

Strand: Number Sense

Topic: 1.NS.1a -Counts, reads, and writes to 120 by 1s starting at any number

Level: Grade 1

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Counts, reads and writes numbers within 1,000 starting at any number without prompting 	<ul style="list-style-type: none"> Orally counts to teacher Counting partners Records themselves counting (on iPad) for teacher to listen to at a later time
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Counts to 120 starting at any number. Reads and writes numerals within the range (1-120). <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Verbal 1-on-1 count to 120 Counting objects to 120 without prompting Observations of students independently counting to 120 (tubs, centers, games, etc.) Teacher places a random number of objects in front of student and student must count and write the corresponding number Ask students to write numbers to 120 on grid paper
2.5	No major errors or omissions regarding 2.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> count on performs basic processes, such as: <ul style="list-style-type: none"> Counts to 100 starting at 1 Reads and writes numerals to 100 <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask student to count out loud without prompting to 100 Ask student to identify numbers to 100 verbally Ask student to write numbers to 100 using grid paper Ask student to show a number less than 100 using objects.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Number Sense

Topic: 1.NS.1b - Counts to 120 by 5s and 10s starting at any number

Level: Grade 1

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Counts by 2s, 5s, 10s and 100s within 1,000 without prompting starting at any number. 	<ul style="list-style-type: none"> Orally counts to teacher Counting partners Records themselves counting (on iPad) for teacher to listen to at a later time
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Counts by 5s <u>and</u> 10s to 120 starting at any number. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Verbal 1-on-1 count to 120 Counting objects to 120 without prompting (dimes and nickels) Observations of independent student activities involving counting to 120 (tubs, centers, games, etc.)
2.5	No major errors or omissions regarding 2.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o count on performs basic processes, such as: <ul style="list-style-type: none"> o Counts by 5s <u>or</u> 10s to 100 starting at 5 or 10 <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask student to count out loud without prompting to 100
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Number Sense

Topic: 1.NS.2- Understands place value of tens and ones

Level: Grade 1

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Identifies the digit in the hundreds, tens and ones place of a three-digit number and writes the number in expanded form. Demonstrates the values of digits, using manipulatives or drawings. 	<ul style="list-style-type: none"> Dry erase boards with markers Given a three-digit number, students draw the rods and cubes that represent that number, and state the value of each component.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Identifies the value of each digit in the tens place and the ones place of a two-digit number and writes the number in expanded form. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Given a two-digit number, student tells the value of each digit and writes the number in expanded form.
	2.5 No major errors or omissions regarding 2.0 content, but is lacking the ability to write in expanded form of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ones, place value, tens, value performs basic processes, such as: <ul style="list-style-type: none"> Identifies the digit in the tens place and the ones place of a two-digit number Represents a two-digit number using manipulatives or drawings <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> When shown a two-digit number, the student tells which digit is in the tens place and the ones place Given a two-digit number, the student uses manipulatives (unifix cubes, ten frames, etc.) or drawings to represent the number.
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Number Sense

Topic: 1.NS.4- Compares two-digit numbers using the symbols $<$, $>$, and $=$

Level: Grade 1

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Uses and reads the correct symbols to accurately show the relationship between three-digit numbers. 	<ul style="list-style-type: none"> Classroom observations Small group activities Using dry erase boards with markers
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Writes correct symbols ($<$, $>$, $=$) to accurately show the relationship between two-digit numbers Reads comparison using appropriate terminology (i.e. $15 < 20$, student reads fifteen <u>is less than</u> twenty) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Classroom observations Small group activities Using dry erase boards with markers
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> greater than, less than, equals, tens, ones performs basic processes, such as: <ul style="list-style-type: none"> Identifies which number is greater or less than by pointing <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Classroom observations Small group activities Using dry erase boards with markers
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Number Sense

Topic: 1.NS.5- Mentally finds 10 more or 10 less than a given number

Level: Grade 1

		Sample Tasks
Score 4.0	In addition to Score 3.0, the student: <ul style="list-style-type: none"> Tells 10 more or 10 less than a given 3-digit number 	<ul style="list-style-type: none"> Teacher asks student, “What is ten more than ___?” and “What is ten less than ___?” <ul style="list-style-type: none"> Student can answer orally or in writing without the use of a visual or counting
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> States a numeral ten more or ten less than a given 2-digit number <u>without</u> using a visual or counting. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Teacher asks student, “What is ten more than ___?” and “What is ten less than ___?” <ul style="list-style-type: none"> Student can answer orally or in writing without the use of a visual or counting
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ten more, ten less, tens, ones, hundreds chart performs basic processes, such as: <ul style="list-style-type: none"> Tells 10 more and 10 less than a given number to 100 using a visual or counting <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Small group activities/observations Uses hundreds chart to determine numbers Uses base ten blocks Uses ten frames Counts on or back
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Computation and Algebraic Thinking

