester: Benchmarks	
Not assessed during this trimester	

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Math

Essential Standard: Subtracts multiples of 10 up to 90

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.NBT.6, Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), uses concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used.

First Trimester: Benchmarks	
Warning (1)	Unable to subtract multiples of 10 up to 90
Needs Improvement (2)	With prompting and support subtracts multiples of 10 up to 90
Proficient (3)	Independently subtracts multiples of 10 up to 90
Advanced (4)	Independently subtracts multiples of 10 beyond 90

Second Trimester: Benchmarks	
Not assessed during this trimester	

Third Trimester: Benchmarks	
Warning (1)	Unable to subtract multiples of 10 up to 90
Needs Improvement (2)	With prompting and support subtracts multiples of 10 up to 90
Proficient (3)	Independently subtracts multiples of 10 up to 90
Advanced (4)	Independently subtracts multiples of 10 beyond 90

MEASUREMENT AND DATA

ESSENTIAL KNOWLEDGE OUTCOME: Students understand how to collect, represent, analyze, and interpret data gathered using a variety of tools.

Math

Essential Standard: Measure by comparison and same size length units.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
 1. MD. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length unit measurement of an object is the number of same size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

First Trimester: Benchmarks	
Not assessed during this trimester	

Second Trimester: Benchmarks	
Not assessed during this trimester	

Third Trimester: Benchmarks	
Warning (1)	Unable to order three objects by length and express the length of an object as a whole number of length units
Needs Improvement (2)	With prompting and support orders three objects by length and expresses the length of an object as a whole number of length units
Proficient (3)	Independently orders three objects by length; expresses the length of an object as a whole number of length units

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Advanced (4)	Applies understanding of various units of measurement in more complex contexts.
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Math
Essential Standard: Tell and write time.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1. MD. 3. Tell and write time in hours and half-hours using analog and digital clocks.

First Trimester: Benchmarks	
	Not assessed in this trimester

First Trimester: Benchmarks	
Warning (1)	Unable to tell and write time in hours using analog and digital clocks.
Needs Improvement (2)	With prompting and support tells and writes time in hours using analog and digital clocks.
Proficient (3)	Independently tells and writes time in hours using analog and digital clocks.
Advanced (4)	Demonstrates knowledge of the time concepts at a complex level through problem solving and well developed explanations.

Second Trimester: Benchmarks	
Warning (1)	Unable to tell and write time in hours and half hours using analog and digital clocks
Needs Improvement (2)	With prompting and support tells and writes time in hours and half hours using analog and digital clocks.
Proficient (3)	Independently tells and writes time in hours and half-hours using analog and digital clocks.
Advanced (4)	Demonstrates knowledge of the time concepts at a complex level through problem solving and well developed explanations.

Math
Essential Standard: Interpret data on a graph

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.MD Represent and interpret data.
4. Organize, represent, and interpret data with up to three categories; ask and answer 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

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
Warning (1)	Unable to: interpret data with up to three categories, ask and answer 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
Needs Improvement (2)	With prompting and support: interprets data with up to three categories; ask and answer 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
Proficient (3)	Independently interprets data with up to three categories; asks and 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

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Mathematics – First Grade

Advanced (4)	Applies knowledge to interpret complex data
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Math
Essential Standard: Identifies and tells the value of all U.S. coins

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.MA.5. Identify the values of all U.S. coins and know their comparative values (e.g. a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to 5 pennies). Use appropriate notation (e.g.69¢). Use the values of coins in the solutions of problems

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
Warning (1)	Unable to identify the value of a penny, nickel, dime. Does not use appropriate notation or use the values of coins in the solutions of problems.
Needs Improvement (2)	With prompting and support identifies the value of a penny, nickel, and dime and uses appropriate notation and uses the values of coins in the solutions of problems.
Proficient (3)	Independently identifies the value of a penny, nickel, dime, quarter, and half dollar. Uses appropriate notation. Uses the values of coins in the solutions of problems.
Advanced (4)	Applies knowledge of coins in complex contexts.

