

Mathematics Rubric – First Grade – Term I

Objectives	Outstanding #4	Proficient #3	Progressing #2	Beginning #1
Number/Computation Skills/Math Facts				
Reads and writes 1 –and 2- digit numbers	Reads and writes numbers to 100	Reads and writes numbers 1-20	Reads and writes numbers 1-10 only	Difficulty recognizing or writing numbers
Uses computational strategies to add 1-digit numbers	Consistently: adds 1-digit numbers of the fact families 0-5 without concrete models	Begins to: add some 1-digit numbers of the fact families 0-5 by using concrete models and other strategies with some accuracy	Uses concrete models to develop an understanding of concepts of addition	Has not yet developed a concept of addition
Recognizes and writes number words 0-10	Consistently: Recognizes and writes number words 0-10 using correct spelling.	Consistently: Recognizes and writes number words 0-10. Begins to: Correctly spell number words 0-10.	Recognizes and writes some number words 0-10	Recognizes some number words 0-10

Mathematics Rubric – First Grade – Term I

Objectives	Outstanding #4	Proficient #3	Progressing #2	Beginning #1
Sequences 1- and 2-digit numbers from any position orally and in written form	Consistently: Sequences 1- and 2- digit numbers from any position orally and in written form.	Consistently: Sequences 1 – and 2- digit numbers from any position. May sequence some 1- and 2- digit numbers in writing.	Orally sequences some 1- and 2-digit numbers from any position	Orally sequences some numbers
Interprets calendar information	Explores and reads calendar information: month, year, days of the week, today’s day, current month, date. Recognize 7 days=a week, 12 months = a year. Consistently: Interprets information on the calendar.	Explores and reads calendar information: month, year, days of the week, today’s date. May recognize 7 days are in a week and 12 months in a year.	Explores and reads month, year, days of the week. May tell name of today’s day, current month.	Explores calendar information: month, year, days of the week
Patterns Creates a variety of patterns: - rhythmic - visual - geometric - numerical	Consistently: Continues and creates a variety of complex patterns.	Consistently: Continues a variety of patterns.	Sometimes: Continues a variety of patterns.	Explores a variety of patterns.

Mathematics Rubric – First Grade – Term II

Objectives	Outstanding #4	Proficient #3	Progressing #2	Beginning #1
<p>Number/Computation Skills/Math Facts</p> <p>Uses computational strategies to add 1-digit numbers</p> <p>Sequences 1- and 2-digit numbers from any position orally and in written form</p>				
	<p>Consistently: adds and subtracts 1-digit numbers of the fact families 0-10 without concrete models</p>	<p>Begins to: adds and subtracts some 1-digit numbers of the fact families 0-10 by using concrete models and other strategies with some accuracy</p>	<p>Uses concrete models to develop an understanding of concepts of addition and subtraction</p>	<p>Has not yet developed a concept of addition and subtraction</p>
	<p>Consistently: Sequences 1- and 2-digit numbers from any position orally and in written form.</p>	<p>Consistently: Sequences 1 – and 2-digit numbers from any position. May sequence some 1- and 2- digit numbers in writing.</p>	<p>Orally sequences some 1-and 2-digit numbers from any position</p>	<p>Orally sequences some numbers</p>

Mathematics Rubric – First Grade – Term II

Objectives	Outstanding #4	Proficient #3	Progressing #2	Beginning #1
Problem solving	Student uses appropriate strategies to solve a variety of problems independently	<ul style="list-style-type: none"> • Begins to determine the strategies to be used to solve a problem • Provides a logical answer 	Relies on teacher to model correct strategy and process	Has not yet developed a concept of problem solving
Communicating math concepts	Explains the approach, materials, and strategies used in solving a problem	Begins to explain the approach, materials, and strategies used in solving a problem	Relies on teacher to model correct explanation of problem solving	Has not yet developed the skills needed to explain problem solving
Patterns Creates a variety of patterns: - rhythmic - visual - geometric - numerical	Consistently: Continues and creates a variety of complex patterns.	Consistently: Continues a variety of patterns.	Sometimes: Continues a variety of patterns.	Explores a variety of patterns.
Spatial, Graphic, and Manipulatives	<ul style="list-style-type: none"> • Represents and compares data by using pictures, graphs, and tally sheets • Correctly sorts data • Predicts reasonable outcome of data 	<ul style="list-style-type: none"> • Compares data by using pictures, graphs, and tally sheets • Correctly sorts data 	Relies on teacher to model comparison of data by using pictures, graphs, and tally sheets	Has not yet developed a concept of graphing

