
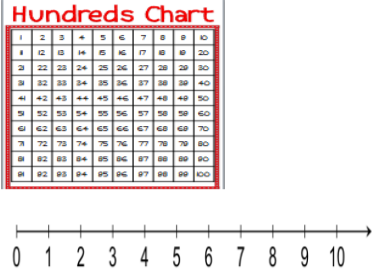



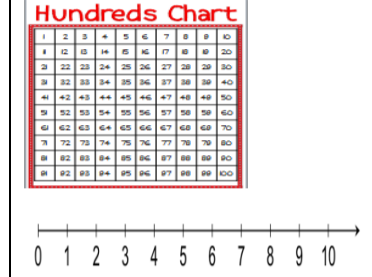
# SRPSD Grade 1 Math Rubrics

## Part A: Number Strand


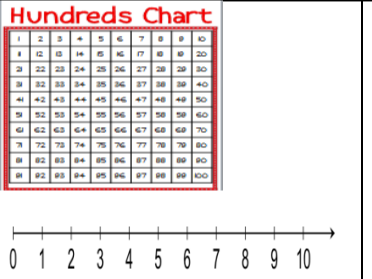
**N1.1a** Say the whole number sequence 0 to 100 by 1s forward between any two given numbers.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
		<p>64, 65, 66, 67, 68...100</p> <p>52, 53, 54, 55, 56, ...100</p>	<p>88, 89,</p> <p>99 100</p> <p>27, 28</p>


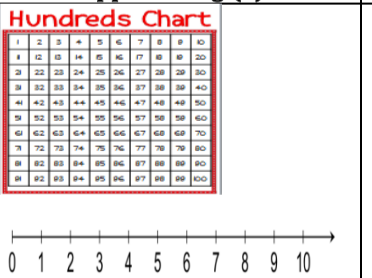
**N1.1b** Say the whole number sequence 100 to 0 by 1s backward between any two given numbers.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
		<p>57, 56, 55, 54, ...42</p> <p>24, 23, 22, 21,...19</p>	<p>79, 78</p> <p>19, 18</p>


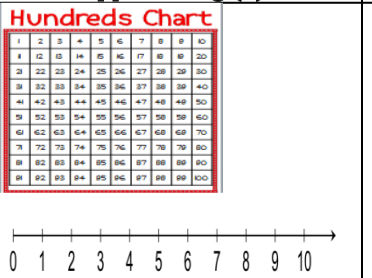
**N1.1c** Say the whole number 0 to 20 by 2s forward starting at 0.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
		<p>0, 2, __, __, __, __, __, __</p> <p>__, __, 20</p>	<p>12, __</p> <p>16, __</p> <p>8, __</p>

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

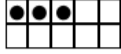

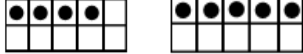

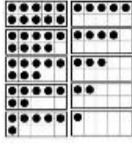



Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
		<p>0, 5, ....., 100</p>	<p>35, __</p> <p>95, __</p> <p>20, __</p>

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








Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
		<p>0, 10, 20, ..., 100</p>	<p>30, __</p> <p>60, __</p> <p>80, __</p>

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**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)
 	 	 	 








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

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
 	 	 	


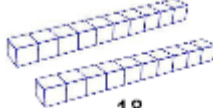

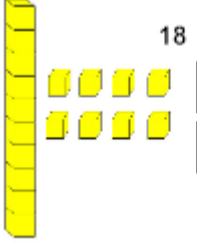
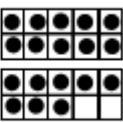
**N1.3b** Demonstrate an understanding of counting by showing any set has only one count using the counting on strategy.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
 1, 2, 4, 5, 6 	 1, 2, 3, 4, 5    6, 7, 8	 5                    6, 7, 8	

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



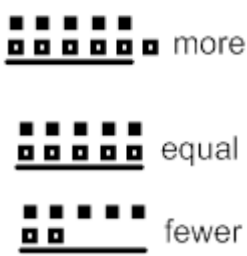
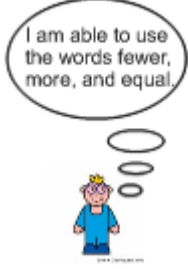
Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
 1, 2, 3, 4, 5, 6	 2, 4, 5 	 2, 4, 6 	 3, 6  2, 4, 6

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


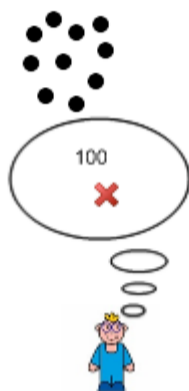
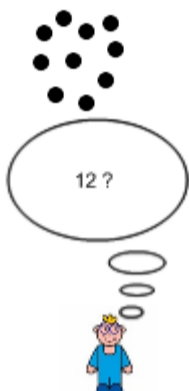

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	 18 	 18 	$18 = 1 + 17$ $18 = 9 + 9$