Third Trimester: Benchmarks	
Warning (1)	Unable to identify the value of a penny, nickel, dime, quarter, half dollar. Does not use appropriate notation or use the values of coins in the solutions of problems.

Needs Improvement (2)	With prompting and support identifies the value of a penny, nickel, dime, quarter, and half dollar and uses appropriate notation and uses the values of coins in the solutions of problems.
Proficient (3)	Independently identifies the value of a penny, nickel, dime, quarter, and half dollar. Uses appropriate notation. Uses the values of coins in the solutions of problems.
Advanced (4)	Applies knowledge of coins in complex contexts.

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GEOMETRY

ESSENTIAL KNOWLEDGE OUTCOME: *Students understand, explain and apply the properties and relationships among and between geometric figures to appreciate the importance of geometry in our world.*

Math

Essential Standard: Describe attributes of shapes

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.G. 1 . Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non defining attributes (e.g. color, orientation, overall size); build and draw shapes that possess defining attributes.

First Trimester: Benchmarks

	Not assessed in this trimester
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Second Trimester: Benchmarks

Warning (1)	Unable to distinguish between defining attributes versus non defining attributes; build and draw shapes that possess defining attributes.
Needs Improvement (2)	With prompting and support distinguishes between defining attributes versus non defining attributes, builds and draws shapes that possess defining attributes.
Proficient (3)	Independently distinguishes between defining attributes versus non defining attributes; builds and draws shapes that possess defining attributes.
Advanced (4)	Evaluate and compare shapes by attributes and explain.

Third Trimester: Benchmarks

Warning (1)	Unable to distinguish between defining attributes versus non defining attributes; build and draw shapes that possess defining attributes.
Needs Improvement (2)	With prompting and support distinguishes between defining attributes versus non defining attributes, builds and draws shapes that possess defining attributes.
Proficient (3)	Independently distinguishes between defining attributes versus non defining attributes; builds and draws shapes that possess defining attributes.
Advanced (4)	Evaluate and compare shapes by attributes and explain.

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Mathematics – First Grade

Math

Essential Standard: Compose two and three dimensional shapes

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.G.2. Compose two or three- dimensional shapes to create a composite shape and compose new shapes from the composite shape.

*students do not need to learn the formal names such as right rectangular prism

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Warning (1)	Unable to compose two dimensional shapes to create a composite shape and compose new shapes from the composite shape
Needs Improvement (2)	With prompting and support composes two dimensional shapes to create a composite shape and compose new shapes from the composite shape
Proficient (3)	Independently composes two dimensional shapes to create a composite shape and compose new shapes from the composite shape.
Advanced (4)	Compare, contrast and explain the new shapes composed

Third Trimester: Benchmarks

Warning (1)	Unable to compose three dimensional shapes to create a composite shape and compose new shapes from the composite shape
Needs Improvement (2)	With prompting and support composes three dimensional shapes to create a composite shape and compose new shapes from the composite shape
Proficient (3)	Independently composes three dimensional shapes to create a composite shape and compose new shapes from the composite shape.

Math

Essential Standard: Create and describe equal shares in circles and rectangles

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.G.3. Partition circles and rectangles into two and four equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Understand for these examples that decomposing into more equal shares creates smaller shares.

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Warning (1)	Unable to partition circles and rectangles into two and four equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Unable to understand for these examples that decomposing into more equal shares creates smaller shares.
Needs Improvement (2)	With prompting and support partitions circles and rectangles into two and four equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. With support understands for these examples that decomposing into more equal shares creates smaller shares
Proficient (3)	Independently partitions circles and rectangles into two and four equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Understands for these examples that decomposing into more equal shares creates smaller shares.
Advanced (4)	

Third Trimester: Benchmarks

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Not assessed during this trimester