NUMBER AND QUANTITY			
Number Names			
Grade 1			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • count numbers to 120, starting at any number less than 120 (1.NBT.1) • represent a number of objects with a written numeral (1.NBT.1)		**Sample Activity:** *Use this activity when the class is standing in line (e.g., waiting to go to a special, lunch, bathroom break, end of the day). The teacher or student says a number between 1 and 120. The students will count forward with each student saying the next number in sequence.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • count, number, numeral **The student will perform basic processes, such as:** • count and write numbers up to 120 (1.NBT.1)		**Sample Activities:** *During calendar, opening activities, students will count from one to 120 every day until most or all students can do this with 100% accuracy. *During bell work once a month, students will write their numbers from 1 to 120 until they can do it accurately.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

NUMBER AND QUANTITY			
Place Value			
Grade 1			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	

Score 3.0	**The student will:** • compare and order two-digit numbers based on meanings of the tens and ones using <, >, or = (1.NBT.3) • given a two-digit number, mentally find 10 more or 10 less (1.NBT.5)		**Sample Activities:** ***Greater Than, Less Than, Equal To?** Materials for each student: -3 index cards -white boards, markers, erasers Procedures: The students will write the symbols <, >, and = on the index cards. The teacher says and writes two numbers on the board. The students write these two numbers on their white boards putting the correct symbol between the two numbers. ***Place Value Activity:** Materials : -number cards 1-99 -whiteboards, markers, erasers for every student - <, >, = cards for every student Procedure: The teacher or student draws two numbers. The teacher writes the two numbers on the board. The students then write these two numbers on their white boards. Students place the correct index card with <, >, or = between the two numbers, as appropriate. Students read completed inequality as a class.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

<table>
<tr><td>Score 2.0</td><td colspan="2">The student will recognize or recall specific vocabulary, such as:
• amount, compare, digit, less, mentally, more, number, ones, order, tens
The student will perform basic processes, such as:
• recognize symbols, such as <, >, and =
• represent the two digits of a two-digit number as amounts of tens and ones (1.NBT.2)</td><td>Sample Activities:
<u>*Greater Than, Less Than, Equal To:</u>
<u>Materials for every student</u>:
-three index cards

<u>Procedure</u>:
Using 3 index cards, students will write the symbols <, >, and = on the front of the card and write less than, greater than and equal to on the back with an example of each (e.g., front of card: <; back of the card: less than 5 < 18. Students write their own example) These cards can be used to compare two sets of numbers.

*Place Value Activity:
<u>Materials for each student</u>: -
99 snap cubes
-place value mat with tens and ones

<u>Procedure</u>:
The teacher asks students to count out a designated number of cubes (56). The students snap groups of 10 cubes together and leave the additional cubes as individual cubes. The students will take their groups of ten and place them on the tens part of the place value mat. The students will take the cubes left over and put them on the ones part of the place value mat. The students will say, “Fifty-six is five groups of ten and six ones.” This activity can be done with partners or at a math center.</td></tr>
<tr><td></td><td>Score 1.5</td><td>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</td><td></td></tr>
<tr><td>Score 1.0</td><td colspan="2">With help, partial success at score 2.0 content and score 3.0 content</td><td></td></tr>
<tr><td></td><td>Score 0.5</td><td>With help, partial success at score 2.0 content but not at score 3.0 content</td><td></td></tr>
</table>

Score 0.0	**Even with help, no success**	

OPERATIONS AND ALGEBRA			
Addition and Subtraction			
Grade 1			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	

