Proficiency Scales

Mathematics
Grade 1
2020

SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

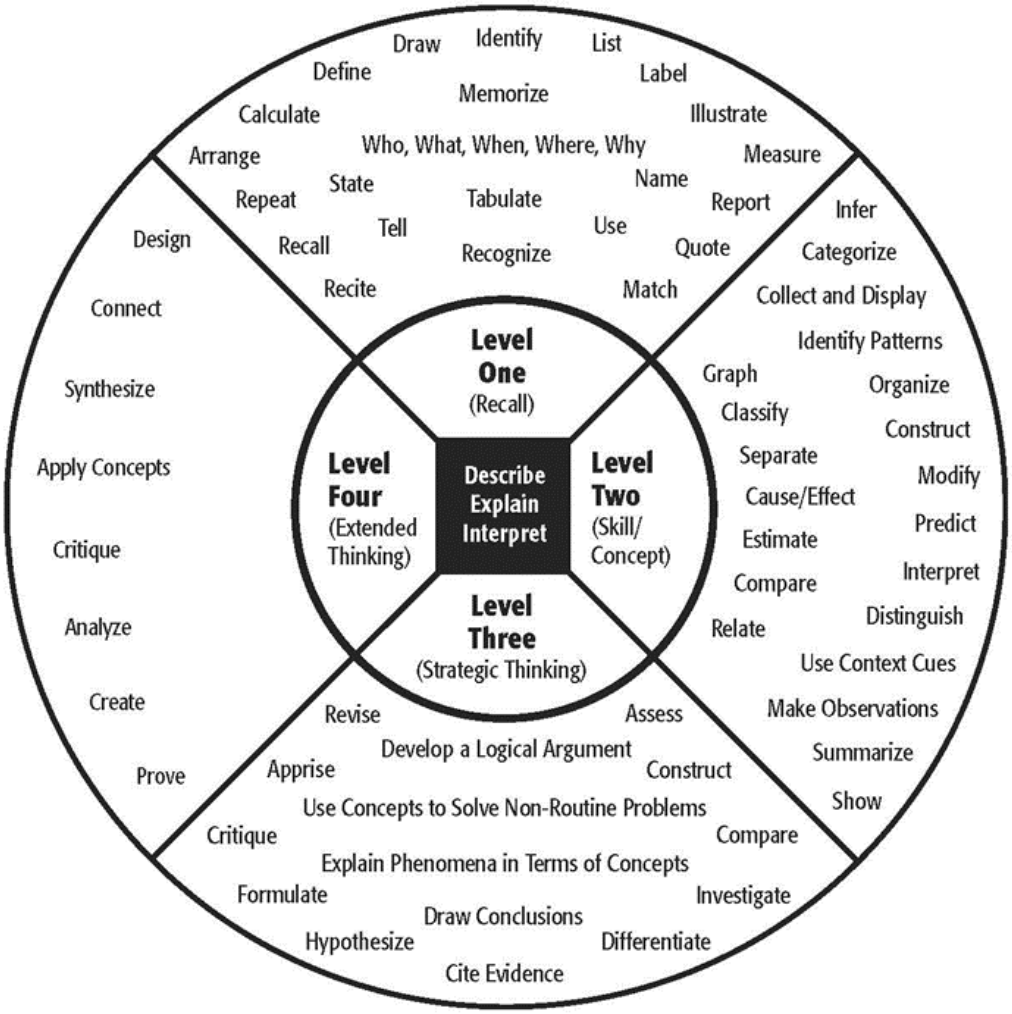
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for math.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

ESSENTIAL QUESTIONS AND BIG IDEAS for MATH DOMAINS

Grade 1

Numbers and Operations

Essential Question: What do numbers represent and how do they help us to understand God's world?

Big Idea: Numbers represent an amount that helps us order and compare things in God's world.

Operations and Algebraic Thinking

Essential Question: How can simple math operations be used to explain God's creative power?

Big Idea: Addition and subtraction help us to understand God's desire to create and recreate.

Measurement

Essential Question: How does measurement help us discover God's creative design?

Big Idea: Measurement allows us to accurately describe the things that God has created.

Geometry

Essential Question: How does learning about shapes and their parts help us appreciate God's creation?

