

First Grade Mathematics Scoring Rubric

First Grade Mathematics								
OPERATIONS AND ALGEBRAIC THINKING (OA)								
Cluster: A. Represent and solve problems involving addition and subtraction.								
Standard	1	2	3	4	5	6	7	
1.OA.A.1	Does not add and subtract within 10 to solve contextual problems.	Adds and subtracts within 10 to solve contextual problems, with unknowns in some positions, involving situations of <i>add to</i> , <i>take from</i> , <i>put together/take apart</i> , and <i>compare</i> . Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds and subtracts within 20 to solve contextual problems, with unknowns in all positions, involving situations of <i>add to</i> , <i>take from</i> , <i>put together/take apart</i> , and <i>compare</i> . Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds and subtracts within 50 to solve contextual problems, with unknowns in all positions, involving situations of <i>add to</i> , <i>take from</i> , <i>put together/take apart</i> , and <i>compare</i> . Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds and subtracts within 100 to solve contextual problems, with unknowns in all positions, involving situations of <i>add to</i> , <i>take from</i> , <i>put together/take apart</i> , and <i>compare</i> . Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds and subtracts within 50 to solve contextual problems, with unknowns in all positions, involving situations of <i>add to</i> , <i>take from</i> , <i>put together/take apart</i> , and <i>compare</i> . Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds and subtracts within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of <i>add to</i> , <i>take from</i> , <i>put together/take apart</i> , and <i>compare</i> . Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds and subtracts within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of <i>add to</i> , <i>take from</i> , <i>put together/take apart</i> , and <i>compare</i> . Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.A.2	Does not add three whole numbers whose sum is within 10 to solve contextual problems using objects, drawings, or equations with a symbol for the unknown number to represent the problem.	Adds three whole numbers whose sum is within 10 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds three whole numbers whose sum is within 50 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds three whole numbers whose sum is within 75 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds three whole numbers whose sum is within 100 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Adds three whole numbers whose sum is within 100 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem AND explains reasoning orally OR through written form .	Adds three whole numbers whose sum is within 100 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem AND explains reasoning orally OR through written form .

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OPERATIONS AND ALGEBRAIC THINKING (OA)							
Cluster: B. Understand and apply properties of operations and the relationship between addition and subtraction.							
Standard	1	2	3	4	5	6	7
1.OA.B.3	Does not apply properties of operations (additive identity, commutative, and associative) as strategies to add OR subtract. (Students need not use formal terms for these properties).	Applies properties of operations (additive identity, commutative, and associative) as strategies to add OR subtract (students need not use formal terms for these properties).	Applies properties of operations (additive identity, commutative, and associative) as strategies to add AND subtract (students need not use formal terms for these properties).	Applies properties of operations (additive identity, commutative, and associative) as strategies to add AND subtract; AND explains reasoning orally (students need not use formal terms for these properties).	Applies properties of operations (additive identity, commutative, and associative) as strategies to add AND subtract; AND with prompting explains reasoning orally AND through written form (students need not use formal terms for these properties).	Applies properties of operations (additive identity, commutative, and associative) as strategies to add AND subtract; AND independently, explains reasoning orally AND through written form (students need not use formal terms for these properties).	Applies properties of operations (additive identity, commutative, and associative) as strategies to add AND subtract numbers greater than 20; AND independently explains reasoning orally AND through written form (students need not use formal terms for these properties).
1.OA.B.4	Shows misunderstanding of subtraction as an unknown-addend problem.	Shows partial or misinterpreted understanding of subtraction as an unknown-addend problem.	Shows understanding of subtraction as an unknown-addend problem. <i>For example, to solve $10-8=$, a student can use $8+ _ =10$.</i>	Shows understanding AND explains subtraction as an unknown-addend problem. <i>For example, to solve $10-8=$, a student can use $8+ _ =10$ and explain how to do so.</i>	Shows understanding AND explains subtraction as an unknown-addend problem, including at least one number 15 or greater. <i>For example, to solve $15-8=$, a student can use $8+ _ =15$ and explain how to do so.</i>	Shows understanding AND explains subtraction as an unknown-addend problem, AND creates an example including at least one number 15 or greater. <i>For example, to solve $15-8=$, a student can use $8+ _ =15$ and explain how to do so.</i>	Shows understanding AND explains subtraction as an unknown-addend problem, AND creates an example including at least one number 20 or greater. <i>For example, to solve $20-8=$, a student can use $8+ _ =20$ and explain how to do so.</i>

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OPERATIONS AND ALGEBRAIC THINKING (OA)

Cluster: D. Work with addition and subtraction equations.

Standard	1	2	3	4	5	6	7
1.OA.D.8	Does not determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., $8+?=11$, $5=?-3$, $6+6=?$).	Determines the unknown whole number in either an addition OR subtraction equation (but not both), with the unknown in any position (e.g., $8+?=11$, $5=?-3$, $6+6=?$).	Determines the unknown whole number in an addition OR subtraction equation, with the unknown in any position (e.g., $8+?=11$, $5=?-3$, $6+6=?$).	Determines the unknown whole number in an addition AND subtraction equation, with the unknown in any position (e.g., $8+?=11$, $5=?-3$, $6+6=?$).	Determines the unknown whole number in an addition AND subtraction contextual problem relating three whole numbers (e.g., There are 7 birds in a tree. More birds fly to the tree. Now there are 12 birds in the tree. How many birds flew to the tree? $7 + _ = 12$).	Determines the unknown whole number in an addition AND subtraction contextual problem relating three whole numbers using at least one number 15 or greater (e.g., There are 16 birds in a tree. Some birds fly out of the tree. Now there are 12 birds in the tree. How many birds flew out of the tree? $16 - _ = 12$); AND explains reasoning orally OR through written form.	Determines the unknown whole number in an addition AND subtraction contextual problem relating three whole numbers using at least one number 20 or greater (e.g., There are 25 birds in a tree. Some birds fly out of the tree. Now there are 12 birds in the tree. How many birds flew out of the tree? $25 - _ = 12$); AND explains reasoning orally OR through written form.

