

Rubric for Grading Mathematics on the First Grade Report Card

		First Nine Weeks	Grading
Number and Problem Solving	P A R E N T	<ul style="list-style-type: none"> • Reads, writes, compares and orders whole numbers to 100 using [concrete] objects. • Identifies individual coins by name and value and describe relationships among them. • Count pennies to 25. • Models and creates addition (sums to 10) and subtraction (take away, compare) problem situations. • Use concrete and pictorial models to apply basic addition (sums to 10) and subtraction facts. • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reasons and supports thinking using objects, words, pictures, and numbers clearly and precisely. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 % of the time)</p> <p>S – Frequently (75% - 94% of the time)</p> <p>N – Seldom or unable (Less than 75% of the time)</p>
Patterns, Relationships and Problem Solving	C O N F E R E N C E	<ul style="list-style-type: none"> • Compares and orders numbers using place value. • Creates sets of tens and ones using concrete objects. • Identifies patterns in related addition and subtraction sentences. • Use patterns to develop strategies to solve basic addition and subtraction problems. Use patterns in numbers to skip count by 10's (including dimes to \$1.00.) • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reason and support thinking with objects; words, pictures or numbers clearly and precisely. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 % of the time)</p> <p>S – Frequently (75% - 94% of the time)</p> <p>N – Seldom or unable (Less than 75% of the time)</p>
Geometry and Problem Solving		<ul style="list-style-type: none"> • Locates whole numbers on a number line. • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reason and support thinking with objects, words, pictures or numbers. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 % of the time)</p> <p>S – Frequently (75% - 94% of the time)</p> <p>N – Seldom or unable (Less than 75% of the time)</p>
Measurement and Problem Solving			
Probability Statistics, and Problem Solving		<ul style="list-style-type: none"> • Collect and sorts data. • Use organized data to construct real-object graphs and picture graphs. • Draw conclusions and answer questions using information organized in picture graphs. • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reason and support thinking with objects, words, pictures or numbers clearly and precisely. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 % of the time)</p> <p>S – Frequently (75% - 94% of the time)</p> <p>N – Seldom or unable (Less than 75% of the time)</p>
Problem Solving-Processes and Strategies		<ul style="list-style-type: none"> • Uses a problem-solving model (4-step process). • Selects or develops the problem solving strategies: using objects. • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reasons and supports thinking with objects, words, pictures or numbers. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 % of the time)</p> <p>S – Frequently (75% - 94% of the time)</p> <p>N – Seldom or unable (Less than 75% of the time)</p>

	Second Nine-Weeks	Grading
Number and Problem Solving	<ul style="list-style-type: none"> •Reads, writes, compares and orders whole numbers to 100 using [concrete] objects. •Uses words and numbers to describe the values of individual coins. •Count pennies to 25. •Models and creates addition (sums to 18) and subtraction (take away, compare, missing part) problem situations. •Use concrete and pictorial models to apply basic addition (sums to 18) and subtraction facts. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reasons and supports thinking using objects, words, pictures, and numbers clearly and precisely. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Patterns, Relationships and Problem Solving	<ul style="list-style-type: none"> •Compares and orders numbers using place value. •Creates sets of tens and ones using concrete objects. •Identifies patterns in related addition and subtraction sentences. •Use patterns to develop strategies to solve basic addition and subtraction problems. •Find patterns in numbers including skip counting by 2's, 5's and 10's to 99: skip count money (nickels & dimes to 50¢). •Find patterns in numbers including even and odd. •Identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reason and support thinking with objects; words, pictures or numbers clearly and precisely. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Geometry and Problem Solving	<ul style="list-style-type: none"> •Locates whole numbers on a number line. •Describe and identify 2-dimensional geometric figures, including circles, triangles, rectangle and squares. •Describe and identify 2-dimensional geometric figures in order to sort them according to a given attribute. •Use concrete models to combine 2-dimensional geometric figures to make new geometric figures. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reason and support thinking with objects, words, pictures or numbers. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Measurement and Problem-Solving	<ul style="list-style-type: none"> •Order three or more events by how much time they take. •Read time to the hour and half-hour using analog and digital clocks. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reason and support thinking with objects, words, pictures or numbers clearly and precisely. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Probability, Statistics and Problem Solving	<ul style="list-style-type: none"> •Collect and sort data. •Use organized data to construct real-object graphs, picture graphs, and bar-type graphs. •Draw conclusions and answer questions using information organized in picture and bar-type graphs. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reason and support thinking with objects, words, pictures or numbers clearly and precisely. Justify thinking using objects, words, pictures, numbers and technology 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Problem-Solving Processes and Strategies	<ul style="list-style-type: none"> •Uses a problem-solving model. •Selects or develops the problem solving strategies: using objects. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reasons and supports thinking with objects, words, pictures or numbers. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>