Big Idea: Shapes and their parts help us appreciate the beauty and order in everything God has designed.

Data Analysis, Statistics, and Probability

Essential Question: How can we collect and use information in a way that reflects God's orderly creation?

Big Idea: Information from God's vast creation can be measured, recorded, and displayed to assist in understanding and decision making.

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Numbers**	Grade: **1**

Standard: 1.NO.1 Count, read, write, and understand numbers up to 120 (1.NBT.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Count to 120, starting at any number less than 120 **DOK 1** **I can count to 120 starting from any number less than 120.** • Represent a number of objects with a written numeral up to 120 *(e.g., when shown a diagram depicting twenty-seven objects, record the number of objects as 27)* **DOK 1** **I can count objects up to 120 and write the number to match.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Count, number, numeral* The student will perform basic processes, such as: • Count, read, and write numbers up to 120 • Associate number names with written numerals up to 120 *(e.g., match the spoken number "fifty-four" to the written numeral 54)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Numbers**	Grade: **1**

Standard: 1.NO.2 Count by twos, fives, and twenty-fives up to 100

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Count by twos, fives, and twenty-fives up to 100 **DOK 1** **I can count by twos, fives, and twenty-fives up to 100.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Count by ones, count by twos, count by fives, count by tens, count by twenty-fives* The student will perform basic processes, such as: • Count by ones and tens up to 100 • Count by twos, fives, and twenty-fives up to 50	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Place Value**	Grade: **1**

Standard: 1.NO.3 Understand and compare two-digit numbers organized as groups of tens and ones (1.NBT.2,3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Compare and order two two-digit numbers based on meanings of the tens and ones, using >, =, or < symbols *(e.g., when given the pairs of numbers 11 and 19, 13 and 21, 46 and 42, etc., compare each pair of numbers using <, =, > symbols)* **DOK 2** **I can compare two two-digit numbers using < (less than), = (equal to), and > (greater than) by the amounts of tens and ones in each number.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Amount, compare, digit, equal, less, more, number, numeral, ones, order, place, symbol, tens, value* The student will perform basic processes, such as: • Recognize symbols, such as <, =, and > • Explain that a numeral can stand for a different amount depending on its place or position in a number • Explain that the two digits of a two-digit number represent amounts of tens and ones *(note these special cases: 10 can be thought of as a bundle of ten ones, called a "ten;" the numbers from 11 to 19 are composed of a ten and one, two, three, etc. ones; the numbers 10, 20, 30, etc. refer to one, two, three, etc. tens and 0 ones)* • Represent the two digits of a two-digit number as amounts of tens and ones *(e.g., when given the numbers 17, 83, 49, 60, "thirty-five," and "twelve," use models, diagrams, or verbal explanations to describe the value of each number as an amount of tens and ones)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Place Value**	Grade: **1**

Standard: 1.NO.4 Understand and mentally find ten more or ten less than a given two-digit number (1.NBT.5)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Given a two-digit number, mentally find 10 more or 10 less *(e.g., without having to count)* **DOK 2** **I can tell you 10 more and 10 less than any given two-digit number without counting up or down.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Digit, less, mentally, more, number, ones, tens* The student will perform basic processes, such as: • Explain how to mentally find 10 more or 10 less than a given two-digit number *(e.g., 26 + 10 will be 36 because I add one bundle of ten to 26 (2 + 1) and that gives me 36; 78 – 10 will be 68 because I take one bundle of ten from 78 (7-1) and that gives me 68)* • Explain that the digit in the ones place will remain the same when finding 10 more or 10 less of a given two-digit number *(e.g., 18 + 10 = 28)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Place Value**	Grade: **1**

