

# SRPSD Grade 1 Math Rubrics

## Part A: Number Strand

N1.1a Say the whole number sequence 0 to 100 by 1s forward between any two given numbers.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
With continuous teacher assistance the student has partial success.	The student is able to count by 1 from 0 – 100 with minimal teacher prompting, a number line or 100 chart.	The student is able to start anywhere and count forward to 100 independently.	The student can state the number that comes after another number.

N1.1b Say the whole number sequence 100 to 0 by 1s backward between any two given numbers.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
With continuous teacher assistance the student has partial success.	The student is able to count backwards by 1 from 100 – 0 with minimal teacher prompting, a number line or 100 chart.	The student is able to start anywhere and count backwards independently.	The student can state the number that comes before another number.

N1.1c Say the whole number 0 to 100 by 2s forward starting at 0.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
With teacher assistance the student has partial success.	The student is able to skip count starting at 0 by 2s to 20 with a number line or 100's chart with prompting.	Student is able to skip counts by 2s from 0 to 20 independently.	When given a number the student can identify what comes next.

N1.1d Say the whole number 0 to 100 by 5s forward starting at 0.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
With teacher assistance the student has partial success.	The student is able to skip count starting at 0 by 5s to 100 with a number line or 100's chart with prompting.	Student is able to skip count by 5s from 0 to 100 independently.	When given a number the student can identify what comes next.

N1.1e Say the whole number 0 to 100 by 10s forward starting at 0.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
With teacher assistance the student has partial success.	The student is able to skip count starting at 0 by 10s to 100 with a number line or 100's chart with prompting.	Student is able to skip count by 10s from 0 to 100 independently.	When given a number the student can identify what comes next.

N1.2 Recognize at a glance (subitize) and name familiar arrangements of 1 – 10 objects, dots, and pictures.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
The student consistently attempts to count (aloud or in their head) to arrive at an answer of familiar arrangements of 1 – 10.	The student is able to recognize/subitize at a glance some of the familiar arrangements of 1-10.	The student is able to recognize/subitize at a glance all familiar arrangements of 1-10. Provides the answer instantly.	The student is able to recognize/subitize non-standard arrangements.

N1.3a Demonstrate an understanding of counting by indicating the last number said identifies “how many”.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
The student doesn't count the objects. May state a random number.	The student repeatedly recounts the collection without ever isolating the last number said.	When asked students are able to state the amount they counted.	The student is able to verbalize the purpose of counting (ie. to determine a quantity).

## SRPSD Grade 1 Math Rubrics

**N1.3b Demonstrate an understanding of counting by showing any set has only one count using the counting on strategy.**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
The student counts all the blocks but makes a mistake.	The student goes back and recounts the entire set.	The student counts on from the given set.	The student is able to justify why they used the counting on strategy.

**N1.3c Demonstrate an understanding of counting by using parts or equal groups to count sets.**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
The student counts by 1s.	The student attempts to count by parts or equal groups but is unsuccessful.	The student is able to count the set using parts or equal groups.	The student is able to count by parts or equal groups in more than one way.

**N1.4 Represent and describe whole numbers to 20 concretely, pictorially, and symbolically. (Written)**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
With support the student can represent and describe their number concretely, pictorially, and symbolically.	The student's representation of their number does not match concretely, pictorially, and symbolically.	The student is able to accurately represent the number symbolically. The student is able to represent their number in at least 2 different ways.	The student is able to further represent and describe their number using symbols only.

**N1.5 Compare sets containing up to 20 elements to solve problems using referents and one-to-one.**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
Student needs assistance to represent a quantity less than 20.	Student is able to represent a quantity less than 20.	Student is able to represent a quantity that is equal to, more than or less than a given quantity.	Student is able to compare numbers using comparative language using words like, more, fewer, or as many.

**N1.6 Estimate quantities to 20 by using referents.**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
Student requires teacher support in order to estimate a quantity.	The student estimates an unreasonable amount.	The student estimates a reasonable amount.	The student estimates a reasonable amount and is able to explain why the estimation is reasonable.

**N1.7 Demonstrates concretely, physically, and pictorially, how whole numbers can be represented by a variety of equal groupings with and without singles. (Written)**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
Student requires teacher support or assistance to represent whole numbers in equal groups.	The student is able to divide the quantity into either equal groups with singles <u>or</u> equal groups without singles.	The student is able to divide the quantity into equal groups with and without singles.	The student is able to divide the quantity in an additional way.

**N1.8 Identify the number up to 20 that is one more, two more, one less, and two less than a given number.**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
Student requires teacher support or assistance to understand the meaning of more or less than.	The student is unable to answer all questions accurately. The student is able to correctly answer all questions using a number line or 100's chart.	The student is able to independently answer all questions correctly.	The student is able to correctly answer a story problem.