Score 3.0	**The student will:** • solve word problems involving addition and subtraction within 20, using objects, drawings, and equations to represent the problem (1.OA.1) • determine the unknown whole number in an addition or subtraction equation relating three whole numbers (1.OA.8) • add within 100, including adding a two-digit number to a one-digit number and adding a two-digit number and a multiple of 10, and explain the strategies and reasoning used (1.NBT.4) • subtract multiples of 10 in the range 10 to 90 from multiples of 10 in the range of 10 to 90 and explain the strategies and reasoning used (1.NBT.6)	**Sample Activities:** ***Word Problem & Relationship Between Addition and Subtraction Activity:** Materials: -word problems -highlighters -white boards, markers, erasers Procedures: Students are given different word problems. They highlight the information needed to solve the problem. They solve the problem on their white boards. Each partner explains the strategy used to solve the problem. Their partner checks the answer by either adding or subtracting. Repeat with students trading their word problems with another student. This could be a center activity. ***Unknown Whole Number Activity:** Materials: -snap cubes -plastic colored cup -cards with one problem written on each card (e.g., $2 + \Delta = 6$ or $9 - \Delta = 3$) Procedures: Students work with a partner. Partner A closes his/her eyes. Partner B chooses a card, takes as many cubes necessary to complete the equation, putting given number beside the cup and the unknown under the cup. Partner A determines how many cubes are under the cup by solving the equation. Partner A checks the answer by looking under the cup and writes the equation on the whiteboard. Repeat by trading roles. ***Subtracting Multiples of 10 Activity:** Use this activity when the class is standing in line. The teacher or student says a number between 11-90. The students will subtract 10. Have students share the strategy used.

	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • add, addition, count, decompose, digit, equal, equation, equivalent, false, model, number, reasoning, relate, relationship, strategy, subtract, subtraction, sum, true, unknown, whole number, word problem **The student will perform basic processes, such as:** • recognize symbols, such as +, −, and = • solve word problems involving addition of three whole numbers (sum less than or equal to 20) using objects, drawings, and equations (1.OA.2) • relate counting to addition and subtraction (e.g., counting on by two to add two) (1.OA.5) • add and subtract within 20 (strategies may include using objects and drawings, counting on, making 10, decomposing a number leading to a 10, using the relationship between addition and subtraction, or creating equivalent but easier or known sums) (1.OA.6) • add and subtract fluently within 10 (1.OA.6) • understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false (1.OA.7) • add a two-digit number to a one-digit number using concrete models (1.NBT.4) • subtract multiples of 10 in the range of 10 to 90 using concrete models (1.NBT.6)		**Sample Activities:** * Using 3 index cards, students will write the symbols +, -, and = on the front of the card and write add, subtract and equals on the back with an example of each (e.g., front of card: +; back of the card: add 4 sticks in one circle, 7 sticks in another circle and 11 sticks in the third circle. Students illustrate their own example) **<u>*Word Problem & Relationship Between Addition and Subtraction Activity:</u>** <u>Materials:</u> -word problems -highlighters -white boards, markers, erasers <u>Procedures:</u> Students are given different word problems. They highlight the information needed to solve the problem. They solve the problem on their white boards. Each partner explains the strategy used to solve the problem. Their partner checks the answer by either adding or subtracting. Repeat with students trading their word problems with another student. This could be a center activity.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

OPERATIONS AND ALGEBRA			
Properties of Operations			
Grade 1			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	

Score 3.0	**The student will:** • apply properties of operations as strategies to add and subtract (e.g., commutative, associative*) (1.OA.3) • solve subtraction problems as unknown addend problems (e.g., subtracting 10 − 8 by finding the number that makes 10 when added to 8) (1.OA.4)	**Sample Activities:** ***Commutative Property Activity**: Materials for each student: -white boards, markers, erasers Procedure: The teacher writes a problem on the board (e.g., 8 + 2). The students write the problem using the commutative property on their white boards (e.g., 8 + 2 = 2 + 8). ***Associative Property Activity**: Materials for each student: -white boards, markers, erasers -3 sets of 20 different colored snap cubes (e.g., 20 red, 20 blue, 20 green). Procedure: The teacher writes a problem on the board (e.g., 8 + 2 + 4). The students illustrate and write the problem using the associative property on their white boards [e.g., (8 red cubes + 2 blue cubes) + 4 green cubes = 8 red cubes + (2 blue cubes + 4 green cubes) adding the parenthesis with their marker, and below the cubes they write (8+2)+4 = 8+(2+4)] ***Fact Family House Center Activity** Materials for every student: -Fact Family House -pencils -envelopes with the three numbers of a fact family Procedure: Student takes an envelope with the fact family numbers, and completes the Fact Family House.