Standard: 1.NO.5 Add and subtract multiples of ten within 100 using models or drawings (1.NBT.4,6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Add a two-digit number and a multiple of ten within 100 *(e.g., add 25 and 40, 17 and 30, 54 and 20)* **DOK 2** **I can add a two-digit number and a multiple of ten up to 100.** • Subtract multiples of ten in the range of 10 to 90 *(e.g., subtract 20-20, 70-10, 60-50, 80-30, and 90-70)* **DOK 2** **I can subtract multiples of 10 up to 90.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Add, compose, digit, multiple, number, ones, subtract, tens* The student will perform basic processes, such as: • Add a two-digit number and a one-digit number within 100, using concrete models or drawings *(e.g., add 27 and 9, 14 and 6, 66 and 3)* • Subtract multiples of ten in the range of 10 to 90 using concrete models or drawings *(e.g., subtract 70-30, 30-10, 50-40)* • Explain the strategies for adding a two-digit number and a one-digit number *(e.g., when adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten)* • *Explain the strategies for adding a two-digit number and a multiple of 10 (e.g. adding 30 to 46 will increase the digit in the tens place of 46 by 3 because the tens place represents the number of tens in the number and adding 30 is the same as adding 3 more tens)* • Explain the strategies for subtracting multiples of ten *(e.g., subtracting 20 from 60 will decrease the digit in the tens place of 60 by 2 because the tens place represents the number of tens in the number and subtracting 20 is the same as subtracting 2 tens)*	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Operations and Algebraic Thinking** Strand: **Addition/Subtraction**	Grade: **1**

Standard: 1.OAT.1 Understand, represent, compare, and apply addition and subtraction properties to word problems within 20; fluently add and subtract within 10 (1.OA.1,3,4,5,6); add up to three whole numbers within 20 (1.OA.2); add two-digit and one-digit numbers with regrouping within 100 using models or drawings (1.NBT.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions *(e.g., I have a vase with 15 flowers. Mom put more flowers in the vase. Now there are 19 flowers in the vase. How many flowers did Mom put into the vase? Sam saw seven birds in a tree. Two of the birds flew away. Write an equation to find how many birds are left in the tree.)* **DOK 3** **I can use addition and subtraction strategies to solve word problems that equal 20 or less.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Adding to, addition, comparing, counting on, decomposing, equation, equivalent, making ten, together, subtract, subtraction, sum, symbol, taking apart, taking from, unknown, word problem* The student will perform basic processes, such as: • Recognize symbols, such as +, - , and = • Relate counting to addition and subtraction *(e.g., addition occurs when counting forward; subtraction occurs when counting back)* • Fluently add and subtract within 10 *(e.g., add and subtract within 10 without the aid of objects or drawings)* • Recognize that an unknown can be in any position of a mathematical situation *(e.g., 2 + 3 = ?, 2 + ? = 5, ? + 3 = 5)* • Add and subtract within 20 *(e.g., strategies may include using objects and drawings, equations with a symbol for the unknown number, counting on, making ten (8 + 6 = 8 + 2 + 4 = 10 + 4 = 14), decomposing a number leading to a ten (13 – 4 = 13 – 3 – 1 = 10 – 1 = 9), using the relationship between addition*	

	and subtraction (knowing that 8 + 4 = 12, one knows 12 – 8 = 4), or creating equivalent but easier or known sums (adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13))	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Operations and Algebraic Thinking** Strand: **Addition/Subtraction**	Grade: **1**

Standard: 1.OAT.1 Understand, represent, compare, and apply addition and subtraction properties to word problems within 20; fluently add and subtract within 10 (1.OA.1,4,5,6); add up to three whole numbers within 20 (1.OA.2); add two-digit and one-digit numbers with regrouping within 100 using models or drawings (1.NBT.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Solve word problems involving addition of three whole numbers whose sum is less than or equal to 20 *(e.g., Lucy has 6 animal stickers, 3 star stickers, and 7 cat stickers. Use objects, drawings, or equations with a symbol for the unknown number to determine how many stickers Lucy has.)* **DOK 3** **I can add three numbers that equal 20 or less to solve a word problem.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Add, addend, addition, equal to, equation, less than, subtract, sum, unknown, whole number, word problem* The student will perform basic processes, such as: • Fluently add and subtract within 10 *(e.g., add and subtract within 10 without the aid of objects or drawings)* • Recognize that mathematical situations can include multiple *addends (e.g., 10 + 6 + 2, 4 + 7 + 6, 5 + 8 + 3)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Operations and Algebraic Thinking** Strand: **Addition/Subtraction**	Grade: **1**

