First Grade Report Card Companion Rubric Math

Standard	Exceeding Standard	Meeting Standard	Approaching Standard	Not Yet
MATH				
Operations and Algebraic Thinking	-Use addition and subtraction within 100 to solve one- and two-step word problems -Fluently add and subtract within 20 using mental strategies -Determine whether a group of objects (up to 20) has an odd or even number of members. Write an equation to express an even number as a sum of two equal addends. - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends	-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. - 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. - Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. - Understand subtraction as an unknown-addend	- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	- Does not represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. - Does not solve addition and subtraction word problems, and add and subtract within 10. - Does not decompose numbers less than or equal to 10 into pairs in more than one way. - Does not find the number that makes 10 when added to the given number equation (using numbers 1 to 9). - Does not fluently add and subtract within 5.

		problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20. - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use 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. - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. - Determine the unknown	- Fluently add and subtract within 5.	

		whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = � − 3, 6 + 6 = �.		
Number and Operations in Base Ten	-Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones -Count within 1000; skip-count by 5s, 10s, and 100s. -Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. -Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. -Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or	-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Understand place value. -Understand that the two digits of a two-digit number represent amounts of tens and ones. -Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. - Add 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	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 +8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Does not compose and decompose numbers from 11 to 19 into ten ones and some further ones.

	the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting threedigit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. -Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. -Explain why addition and subtraction strategies work, using place value and the properties of operation	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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. -Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. -Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using 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.		
Measurement and Data	-Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. -Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. -Estimate lengths using units of inches, feet, centimeters, and meters. -Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. Relate addition and subtraction to length. -Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and	- Order three objects by length; compare the lengths of two objects indirectly by using a third object. - 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 measurement of an object is the number of same-size length units that span it with no gaps or overlaps. - Tell and write time in hours and half-hours using analog and digital clocks. - 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.	- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. Classify objects and count the number of objects in each category. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	- Does not describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object. - Does not directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference and classify objects and count the number of objects in each category. - Does not classify objects into given categories or count the numbers of objects in each category and sort the categories by count.

	equations with a symbol for the unknown number to represent the problem. - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. -Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.			

	- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems4 using information presented in a bar graph.			
Geometry	-Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal	- 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 to possess defining attributes. - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. - Correctly name shapes regardless of their orientations or overall size. - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities,	-Does not describe objects in the environment using names of shapes, and describe the relative positions of these objects. - Does not correctly name shapes regardless of their orientations or overall size. - Does not identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). - Does not analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. - Does not model shapes in

	shares of identical wholes need not have the same shape.	- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	the world by building shapes from components and drawing shapes. - Does not compose simple shapes to form larger shapes.