	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • add, addend, operation, property, strategy, subtract, subtraction, unknown **The student will perform basic processes, such as:** • recognize examples of the commutative and associative properties*		**Sample Activities:** ***Commutative Property Activity:** Materials: -set of large dominoes -white boards, markers, erasers for every student -two dominoes for each student Procedures: The teacher shows a large domino. On a white board, the students write the equation shown with the numbers on the domino. The teacher flips the domino and the students write that equation below the first one. Repeat several times, discussing the concept of the commutative property. Using the two smaller dominos, the students repeat the same steps on their own to demonstrate understanding. ***Commutative/Associative Property** Once the students have learned these 2 properties, this activity can be put into a center. Materials: - 2 index cards with the words Commutative Property and Associative Property written on them - index cards with several examples of both properties written on them. Procedures: The students sort the problems, putting them under the correct property. You can have the students write these problems on paper with it divided in two columns with Commutative Property written on one side and Associative Property written on the other.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	

Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

*Note: Students do not need to use the formal terms for these properties.

GEOMETRY			
Shapes			
Grade 1			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • distinguish between the defining and non-defining attributes of a variety of shapes (e.g., defining attributes of triangles: closed, three-sided; non-defining attributes include color, orientation, and overall size) (1.G.1)		**Sample Activities:** **<u>*Defining Attributes Activity:</u>** <u>Materials for every student:</u> - white boards, markers, erasers <u>Procedure:</u> The teacher describes specific defining attributes (e.g., a closed shape with four equal sides). The students draw this shape on their white boards. **<u>*Non-defining Attributes Activity:</u>** <u>Materials for each pair of students:</u> - a set of cards showing shapes with non-defining attributes for each pair of students <u>Procedure:</u> Working with a partner, one student identifies the non-defining attributes of a shape (e.g., The triangle is small and laying on its side). They continue taking turns.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • attribute, closed, color, defining, distinguish, example, non-defining, orientation, shape, size, three-sided, triangle **The student will perform basic processes, such as:** • identify the attributes of various shapes		**Sample Activity:** ***I am thinking of……** Materials for each pair of students: -variety of two-dimensional and three-dimensional objects Procedures: The teacher describes an object by the attributes. The students select the object described. The student pairs hold up the correct object on demand. The teacher selects a student leader to describe an object by the attributes.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

GEOMETRY			
Compose and Decompose Shapes			
Grade 1			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	

Score 3.0	**The student will:** • create composite shapes by composing three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) (1.G.2) • describe the shares using the words *halves*, *fourths,* and *quarters* (1.G.3)		**Sample Activities:** ***<u>Creating Shapes:</u>** <u>Materials</u>: -small marshmallows -toothpicks -paper rectangles and triangles -tape <u>Procedures:</u> -Using small marshmallows and toothpicks, the students creates three-dimensional shapes of a cube or rectangular prism. –Using the paper rectangles and triangles, roll them and tape the edges together to make a cone and cylinder. Students may need help taping these edges together. ***<u>Halves, Fourths and Quarters:</u>** <u>Materials:</u> -2 paper circles, 3 paper squares and 4 paper rectangles for every student <u>Procedures:</u> -Students take one of each shape and fold it in half. Have the students write half on both sides of the fold. Have students describe their shape as having two halves. -Students take 1 circle, 2 squares and 2 rectangles and fold them in half and then in half again. Have the students fold the 2 squares and rectangles in two different ways to show they can be divided differently. Have the students write fourth and quarter on each section. Have students describe their shape as having four fourths and four quarters.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

<table>
<tr><td>Score 2.0</td><td colspan="2">The student will recognize or recall specific vocabulary, such as:
• circle, compose, composite, cube, equal, fourth, half, half-circle, partition, quarter, quarter-circle, rectangle, right circular cone, right circular cylinder, right rectangular prism, shape, share, square, three-dimensional, trapezoid, triangle, two-dimensional
The student will perform basic processes, such as:
• create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles)
• partition circles and rectangles into two and four equal shares (1.G.3)</td><td>Sample Activities:
*<u>Geoboards:</u>
<u>Materials for every student:</u>
-geoboards,
-rubber bands
<u>Procedures</u>:
Students create rectangles, squares, trapezoids and triangles with rubber bands on the geoboards.