Standard: 1.OAT.1 Understand, represent, compare, and apply addition and subtraction properties to word problems within 20; fluently add and subtract within 10 (1.OA.1,3,4,5,6); add up to three whole numbers within 20 (1.OA.2); add two-digit and one-digit numbers with regrouping within 100 using models or drawings (1.NBT.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Apply the commutative and associative properties to add and subtract *(e.g., if 8 + 3 = 11 is known, then 3 + 8 +11 is also known (commutative property); to add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property))* **DOK 3** **I can use strategies to add and subtract.** • Solve subtraction problems as unknown-addend problems *(e.g., subtract 13 – 7 by finding the number that makes 13 when added to 7)* **DOK 3** **I can use what I know about addition to help solve subtraction problems.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Add, addend, addition, operation, property, regrouped, strategy, subtract, subtraction, sum, unknown* The student will perform basic processes, such as: • Fluently add and subtract within 10 *(e.g., add and subtract within 10 without the aid of objects or drawings)* • Explain that the order of numbers in addition does not change the sum—Commutative Property *(e.g., if 8 + 3 = 11 is known, then 3 + 8 = 11 is also known)* • Explain that numbers in an addition problem can be regrouped without changing the sum—Associative Property *(e.g., to add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12)* • Recognize examples of the commutative and associative properties • Explain subtraction as an unknown-addend problem *(e.g., subtract 10 – 8 by finding the number that makes 10 when added to 8)*	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Operations and Algebraic Thinking** Strand: **Addition/Subtraction**	Grade: **1**

Standard: 1.OAT.2 Work with addition and subtraction equations including unknowns (1.OA.7,8)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Determine the unknown whole number in an addition or subtraction equation relating three whole numbers *(e.g., determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ___ - 3, 6 + 6 = ___)* **DOK 2** **I can fill in the missing number in an addition or subtraction problem.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Addition, equal, equation, quantity, subtraction, unknown, value, whole number* The student will perform basic processes, such as: • Explain the meaning of the equal sign *(e.g., the quantities on both sides of the equal sign must have the same value)* • Determine if equations involving addition and subtraction are true or false *(e.g., Which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2)* • Explain that an equation can have an unknown in any position	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Measurement** Strand: **Length**	Grade: **1**

Standard: 1.M.1 Measure, order, compare, and express lengths of objects by counting non-standard units (1.MD.1,2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Express the length of an object as a whole number of length units *(e.g., determine the length of a book by laying multiple paper clips (the length unit) end to end)* **DOK 2** **I can measure the length of an object using a smaller object.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Compare, indirect, length, measurement, order, unit, whole number* The student will perform basic processes, such as: • Order three objects by length *(e.g., order according to length a pencil, an eraser, a crayon)* • Compare the length of two objects indirectly by using a third object *(e.g., the pencil is longer than the eraser because it is longer than the crayon that is also longer than the eraser)* • Explain that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Measurement** Strand: **Time**	Grade: **1**

Standard: 1.M.2 Tell and write time in hours and half-hours using analog and digital clocks (1.MD.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Tell and write time in hours and half hours using an analog clock *(e.g., given a series of clock faces with hands on the hour or half hour, identify the time)* **DOK 2** **I can tell and write time to the hour and half hour on an analog clock.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Analog, clock, digital, half hour, hour, long hand, minute, short hand, time* The student will perform basic processes, such as: • Explain that time is measured in hours and minutes • Identify the difference between an analog and a digital clock • Tell and write time to the hour and half hour using a digital clock *(e.g., given a series of digital clock faces with hour or half hour times, identify the time)* • Recognize the purpose of the two hands on an analog clock *(e.g., the longer hand tells the hour; the shorter hand tells the minutes)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Measurement** Strand: **Money**	Grade: **1**

Standard: 1.M.3 Identify pennies, nickels, dimes, quarters, half-dollars, and dollar bills

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Identify the value of a penny, nickel, dime, quarter, half-dollar, and dollar bill *(e.g., match pictures of coins with their value)* **DOK 1** **I can tell the value of different coins and a dollar bill.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Coin, dime, dollar bill, half-dollar, nickel, penny, quarter, value* The student will perform basic processes, such as: • Identify pennies, nickels, dimes, quarters, half-dollars, and dollar bills by name *(e.g., when given a page with coins of different denominations, spot and count the number of coins of each denomination)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Geometry** Strand: **Shapes**	Grade: **1**