## SRPSD Grade 1 Math Rubrics

**N1.9A Demonstrates an understanding of addition of numbers with answers to 20 concretely, pictorially, physically, and symbolically by:**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
Student requires teacher support or assistance to create an addition sentence.	The student is able to determine quantities but does not put them together to create an addition sentence.	The student is able to create and solve an addition story and is able to record their story symbolically.	The student is able to create an addition story and corresponding sentence in their own context.

**N1.9B Demonstrates an understanding of subtraction of numbers with answers to 20 concretely, pictorially, physically, and symbolically by:**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
Student requires teacher support or assistance to create subtraction sentence.	The student is able to determine quantities but does not put them together to create a subtraction sentence.	The student is able to create and solve a subtraction story and is able to record their story symbolically.	The student is able to create a subtraction story and corresponding sentence in their own context.

**N1.10A Describe and use mental mathematics strategies (memorization not intended) to determine basic addition facts to 18.**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
The student requires teacher support or assistance to solve the addition question.	The student is able to solve the addition question but is unable to name the strategy <b>or</b> the student can name a strategy to use but the answer is incorrect.	The student is able to independently solve the addition question and explain their strategy.	The student is able to describe another strategy to solve the subtraction question (especially the related subtraction fact).

**N1.10B Describe and use mental mathematics strategies (memorization not intended) to determine basic subtractions facts to 18.**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
The student requires teacher support or assistance to solve the subtraction question.	The student is able to solve the subtraction question but is unable to name the strategy <b>or</b> the student can name a strategy to use but the answer is incorrect.	The student is able to independently solve the subtraction question and name their strategy.	The student is able to describe another strategy to solve the subtraction question (especially the related addition fact).

### Part B: Pattern & Relations Strand

**P1.1 Demonstrate an understanding of a repeating pattern (two to four elements)**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
With support the student can create a pattern.	The student is able to make their own pattern but cannot explain why it is a pattern.	The student can independently create a repeating pattern and explain why it is a pattern.	The student is able to find and correct an error in a pattern.

**P1.2 Translate repeating patterns from one form of representation to another.**

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
With teacher assistance the student can translate a repeating pattern.	The student is able to translate a repeating pattern but requires an initial teacher prompt. The student has partial understanding of the concept of translating but cannot always do it correctly.	The student can independently translate a repeating pattern from one form of representation to another. (colour to shape, action to sound...)	The student can explain why their pattern has been translated from one form to another.

## SRPSD Grade 1 Math Rubrics

P1.3 Describe equality as a balance and inequality as an imbalance, concretely, physically, and pictorially (0 – 20).

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
With teacher assistance the student can create equal and unequal groups.	The student is able to create equal <b>or</b> unequal groups. They may require some prompting to begin.	The student can independently create equal and unequal groups concretely, physically, and pictorially.	The student can explain the process used to determine whether two concrete sets are equal or unequal.

P1.4 Record equalities using the equal symbol. \*(this outcome/rubric could fit in with addition question. Two rubrics, one question.) (Written)

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
With teacher assistance the student is able to record an equality using the equal symbol.	The student is able to record an equality with teacher prompting. There may be mistakes in their work.	The student is able to independently record an equality using the equal symbol.	The student can rewrite an equality by moving the equal sign to the other side.

### Part C: Shape & Space Strand

SS1.1 Demonstrates an understanding of measurement as a process of comparing.

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
With teacher assistance the student is able to order and compare objects.	The student is able to order objects but is unable to verbally compare them.	The student is able to independently order, compare, and make statements of comparison.	The student can compare items in their environment according to length, height, mass, volume, capacity or area and explain their reasoning.

SS1.2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
With teacher assistance the student is able to sort the shapes may be able to explain the sorting rule.	The student is able to sort the objects but is unable to explain their sorting rule.	The student is able to independently sort and explain their sorting rule.	The student is able to determine the sorting rule when given two pre-sorted sets.

SS1.3 Replicate composite 2-D shapes and 3-D objects.

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
With continuous teacher assistance the student is able to replicate a given composite 2-D shape and 3-D object.	The student is able to replicate a given composite 2-D shape and 3-D object with some teacher prompting.	The student is able to independently replicate a given composite 2-D shape and 3-D object.	The student is able to explain a strategy to verify that their replication is accurate.

SS1.4 Compare 2-D shapes to parts of 3-D objects in the environment.

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
With teacher assistance the student is able to identify something in their environment to match a given 2-D shape.	The student is able to identify something in their environment to match a given 2-D shape when the teacher narrows the choices to a small number of objects.	The student is able to independently identify objects in their environment that match a given 2-D shape.	The student is able to explain the similarities and differences between the 2-D and 3-D objects.