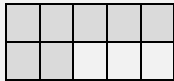


## Grade 1 Numeracy Rubric

**Please Note: The outcomes are as listed on the report card. Guidelines are provided for some numeracy outcomes for rubrics for each term.**

<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i># 1 - Is Meeting Expectations</i>	<i>#2 - Developing Skills and Strategies</i>	<i>#3 - Having Difficulty – Not Meeting Expectations</i>
<b>Number:</b>				
Expectation of Grade 1 Teachers ELA Outcome: 4.2.3, pp. 242-245	<b>Prints Numbers legibly</b>	Consistently uses proper number formation and size	Demonstrates knowledge of, and uses, but not consistently, proper number size and formation	Rarely uses proper number size and formation (e.g. reversals)
	<b>Counts orally by 1's forward from 0 to 100 between any two given numbers: Guidelines: Term 1 – to 30 Term 2: - to 50 Term 3 – to 100</b>	Student independently and consistently and with confidence counts between any two given numbers from 0 to 30, from 0 to 50, and from 0 to 100	Student needs some assistance and/or has some errors in accomplishing the task.	Student needs on-going assistance in order to complete the task.
	<b>Counts orally by 1's backward from 100 to 0 between any two given numbers: Guidelines: Term 1 – to 30 Term 2: - to 50 Term 3 – to 100</b>	Student independently and consistently and with confidence counts between any two given numbers from 30 to 0, from 50 to 0, and from 100 to 0	Student needs some assistance and/or has some errors in accomplishing the task.	Student needs on-going assistance in order to complete the task.

	<b>Counts orally by 2's from 0 to 30</b>	Student independently and consistently and with confidence counts by 2's	Student needs some assistance and/or has some errors in accomplishing the task.	Student needs on-going assistance in order to complete the task
	<b>Counts orally by 5's from 0 to 100</b>	Student independently and consistently and with confidence counts by 5's	Student needs some assistance and/or has some errors in accomplishing the task.	Student needs on-going assistance in order to complete the task
	<b>Counts orally by 10's from 0 to 100</b>	Student independently and consistently and with confidence counts by 10's	Student needs some assistance and/or has some errors in accomplishing the task.	Student needs on-going assistance in order to complete the task
	<b>Recognize and name familiar arrangements of up to 10, e.g.</b>  	Student automatically and without hesitation recognizes and names familiar arrangements up to 10	Student inconsistently recognizes and names familiar arrangements up to 10; may need to count in order to name some arrangements	Student needs to count in order to name familiar arrangements up to 10
	<b>Can demonstrate different counting strategies</b>	Independently and consistently uses a variety of different counting strategies	Needs some assistance and encouragement to use a variety of different counting strategies; independently uses only one strategy	Needs 1:1 assistance and encouragement to use more than one strategy for counting.

<p><b>By term 3 this should include, students representing a given number with equal groups with and without singles.</b></p>	<p><b>Represents and describes numbers to 20 in a variety of ways.</b></p>	<p>Independently and consistently can read, write, draw, and use manipulatives to represent and describe numbers to 20</p>	<p>Needs some assistance to read, write, draw, and use manipulatives to represent and describe numbers to 20</p>	<p>Needs 1:1 assistance to read, write, draw, and use manipulatives to represent and describe numbers to 20</p>
	<p><b>Estimates, counts and compares objects in a set of 0 - 20</b></p>	<p>Student can do all of the following consistently:</p> <ul style="list-style-type: none"> <li>- Consistently makes a reasonable estimate using the benchmarks</li> <li>- Counts accurately (1:1 correspondence)</li> <li>- Compares sets accurately using the words <i>more</i>, <i>less</i>, <i>equal</i> (<i>same</i>)</li> </ul>	<p>Students can do the following:</p> <ul style="list-style-type: none"> <li>- Needs some assistance to use the benchmarks to make reasonable estimates</li> <li>- Counts accurately (1:1 correspondence)</li> <li>- Compares sets accurately using the words <i>more</i>, <i>less</i>, <i>equal</i> (<i>same</i>).</li> </ul>	<ul style="list-style-type: none"> <li>- Even with assistance and benchmarks is unable to make reasonable estimates.</li> <li>- Unable to count accurately with 1:1 correspondence</li> <li>- Unable to compare sets accurately using the words <i>more</i>, <i>less</i>, <i>equal</i> (<i>same</i>)</li> </ul>
	<p><b>Understands the concepts of 1 more, 1 less, 2 more, 2 less of a given number to 20</b></p>	<p>Independently and consistently names 1 more, 1 less, 2 more, 2 less of a given number to 20.</p>	<p>Needs some assistance and/or manipulatives in order to correctly name 1 more, 1 less, 2 more, 2 less of a given number to 20</p>	<p>Needs 1:1 assistance in order to correctly name 1 more, 1 less, 2 more, 2 less of a given number to 20</p>
<p>Note: This is a Term 2 outcome that forms the basis for adding and subtracting to 20</p>	<p><b>Can add and subtract to 10 in a variety of ways</b></p>	<p>Independently and consistently can add and subtract to 10 in a variety of ways</p>	<p>Needs some assistance to add and subtract to 10 in a variety of ways</p>	<p>Needs 1:1 assistance to add and subtract to 10 in a variety of ways</p>

