



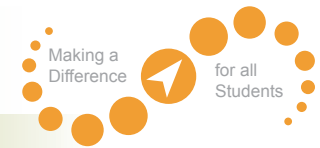
Grade 1 Mathematics Rubric (Beginning of the Year)

Name Date

Proficient = universal supports
 Approaching proficiency = targeted supports
 Limited = individualized supports

Use the criteria below to determine whether the student's skills and understandings related to number are at a proficient, approaching proficiency, or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describes the student's current performance level.

	Proficient	Approaching proficiency	Limited
Number Sequences	<input type="checkbox"/> Says the number sequence 1 to 10 (or above) by 1s, starting anywhere from 1 to 10 (or above) and from 10 (or above) to 1	<input type="checkbox"/> Says the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1	<input type="checkbox"/> With models and prompts, is beginning to rote count numbers to 5
	Looking for strategies to assess students' understanding of this concept? See <i>Pearson's Math Makes Sense Kindergarten</i> , ProGuide, Unit 2, Assessment for Learning Task, page 39.		
Subitize	<input type="checkbox"/> Subitizes (recognizes at a glance) and names familiar arrangements of 1 to 5 (or more) objects or dots	<input type="checkbox"/> Will name some familiar arrangements of 1 to 5 objects or dots and will count some arrangements	<input type="checkbox"/> Is building awareness of numbers in the immediate environment
	Looking for strategies to assess students' understanding of this concept? See <i>Pearson's Math Makes Sense Kindergarten</i> , ProGuide, Unit 2, Assessment for Learning Task, page 43.		
Notes			



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	Proficient	Approaching proficiency	Limited
Numerals and Quantity	<input type="checkbox"/> Relates a numeral, 1 to 10 (or above), to its respective quantity	<input type="checkbox"/> With models and prompts, relates a numeral, 1 to 10, to its respective quantity	<input type="checkbox"/> With models and prompts, is beginning to relate a numeral, 1 to 5, to its respective quantity, using words, gestures or picture selection
	Looking for strategies to assess students' understanding of this concept? See Pearson's <i>Math Makes Sense Kindergarten</i> , ProGuide, Unit 4, Assessment for Learning Task, page 41.		
Compare Quantities	<input type="checkbox"/> Compares quantities 1 to 10, using one-to-one correspondence, and using words such as more than, fewer than, as many as and the same as	<input type="checkbox"/> Compares two given sets through direct comparison to compare quantities, using visual prompts to describe the sets, and using words such as more than, fewer than and the same as	<input type="checkbox"/> Is building awareness of comparing quantities 1 to 5
	Looking for strategies to assess students' understanding of this concept? See Pearson's <i>Math Makes Sense Kindergarten</i> , ProGuide, Unit 4, Assessment for Learning Task, page 41.		
Notes			