	Third Nine-Weeks	Grading
Number and Problem Solving	<ul style="list-style-type: none"> • Reads, writes, compares and orders whole numbers to 99 using [concrete] objects. • Uses words and numbers to describe the values of individual coins. • Count pennies to 25. • Models and creates addition (sums to 18) and subtraction (take away, compare, missing part) problem situations. • Use concrete and pictorial models to apply basic addition (sums to 18) and subtraction facts. • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reasons and supports thinking using objects, words, pictures, and numbers clearly and precisely. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Patterns, Relationships and Problem Solving	<ul style="list-style-type: none"> • Compares and orders numbers using place value. • Creates sets of tens and ones using concrete objects. • Identifies patterns in related addition and subtraction sentences. • Use patterns to develop strategies to solve basic addition and subtraction problems. • Find patterns in numbers including skip counting by 2', 5's, 10's to 99: skip count money (nickels & dimes). • Find patterns in numbers including even and odd. • Identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reason and support thinking with objects; words, pictures or numbers clearly and precisely. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Geometry and Problem Solving	<ul style="list-style-type: none"> • Locates whole numbers on a number line. • Describe and identify 2-dimensional geometric figures, including circles, triangles, rectangle and squares. • Describe and identify 2-dimensional geometric figures in order to sort them according to a given attribute. • Use concrete models to combine 2-dimensional geometric figures to make new geometric figures. • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reason and support thinking with objects, words, pictures or numbers. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Measurement and Problem-Solving	<ul style="list-style-type: none"> • Read time to the hour and half-hour using analog and digital clocks. • Estimate and measure length using nonstandard units such as paper clips. • Describe the relationship between the size of the unit and the number of units needed to measure the length of the object. • Compare and order two or more concrete objects according to length (from longest to shortest). • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reason and support thinking with objects, words, pictures or numbers. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Probability, Statistics and Problem Solving	<ul style="list-style-type: none"> • Collect and sorts data. • Draw conclusions and answer questions using information organized in picture and bar-type graphs. • Identify events as certain or impossible such as drawing a red crayon from a bag of green crayons. • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reason and support thinking with objects, words, pictures or numbers clearly and precisely. • Justify thinking using objects, words, pictures, numbers and technology 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Problem-Solving Processes and Strategies	<ul style="list-style-type: none"> • Uses a problem-solving model. • Selects or develops the problem solving strategies: using objects and guess and check. • Relate informal language to mathematical language and symbols. • Explain and record observations using objects, words, pictures, numbers, clearly and precisely. • Reasons and supports thinking with objects, words, pictures or numbers. • Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95%)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>

	Fourth Nine-Weeks	Grading
Number and Problem Solving	<ul style="list-style-type: none"> •Reads, writes, compares and orders whole numbers to 100 using [concrete] objects. •Uses words and numbers to describe the values of individual coins. •Count pennies to 25. •Models and creates addition (sums to 18) and subtraction (take away, compare, missing part) problem situations. •Use concrete and pictorial models to apply basic addition (sums to 18) and subtraction facts. •Separate a whole into two, three or four equal parts and use appropriate language to describe the parts such as three out of four equal parts. •Use appropriate language to describe part of a set such as three out of eight crayons are red. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reasons and supports thinking using objects, words, pictures, and numbers clearly and precisely. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 %)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Patterns, Relationships and Problem Solving	<ul style="list-style-type: none"> •Compares and orders numbers using place value. •Creates sets of tens and ones using concrete objects. •Identifies patterns in related addition and subtraction sentences. •Use patterns to develop strategies to solve basic addition and subtraction problems. •Recall and apply basic addition facts. •Find patterns in numbers including skip counting by 2', 5's, 10's: skip count money (quarters, nickels & dimes). •Find patterns in numbers including even and odd. •Identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reason and support thinking with objects; words, pictures or numbers clearly and precisely. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 %)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Geometry and Problem Solving	<ul style="list-style-type: none"> •Locates whole numbers on a number line. •Describe and identify 2-dimensional geometric figures, including circles, triangles, rectangle and squares. •Describe and identify 2-dimensional geometric figures in order to sort them according to a given attribute. •Use concrete models to combine 2-dimensional geometric figures to make new geometric figures. •Describe and identify 3-dimensional geometric figures, including spheres, rectangular prisms, cylinders and cones. •Describe and identify 3-dimensional geometric figures in order to sort them according to a given attribute. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reason and support thinking with objects, words, pictures or numbers. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 %)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Measurement and Problem-Solving	<ul style="list-style-type: none"> •Read time to the hour and half-hour using analog and digital clocks. •Order three or more events by how much time they take. •Estimate and measure length using nonstandard units such as paper clips. •Describe the relationship between the size of the unit and the number of unites needed to measure the length of an object. •Compare and order two or more concrete objects according to length (from longest to shortest) •Compare and order the area of two or more-two dimensional surfaces (from covers most to least). •Compare and order two or more objects according to weight/mass from heaviest to lightest. •Compare and order two or more objects according to relative temperature (from hottest to coldest). •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reason and support thinking with objects, words, pictures or numbers. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 %)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Probability, Statistics and Problem Solving	<ul style="list-style-type: none"> •Collect and sorts data. •Draw conclusions and answer questions using information organized in picture and bar-type graphs. •Identify events as certain or impossible such as drawing a red crayon from a bag of green crayons. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reason and support thinking with objects, words, pictures or numbers clearly and precisely. Justify thinking using objects, words, pictures, numbers and technology 	<p>E – Consistently (95 %)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>
Problem-Solving Processes and Strategies	<ul style="list-style-type: none"> •Uses a problem-solving model. •Selects or develops the problem solving strategies: using objects, act it out (line and trading), and guess-check. •Relate informal language to mathematical language and symbols. •Explain and record observations using objects, words, pictures, numbers, clearly and precisely. •Reasons and supports thinking with objects, words, pictures or numbers. •Justify thinking using objects, words, pictures, numbers and technology. 	<p>E – Consistently (95 %)</p> <p>S – Frequently (75% - 94%)</p> <p>N – Seldom or unable (Less than 75%)</p>