*<u>Halves and Fourths:</u>
<u>Materials for every student:</u>
-2 paper circles and 4 paper rectangles
<u>Procedures:</u>
-Students take one circle and fold it in half and 2 rectangles and fold them in two different ways. Have the students count the number of equal shares or parts.
-Have the students cut the circle on the fold to create half circles.
-Students take 1 circle and 2 rectangles. Have the students fold them in half and then in half again. Have the students fold the 2 rectangles in two different ways to show they can be divided differently. Have the students count the number of equal shares or parts.
-Have the students cut the circle on the fold to create quarter-circles.</td></tr>
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</table>

MEASUREMENT, DATA, STATISTICS, AND PROBABILITY			
Measurement			
Grade 1			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • express the length of an object as a whole number of length units (1.MD.2)		**Sample Activity:** ***Measuring with Paper Clips:** Materials: -objects to measure (e.g., pencil, eraser, book, etc.) -paper clips -paper and pencil Procedures: Using the paper clips, the students measure the length of the objects and records this on their paper (e.g., The marker is 4 paper clips long.). This activity can be done in a math center.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • compare, indirect, length, order, unit, whole number **The student will perform basic processes, such as:** • order three objects by length (1.MD.1) • compare the length of two objects indirectly by using a third object (1.MD.1)		**Sample Activity:** ***How Do These Three Measure Up? :** Materials: -objects to measure (e.g., pencil, eraser, book, stuffed animals, etc.) -paper and pencil Procedures: Students compares three objects, telling their partner which one is short, shorter, or shortest or long, longer, and longest or the rabbit is longer than the bear or the mouse. This activity can be done in a math center.

	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

MEASUREMENT, DATA, STATISTICS, AND PROBABILITY			
Represent and Interpret Data			
Grade 1			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • represent and interpret data with up to three categories (1.MD.4)		**Sample Activities:** **<u>*Graphing Center Activity:</u>** <u>Materials for each student:</u> -blank graphs with data interpretation questions (e.g., How many? Which is more?) –Items to sort with up to three categories (e.g., blocks, candy, cereal, pasta) <u>Procedures:</u> Students sort the items into categories and represent the number of items in each category by coloring in the bar graph. Students will then complete data interpretation questions.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • category, data, interpret, less, more, number, organize, point, question, represent, representation **The student will perform basic processes, such as:** • organize data into up to three categories (1.MD.4) • ask and answer questions about data and representations of data (e.g., total number of data points, number in each category, how many more or less in one category) (1.MD.4)		**Sample Activities:** **<u>*Graphing Activity:</u>** Complete the above activity in small groups.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	

Score 0.0	**Even with help, no success**	

MEASUREMENT, DATA, STATISTICS, AND PROBABILITY			
Time			
Grade 1			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • tell time in hours and half-hours using analog clock (1.MD.3)		**Sample Activities:** ***<u>What Time is It?</u>** <u>Materials:</u> -analog clock in the classroom <u>Procedures:</u> Periodically during the day at either the hour or the half hour, have the students tell and/or write the time also indicating what they are doing at that particular time of the school day. **<u>Beat the Timer Center Activity:</u>** <u>Materials:</u> -cards with different times to the hour and half hour -cards with analog clocks showing different times to the hour and half hour -egg timer <u>Procedures</u>: Students match the times with the correct clock, trying to beat the egg timer.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • analog, clock, digital, half-hour, hour, time **The student will perform basic processes, such as:** • tell time to the hour and half-hour using a digital clock (1.MD.3)		**Sample Activities:** ***What Time is It?** Materials: -analog clock in the classroom Procedures: Periodically during the day at either the hour or the half hour, have the students tell and/or write the time also indicating what they are doing at that particular time of the school day. **Beat the Timer Center Activity:** Materials: -cards with different times to the hour and half hour -cards with digital clocks showing different times to the hour and half hour -egg timer Procedures: Students match the times with the correct clock, trying to beat the egg timer.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		