This is the term 3 outcome.	<b>Can add and subtract to 20 in a variety of ways</b>	Independently and consistently can add and subtract to 20 in a variety of ways	Needs some assistance to add and subtract to 20 in a variety of ways	Needs 1:1 assistance to add and subtract to 20 in a variety of ways
	<b>Uses mental math strategies for basic addition facts to 20</b>	Independently and consistently uses various mental math strategies to add numbers to 20	Is able to use some mental math strategies to add some numbers to 20 (e.g. can only add doubles, )	Is unable to use mental math strategies to add to 20; needs manipulatives in order to add to 20
	<b>Uses mental math strategies for basic subtraction facts to 20</b>	Independently and consistently uses various mental math strategies to subtract numbers to 20	Is able to use some mental math strategies to subtract some numbers to 20 (e.g. can only add doubles )	Is unable to use mental math strategies to subtract to 20; needs manipulatives in order to subtract to 20
<b>Patterns and Relations:</b>				
	<b>Identifies, names, continues, reproduces, and creates patterns using objects, pictures, sounds and actions.</b>	Student is able to independently identify, name, continue, reproduce, and create patterns using objects, pictures, sounds, and actions.	Student requires assistance in order to identify, name, continue, reproduce, and create patterns using objects, pictures, sounds, and actions.	Even with assistance the student is unable to identify, name, continue, reproduce, and create patterns using objects, pictures, sounds, and actions.
	<b>Translates repeating patterns from one example to another</b>	Student is able to independently and consistently translate repeating patterns from one example to another.	Student requires assistance to translate repeating patterns from one example to another.	Even with assistance student is unable to translate repeating patterns from one example to another.

	<b>Demonstrates an understanding of equal and not equal (=, ≠) from 0 to 20 using objects and pictures</b>	Student is able to independently and consistently use pictures and objects to show the concepts of equal and not equal.	Student requires assistance to use pictures and objects to show the concepts of equal and not equal.	Even with assistance the student is unable to show the concepts of equal and not equal
<b>Shape and Space:</b>				
	<b>Demonstrates knowledge of measurement.</b>	Independently and consistently demonstrates knowledge of measurement using non-standard units (e.g. <i>longer than, shorter than, same length as</i> )	Needs some assistance to demonstrate a knowledge of measurement using non-standard units (e.g. <i>longer than, shorter than, same length as</i> )	Needs on-going assistance to demonstrate a knowledge of measurement using non-standard units (e.g. <i>longer than, shorter than, same length as</i> )
	<b>Sorts 2D shapes and 3D objects using one attribute and explains the sorting rule.</b>	Student independently and consistently can sort 2D shapes and 3D objects and can explain the sorting rule using one attribute.	Student needs some assistance to demonstrate the outcome.	Student is unable to demonstrate the outcome even with assistance.
	<b>Reproduces and compares 2D shapes and 3D objects.</b>	Student independently and consistently reproduces and compares 2D shapes and 3D objects.	Student needs some assistance to reproduce and compare 2D shapes and 3D objects.	Student needs on-going assistance to reproduce and compare 2D shapes and 3D objects.