Standard: 1.GEO.1 Describe, build, and draw shapes with defining attributes (1.G.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Build or draw shapes with defining attributes *(e.g., draw a three-sided, three-cornered shape with straight sides)* **DOK 2** **I can build or draw shapes with particular attributes.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Attribute, color, defining, distinguish, nondefining, orientation, shape, size, three dimensional, two dimensional* The student will perform basic processes, such as: • Distinguish between the defining and nondefining attributes of a variety of shapes *(e.g., defining attributes of triangles: closed, three-sided; nondefining attributes of triangles: color, orientation, and overall size)* • Identify defining attributes of two-dimensional shapes *(e.g., when given a set of circles, triangles, squares, rectangles, rhombuses, trapezoids, and regular hexagons all of different colors, sizes, and orientations, sort the shapes into groups of the same shape; identify the attributes that qualify each shape as belonging to its particular group)* • Identify defining attributes of three-dimensional shapes *(e.g., when given a set of spheres, cubes, cylinders, and cones all of different colors, sizes, and orientations, sort the shapes into groups of the same shape; identify the attributes that qualify each figure as belonging to its particular group)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Geometry** Strand: **Shapes**	Grade: **1**

Standard: 1.GEO.2 Compose two- and three-dimensional shapes to form composite or new shapes (1.G.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape *(e.g., compose a three-dimensional shape from iterations of a smaller shape, and then compose a larger shape from iterations of the composite shape)* **DOK 3** **I can use three-dimensional shapes to create new shapes.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Circle, compose, composite, cube, half-circle, quarter-circle, rectangle, right circular cone, right circular cylinder, right rectangular prism, shape, square, three dimensional, trapezoid, triangle, two dimensional* The student will perform basic processes, such as: • Explain that shapes can be combined to form larger shapes *(e.g., put three triangles together to form a new shape)* • Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shape *(e.g., compose a two-dimensional shape from iterations of a smaller shape, and then compose a larger shape from iterations of the composite shape)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Geometry** Strand: **Fractions**	Grade: **1**

Standard: 1.GEO.3 Partition circles and rectangles into two and four equal parts; describe the whole and its parts using the words halves, fourths, quarters, half of, quarter of, and third of (1.G.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Partition circles and rectangles into two and four equal shares *(e.g., when given a pair of circles or rectangles, partition one of the shapes into 2 equal shares and partition the other shape into 4 equal shares; describe the shares using the words halves, fourths, and quarters, and phrases half of, fourth of, and quarter of; determine how many of each size share make up a whole shape)* **DOK 3** **I can partition circles and rectangles into two and four equal parts and describe the parts.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Circle, decompose, equal, fourth, half, part, partition, quarter, rectangle, shape, share, whole* The student will perform basic processes, such as: • Explain that decomposing into more equal shares creates smaller shares *(e.g., If two students divide the same size circle into equal shares and one has 2 shares and the other has 4 shares, how does the size of the shares compare?)* • Explain that equal shares (two of, or four of) make a whole	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Math**	Domain: **Data Analysis, Statistics, and Probability** Strand: **Data**	Grade: **1**

Standard: 1.DSP.1 Organize, represent, compare, and interpret data with up to three categories (1.MD.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Represent and interpret a set of data with up to 3 categories using a simple chart or graph *(e.g., when given an illustration of a fish tank, sort the fish in the illustration according to attributes such as size, color, or type, then represent the data using a tally chart, simple picture graph, or other visual display; tell how many fish are in each category, how many fish in total, and which categories have the most and least fish)* **DOK 2** **I can show up to 3 categories of data using a chart or graph and tell what the data means.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Category, chart, data, graph, interpret, less, more, number, organize, point, question, represent* The student will perform basic processes, such as: • Organize data into up to three categories *(e.g., given a list of students' favorite ice cream flavors, organize the data into up to three categories)* • Interpret a simple chart or graph with up to 3 categories of data to ask and answer questions about the number of data points in the categories *(e.g., when given a chart or graph depicting the favorite food of each student in a class, determine the number of students who indicated each food as their favorite, determine the total number of students represented by the data, and determine which food were the most and least favorites of the class)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	