Topic: 1.CA.2- Solves word problems using addition and subtraction within 20

Level: Grade 1

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Solves addition and subtraction word problems within 20 read by the teacher involving situations of: Adding To (Start Unknown), Taking From (Start Unknown), Comparing (Bigger Unknown using the word “fewer”), Comparing (Smaller Unknown using the word “more”) 	<ul style="list-style-type: none"> Student correctly writes and solves equations with a symbol for the unknown number to represent the problem. Click here for descriptions of Problem Situation Types
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Solves addition and subtraction word problems within 20 read by the teacher involving situations of: Adding to (Change Unknown), Taking from (Change Unknown), Putting together, Taking apart (Addend Unknown), and Comparing (Difference Unknown, Bigger Unknown, Smaller Unknown) Solves for missing addends when given one part and the whole by writing an equation with a symbol for the unknown number Solves problems that call for addition of three whole numbers within 20. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Student correctly writes and solves equations with a symbol for the unknown number to represent the problem. Click here for descriptions of Problem Situation Types
2.5	No major errors or omissions regarding 2.0 content.	<ul style="list-style-type: none"> Student can do proper equation setup, but may contain computation errors.
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> addend, addition, subtraction, equation, word problem, comparing, putting together, taking apart, sum, difference, positions/missing addend performs basic processes, such as: <ul style="list-style-type: none"> Solves addition and subtraction word problems within 20 read by the teacher involving situations of: Adding to (Result Unknown), Taking from (Result Unknown), Putting together/Taking apart (Total Unknown), Putting together/Taking apart (Both Addends Unknown) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student correctly writes and solves equations for word problems Click here for descriptions of Problem Situation Types
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Computation and Algebraic Thinking

Topic: 1.CA.5- Adds within 100

Level: Grade 1

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Adds accurately to sums within 100 with regrouping 	<ul style="list-style-type: none"> Using dry erase boards with markers
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Adds within 100, including adding a <u>two-digit number and a one-digit number</u>, and adding a <u>two-digit number and a multiple of 10</u>, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Using dry erase boards with markers
2.5	No major errors or omissions regarding 2.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> addend, sum, equation, count on, fact family, part, whole performs basic processes, such as: <ul style="list-style-type: none"> Adds within 20 using strategies such as counting on, making ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Using dry erase boards with markers Addition Running Record
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Computation and Algebraic Thinking

Topic: 1.CA.1- Uses fact families to demonstrate addition and subtraction

Level: Grade 1

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Creates two different fact families when given only two numbers less than 20. 	<ul style="list-style-type: none"> Given two numbers less than 20 the student can determine the missing third number recognizing there are 2 possibilities for a fact family (i.e. when given 7 and 9 the student creates fact families for the numbers 7, 9, <u>2</u> and 7, 9, <u>16</u>).
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Manipulates 3 numbers less than 20 to create 2 addition and 2 subtraction equations to demonstrate the commutative property and the relationship between addition and subtraction. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Classroom observations Part, part, whole Using dry erase boards with markers
2.5	No major errors or omissions regarding 2.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> commutative, associative, part, whole, addends, sum, difference performs basic processes, such as: <ul style="list-style-type: none"> Manipulates 3 numbers less than 20 to create 2 addition or 2 subtraction equations to demonstrate the commutative property or the relationship between addition and subtraction <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Classroom observations Dry erase boards with markers Use manipulatives, such as two different colored unifix cubes to model 2 addition or 2 subtraction equations (3 blue cubes + 4 green cubes = 7 cubes and 4 green cubes + 3 blue cubes = 7 cubes)
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Computation and Algebraic Thinking

Topic: 1.CA.1- Subtracts within 20

Level: Grade 1

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Subtracts within 100, including subtracting a multiple of 10 from a 2-digit number and subtracting a one-digit number from a 2-digit number (decomposing a ten when necessary). 	<ul style="list-style-type: none"> Using dry erase boards with markers Students may use drawings and/or manipulatives (unifix cubes, base ten blocks, etc.)
3.5	In addition to score 3.0 performance, students can subtract within 100 <u>without</u> regrouping.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Subtracts within 20 <u>without</u> using drawings or tools (such as counters, number line/path, etc.) <ul style="list-style-type: none"> strategies may include counting on, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known facts. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Written assessments Subtraction Running Record Using dry erase boards with markers
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> equation, count on, fact family, part, whole performs basic processes, such as: <ul style="list-style-type: none"> Subtracts within 20 using drawings or tools <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Written assessment One-on-one assessment Student may use drawings or manipulatives/tools (cubes, ten frames, number path, etc.)
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Measurement

Topic: 1.M.3 - Counts a collection of pennies, nickels, and dimes

Level: Grade 1

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Counts a collection of coins including pennies, nickels, dimes and quarters totaling over one dollar 	<ul style="list-style-type: none"> Small group observations Teacher observation during coin counting games Student counts sets of mixed coins
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Counts collections of pennies, nickels and dimes <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Small group observations Teacher observation during coin counting games Student counts sets of mixed coins
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> Counts collections of dimes and nickels
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> penny, nickel, dime performs basic processes, such as: <ul style="list-style-type: none"> Counts collections of dimes and pennies and collections of nickels and pennies <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Small group observations Teacher observation during coin counting games Student counts sets of mixed coins
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Measurement

Topic: 1.M.2 - Tells and writes time in hours and half-hours using analog and digital clocks

Level: Grade 1

Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> Tells and writes (using digits) time to 5 minutes with a label of AM or PM 		<ul style="list-style-type: none"> Small group observations Walk arounds (students walk around and record various times shown on clock manipulatives placed around the room, Scoot activities, etc.) Teacher gives a sample activity and students tell whether it is AM or PM (i.e. Bedtime is 8:30. Is it AM or PM?)
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Tells and writes (using digits) time to the hour and half-hour using analog clocks <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Small group observations Walk arounds (students walk around and record various times shown on clock manipulatives placed around the room, Scoot activities, etc.)
	2.5	No major errors or omissions regarding 2.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> digital clock, analog clock, hour, half-hour, minute, hour hand, minute hand performs basic processes, such as: <ul style="list-style-type: none"> Tells and writes (using digits) time to the hour using analog clocks <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Small group observations Walk arounds (students walk around and record various times shown on clock manipulatives placed around the room, Scoot activities, etc.)
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		