

**Octorara Area School District  
Standards Based Report Card Rubrics  
2018-2019  
Grade 1 MATH**

Standards-based grading aligns grading with the PA Core Standards. The report card accurately communicates achievement of learning targets to students, parents, and educators. Our report card provides specific information about the level of proficiency on the learning targets that are taught each trimester.

By the end of the year, students are expected to meet each grade-level standard (M). Students not meeting standards will receive instructional supports to achieve mastery for specific content and skills.

The purpose of these rubrics is to assist students, parents, and teachers in understanding what the specific learning expectations are for students to be considered at grade-level mastery in each skill area. These learning expectations may grow or increase as the school year progresses and more content/skills are introduced.

SBRC Descriptor	M	SP	LP	NA
Means:	Consistently meets grade level expectations/standards	Demonstrates steady progress toward meeting grade level expectations/standards	Demonstrates limited progress toward meeting grade level expectations/standards	Not assessed at this time
<b>Math Fact Fluency</b>				
Shows basic facts mastery/uses mental strategies to add within 10	Independently and consistently calculates basic addition facts efficiently, accurately and flexibly	Inconsistently calculates basic addition facts efficiently, accurately and flexibly. May be independent with some facts, but not all.	Dependent upon concrete strategies or tools such as number lines, drawings, or objects to calculate addition facts	Not assessed at this time
Shows basic facts	Independently and	Inconsistently calculates	Dependent upon concrete	Not assessed at this time

mastery/uses mental strategies to subtract within 10	consistently calculates basic subtraction facts efficiently, accurately and flexibly	basic subtraction facts efficiently, accurately and flexibly. May be independent with some facts, but not all.	strategies or tools such as number lines, drawings, or objects to calculate subtraction facts	
<b>Numbers and Operations in Base Ten</b>				
Reads and writes numerals to 120 starting with any number	Independently and consistently reads numeral to 120 starting with any number	Inconsistently reads numerals to 120 starting with any number	Is unable to read numeral to 120 starting with any number	Not assessed at this time.
Demonstrates an understanding of place value (tens and ones) and compares two-digit numbers	Recognizes and orders numbers beyond 100.  Consistently and independently demonstrates place value with tens and ones including the ability to identify place value of tens and ones within written numbers.	Recognizes and orders numbers to 100.  Consistently and independently demonstrates place value with tens and ones including the ability to identify place value of tens and ones within written numbers.	Recognizes and orders numbers beyond 0-50.  Inconsistently demonstrates concepts of place value with tens, and ones.	Not assessed at this time.
Uses place value concepts to add within 100	Consistently and independently uses place value concepts to add within 100	Inconsistently uses place value concepts to add within 100	Is unable to use place value concepts to add within 100	Not assessed at this time
Uses place value concepts to subtract multiples of ten within 100	Consistently and independently uses place value concepts to subtract multiples of ten within 100	Inconsistently uses place value concepts to subtract multiples of ten within 100	Is unable to use place value concepts to subtract multiples of ten within 100	Not assessed at this time.

<b>Operations and Algebraic Thinking</b>				
Represents and solves problems involving addition within 20.	Consistently and independently adds single and double digit numbers without regrouping.	Consistently adds single digit numbers without regrouping at the representational level	Consistently adds single digit numbers without regrouping at the concrete level	Not assessed at this time.
Represents and solves problems involving subtraction within 20.	Consistently and independently subtracts single and double digit numbers without regrouping.	Consistently subtracts single digit numbers without regrouping at the representational level	Consistently subtracts single digit numbers without regrouping at the concrete level.	Not assessed at this time.
Understand the relationships between addition and subtraction  <b>POSSIBLE ALTERNATIVE:</b> Understand the properties of operations and relationships between addition and subtraction.	Consistently and independently determines if equations involving addition/subtraction are true or false  Consistently and independently uses properties and/or addition when needed to solve subtraction equations.	Inconsistently determines if equations involving addition/subtraction are true or false  Inconsistently determines if equations involving properties and/or using addition to help solve subtraction problems.	Does not understand the meaning of the equals sign  Does not understand that subtraction is related to addition and/or cannot use the properties correctly	Not assessed at this time.
<b>Geometry</b>				
Composes and distinguishes between 2D and 3D shapes based on their attributes.	NA	NA	NA	Not assessed at this time.

Partitions shapes into halves and quarters/ fourths.	NA	NA	NA	Not assessed at this time.
<b>Measurement and Data</b>				
Measures and orders lengths using non-standard units of measures and compares the length of two objects by using a third object..	NA	NA	NA	Not assessed at this time.
Tells and writes time to the hour and half hour using both analog and digital clocks.	NA	NA	NA	Not assessed at this time.
Represents and interprets data using tables/charts.	NA	NA	NA	Not assessed at this time.