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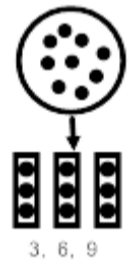
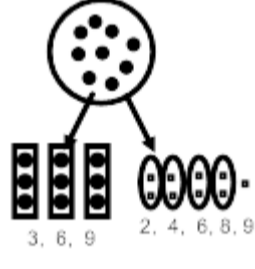
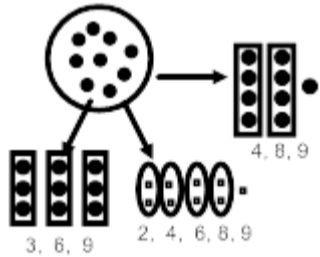
**N1.5 Compare sets containing up to 20 elements to solve problems using referents and one-to-one.**

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
			


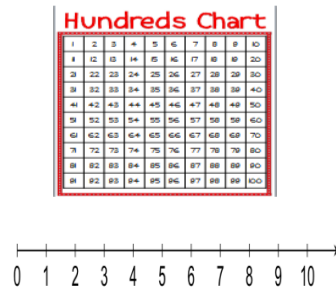
**N1.6 Estimate quantities to 20 by using referents.**

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
			

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


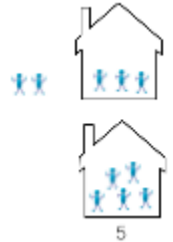

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
			

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


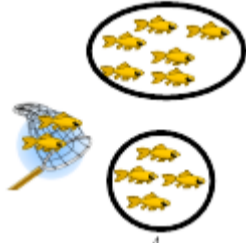
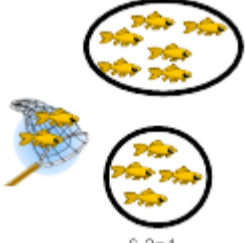
Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
		<p>One more than 12?__                  Two more than 9?__                  One less than 4?__                  Two less than 14?__</p> <p style="text-align: center;">OR</p> <p>12 + 1 =                  9 + 2 =                  4 - 1 =                  14 - 2 =</p>	<p>6 dogs                  2 go away                  1 comes back</p> <p>How many dogs are there?</p>

# SRPSD Grade 1 Math Rubrics


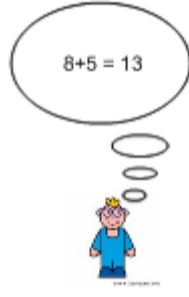

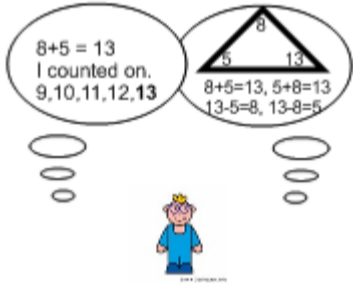
**N1.9a** Demonstrates an understanding of addition of numbers with answers to 20 concretely, pictorially, physically, and symbolically by:

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	 <p style="text-align: center;">5</p>	 <p style="text-align: center;"><math>3 + 2 = 5</math></p>	<p>DO ONE YOURSELF!</p>


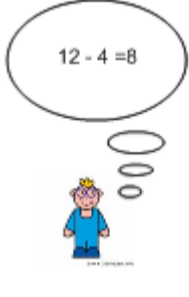

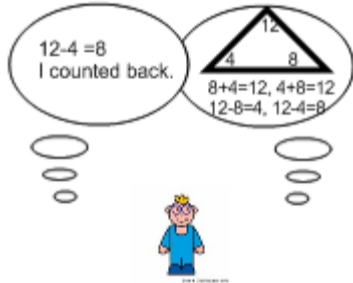
**N1.9b** Demonstrates an understanding of subtraction of numbers with answers to 20 concretely, pictorially, physically, and symbolically by:

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	 <p style="text-align: center;">4</p>	 <p style="text-align: center;"><math>6 - 2 = 4</math></p>	<p>DO ONE YOURSELF!</p>

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

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	 <p style="text-align: center;"><math>8 + 5 = 13</math></p>	 <p style="text-align: center;"><math>8 + 5 = 13</math> I counted on. 9, 10, 11, 12, 13</p>	 <p style="text-align: center;"><math>8 + 5 = 13</math> I counted on. 9, 10, 11, 12, 13</p> <p style="text-align: center;"> <math>\begin{array}{ccc} &amp; 8 &amp; \\ 8 &amp; &amp; 13 \\ &amp; 5 &amp; \end{array}</math>  <math>8 + 5 = 13, 5 + 8 = 13</math>  <math>13 - 5 = 8, 13 - 8 = 5</math> </p>

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

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	 <p style="text-align: center;"><math>12 - 4 = 8</math></p>	 <p style="text-align: center;"><math>12 - 4 = 8</math> I counted back. 11, 10, 9, 8</p>	 <p style="text-align: center;"><math>12 - 4 = 8</math> I counted back.</p> <p style="text-align: center;"> <math>\begin{array}{ccc} &amp; 12 &amp; \\ 8 &amp; &amp; 4 \\ &amp; 4 &amp; \end{array}</math>  <math>8 + 4 = 12, 4 + 8 = 12</math>  <math>12 - 8 = 4, 12 - 4 = 8</math> </p>

# SRPSD Grade 1 Math Rubrics

## Part B: Pattern & Relations Strand

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

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
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.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
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.

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

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
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)

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
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.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
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.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
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.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
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.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
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.

# SRPSD Grade 1 Math Rubrics

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