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NUMBERS AND OPERATIONS IN BASE TEN (NBT)							
Cluster: A. Extend the counting sequence.							
Standard	1	2	3	4	5	6	7
1.NBT.A.1	Does not count to 120 , starting at any number OR read and write numerals to 120.	Counts to 120 , starting at any number OR reads/writes numerals to 120, but not both.	Counts to 120 , starting at any number AND reads AND writes numerals to 120 AND represents a number of objects with a written numeral AND counts backward from 20 .	Counts to 150 by tens and ones , starting at any number AND reads and writes numerals to 120 AND represents a number of objects with a written numeral AND counts backward from 30 .	Counts to 150 by fives and tens , starting at any number AND reads and writes numerals to 150 AND represents a number of objects with a written numeral AND counts backward from 50 .	Counts to 150 by twos and fives , starting at any number AND reads and writes numerals to 150 by fives AND represents a number of objects with a written numeral AND counts backward from 60 .	Counts to 200 by twos and fives , starting at any number AND reads and writes numerals to 200 by fives AND represents a number of objects with a written numeral AND counts backward from 70 .

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NUMBERS AND OPERATIONS IN BASE TEN (NBT)							
Cluster: B. Understand place value.							
Standard	1	2	3	4	5	6	7
1.NBT.B.2	Does not identify bundles of ten and is not able to match the objects to numerals.	Identifies bundles of ten but is not able to match the objects to numerals (e.g., student identifies two tens but is unable to recognize that they equal twenty).	Shows understanding that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	Shows understanding that the digits of a two-digit number represent groups of tens and ones AND can represent the number in two ways (e.g., 39 can be represented as 39 ones or 2 tens and 19 ones).	Shows understanding that the digits of a two-digit number represent groups of tens and ones AND represents the number in three ways (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	Shows understanding AND explains reasoning orally OR through written form that the digits of a two-digit number represent groups of tens and ones AND represents in three ways (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	Shows understanding that the digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).
1.NBT.B.3	Does not compare one or two two-digit numbers based on the meanings of the digits in each place or use the symbols $>$, $=$, and $<$ to show the relationship.	Compares two one -digit numbers based on the meanings of the digits in each place and uses the symbols $>$, $=$, and $<$ to show the relationship.	Compares two two -digit numbers up to 40 based on the meanings of the digits in each place and uses the symbols $>$, $=$, and $<$ to show the relationship.	Compares two two -digit numbers up to 50 based on the meanings of the digits in each place and uses the symbols $>$, $=$, and $<$ to show the relationship.	Compares two two -digit numbers between 51 and 99 based on the meanings of the digits in each place and uses the symbols $>$, $=$, and $<$ to show the relationship.	Compares two two -digit numbers between 51 and 99 based on the meanings of the digits in each place and uses the symbols $>$, $=$, and $<$ to show the relationship, AND explains the thinking involved.	Compares two three -digit numbers based on the meanings of the digits in each place and uses the symbols $>$, $=$, and $<$ to show the relationship AND explains the thinking involved.

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NUMBERS AND OPERATIONS IN BASE TEN (NBT)

Cluster: C. Use place value understanding and properties of operations to add and subtract.

Standard	1	2	3	4	5	6	7
1.NBT.C.4	Does not add a two-digit number to a one-digit number or a two-digit number to a multiple of ten (within 50).	Adds a two -digit number to a one -digit number and a two -digit number to a multiple of ten within 50 AND uses concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Adds a two -digit number to a one -digit number and a two -digit number to a multiple of ten within 100 AND uses concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Adds a two -digit number to a one -digit number and a two -digit number to a multiple of ten within 500 AND uses concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Adds a two -digit number to a one -digit number and a two -digit number to a multiple of ten within 500 AND uses concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used, AND orally explains the thinking involved.	Adds a two -digit number to a two -digit number and a two -digit number to a multiple of ten within 50 AND uses concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used AND orally explains the thinking involved.	Adds three two -digit numbers and a two -digit number to a multiple of ten within 50 AND uses concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used AND orally explains the thinking involved.
1.NBT.C.5	Does not mentally find 10 more or 10 less than a given two-digit number.	Mentally finds 10 more or 10 less than a given two-digit number WITH counting by ones but does not explain the reasoning used.	Mentally finds 10 more OR 10 less than a given two-digit number without counting by ones AND explains the reasoning used.	Mentally finds 10 more AND 10 less than a given two-digit number without counting by ones AND explains the reasoning used.	Mentally finds 10 more AND 10 less than a given number between 50 and 100 without counting by ones and explains the reasoning used.	Mentally finds 10 or 100 more AND 10 or 100 less than a given number between 100 and 200 without counting by ones AND explains the reasoning used.	Mentally finds 10 or 100 more AND 10 or 100 less than a given number between 200 and 300 without counting by ones AND explains the reasoning used.