Mathematics Rubric – First Grade – Term III

Objectives	Outstanding #4	Proficient #3	Progressing #2	Beginning #1
<p>Number/Computation Skills/Math Facts</p> <p>Uses computational strategies to add 1-digit numbers</p> <p>Sequences 1- and 2-digit numbers from any position orally and in written form</p>	<p>Consistently: adds and subtracts 1-digit numbers of the fact families 0-18 without concrete models</p>	<p>Begins to: adds and subtracts some 1-digit numbers of the fact families 0-10 by using concrete models and other strategies with some accuracy</p>	<p>Uses concrete models to develop an understanding of concepts of addition and subtraction</p>	<p>Has not yet developed a concept of addition and subtraction</p>
	<p>Consistently: Sequences 2- and 3-digit numbers from any position orally and in written form.</p>	<p>Consistently: Sequences 1 – and 2-digit numbers from any position. May sequence some 1- and 2- digit numbers in writing.</p>	<p>Orally sequences some 1-and 2-digit numbers from any position</p>	<p>Orally sequences some numbers</p>

Mathematics Rubric – First Grade – Term III

Objectives	Outstanding #4	Proficient #3	Progressing #2	Beginning #1
Problem solving	Student uses appropriate strategies to solve a variety of problems independently	<ul style="list-style-type: none"> • Begins to determine the strategies to be used to solve a problem • Provides a logical answer 	Relies on teacher to model correct strategy and process	Has not yet developed a concept of problem solving
Communicating math concepts	Explains the approach, materials, and strategies used in solving a problem	Begins to explain the approach, materials, and strategies used in solving a problem	Relies on teacher to model correct explanation of problem solving	Has not yet developed the skills needed to explain problem solving
Patterns Creates a variety of patterns: <ul style="list-style-type: none"> - rhythmic - visual - geometric - numerical 	Consistently: Continues and creates a variety of complex patterns.	Consistently: Continues a variety of patterns.	Sometimes: Continues a variety of patterns.	Explores a variety of patterns.
Spatial, Graphic, and Manipulatives	<ul style="list-style-type: none"> • Represents and compares data by using pictures, graphs, and tally sheets • Correctly sorts data • Predicts reasonable outcome of data 	<ul style="list-style-type: none"> • Compares data by using pictures, graphs, and tally sheets • Correctly sorts data 	Relies on teacher to model comparison of data by using pictures, graphs, and tally sheets	Has not yet developed a concept of graphing

Mathematics Rubric – First Grade – Term IV

Objectives	Outstanding #4	Proficient #3	Progressing #2	Beginning #1
Number/Computation Skills/Math Facts				
Uses computational strategies to add 1-digit numbers	Consistently: adds and subtracts 1-digit numbers of the fact families 0-18 without concrete models	Begins to: adds and subtracts some 1-digit numbers of the fact families 0-10 by using concrete models and other strategies with some accuracy	Uses concrete models to develop an understanding of concepts of addition and subtraction	Has not yet developed a concept of addition and subtraction
Sequences 1- and 2-digit numbers from any position orally and in written form	Consistently: Sequences 2- and 3-digit numbers from any position orally and in written form.	Consistently: Sequences 1 – and 2-digit numbers from any position. May sequence some 1- and 2- digit numbers in writing.	Orally sequences some 1-and 2-digit numbers from any position	Orally sequences some numbers

Mathematics Rubric – First Grade – Term IV

Objectives	Outstanding #4	Proficient #3	Progressing #2	Beginning #1
Problem solving	Student uses appropriate strategies to solve a variety of problems independently	<ul style="list-style-type: none"> • Begins to determine the strategies to be used to solve a problem • Provides a logical answer 	Relies on teacher to model correct strategy and process	Has not yet developed a concept of problem solving
Communicating math concepts	Explains the approach, materials, and strategies used in solving a problem	Begins to explain the approach, materials, and strategies used in solving a problem	Relies on teacher to model correct explanation of problem solving	Has not yet developed the skills needed to explain problem solving
Patterns Creates a variety of patterns: - rhythmic - visual - geometric - numerical	Consistently: Continues and creates a variety of complex patterns.	Consistently: Continues a variety of patterns.	Sometimes: Continues a variety of patterns.	Explores a variety of patterns.
Spatial, Graphic, and Manipulatives	<ul style="list-style-type: none"> • Represents and compares data by using pictures, graphs, and tally sheets • Correctly sorts data • Predicts reasonable outcome of data 	<ul style="list-style-type: none"> • Compares data by using pictures, graphs, and tally sheets • Correctly sorts data 	Relies on teacher to model comparison of data by using pictures, graphs, and tally sheets	Has not yet developed a concept of graphing