

Fort Zumwalt School District

1st Grade Math Proficiency Scales

Demonstrates fluency with addition within 10 (1.RA.C.8)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Consistently and independently use and explain efficient addition strategies to add to 10 with accuracy, efficiency, and flexibility. Show flexibility by using multiple addition strategies. Consistently and independently self-correct minor, reasonable computational errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> Fluency refers to accuracy and efficiency and does not equate to memorization. The proficient student has progressed through the C-P-A continuum and is able to answer addition problems within 10 with flexibility, accuracy, and efficiency. <ul style="list-style-type: none"> <i>Efficient strategies include:</i> visualizing and decomposing the numbers abstractly. The proficient student has shown consistency on multiple occasions (calendar, independent work, games, etc.).
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Use and explain addition strategies to 10 <ul style="list-style-type: none"> Accuracy, efficiency, or flexibility may be lacking. Self-correct minor, reasonable computational errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> Fluency refers to accuracy and efficiency and does not equate to memorization. The approaching proficient student is able to demonstrate understanding written or orally; however, the student may still need to connect the efficient strategy to a visual representation. The approaching proficient student uses strategies, but may be lacking consistency, efficiency and/or flexibility. <ul style="list-style-type: none"> Strategies are reliant upon visual structures (i.e. counting on, teacher provided tens frames, etc).
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> Use addition strategies with prompting <ul style="list-style-type: none"> Accuracy, efficiency, and flexibility are lacking. Self-correct errors with prompting. Determine reasonableness of answers with support. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> Fluency refers to accuracy and efficiency and does not equate to memorization. With support, the beginning progress student demonstrates understanding concretely and/or pictorially. The beginning progress student relies upon inefficient strategies for fluency. <i>Inefficient strategies may include:</i> using tens frames, manipulatives, number lines, fingers, tally marks, etc. The beginning progress student may lack organization of his/her thinking.
1 Of Concern	<p>The student will:</p> <ul style="list-style-type: none"> Use inefficient strategies and/or materials to add 	<ul style="list-style-type: none"> The student lacks addition strategies and relies upon concrete and pictorial representations and teacher support to solve problems.

With help, demonstrates a partial understanding of some of the simpler details and processes.

Fort Zumwalt School District

1st Grade Math Proficiency Scales

Demonstrates fluency with subtraction within 10 (1.RA.C.8)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Consistently and independently use and explain efficient subtraction strategies to subtract to 10 with accuracy, efficiency, and flexibility. Show flexibility by using multiple subtraction strategies. Consistently and independently self-correct minor, reasonable computational errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> Fluency refers to accuracy and efficiency and does not equate to memorization. The proficient student has progressed through the C-P-A continuum and is able to answer subtraction problems within 10 with flexibility, accuracy, and efficiency. <ul style="list-style-type: none"> <i>Efficient strategies include:</i> visualizing and decomposing the numbers abstractly. The proficient student has shown consistency on multiple occasions (calendar, independent work, games, etc.).
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Use and explain subtraction strategies to 10 <ul style="list-style-type: none"> Accuracy, efficiency, or flexibility may be lacking. Self-correct minor, reasonable computational errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> Fluency refers to accuracy and efficiency and does not equate to memorization. The approaching proficient student is able to demonstrate understanding written or orally; however, the student may still need to connect the efficient strategy to a visual representation. The approaching proficient student uses strategies, but may be lacking consistency, efficiency and/or flexibility. <ul style="list-style-type: none"> Strategies are reliant upon visual structures (i.e. counting on, teacher provided tens frames, etc).
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> Use subtraction strategies with prompting <ul style="list-style-type: none"> Accuracy, efficiency, and flexibility are lacking. Self-correct errors with prompting. Determine reasonableness of answers with support. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> Fluency refers to accuracy and efficiency and does not equate to memorization. With support, the beginning progress student demonstrates understanding concretely and/or pictorially. The beginning progress student relies upon inefficient strategies for fluency. <i>Inefficient strategies may include:</i> using tens frames, manipulatives, number lines, fingers, tally marks, etc. The beginning progress student may lack organization of his/her

		thinking.
1 Of Concern	<p>The student will:</p> <ul style="list-style-type: none"> Use inefficient strategies and/or materials to subtract. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> The student lacks subtraction strategies and relies upon concrete and pictorial representations and teacher support to solve problems.

Fort Zumwalt School District

1st Grade Math Proficiency Scales

<i>Uses properties and strategies to add within 20</i> (1.RA.B.5; 1.RA.C.7)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Consistently and independently use and explain efficient addition strategies with accuracy and flexibility. Consistently and independently self-correct minor, reasonable computational errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> The proficient student has progressed through the C-P-A continuum. The proficient student flexibly, accurately, efficiently, and independently uses strategies to add within 20. The proficient student may have a "go to" strategy, but is flexible with all strategies. The proficient student demonstrates understanding written and orally. The proficient student has shown consistency on multiple occasions (calendar, independent work, games, etc.) <ul style="list-style-type: none"> <i>Efficient strategies may include:</i> make a five; make a ten; add the ones, then add the ten; decomposing numbers; using the relationship between addition and subtraction; related facts; etc. <i>Efficient strategies do not include:</i> counting on, using a number line, tallies, fingers, etc.
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Use and explain addition strategies. Consistency, efficiency, or flexibility may be lacking. Self-correct minor, reasonable computational errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> The approaching proficient student uses strategies to add within 20, but may lack consistency, efficiency, or flexibility. The approaching proficient student may inconsistently explain thinking. The approaching proficient student is able to demonstrate understanding written or orally; however, the student may still need to connect the efficient strategy to a pictorial representation. <ul style="list-style-type: none"> <i>Efficient strategies may include:</i> make a five; make a ten; add the ones, then add the ten; decomposing numbers; using the relationship between addition and subtraction; related facts; etc. <i>Efficient strategies do not include:</i> counting on, using a number line, tallies, fingers, etc.
2 Beginning	<p>The student will:</p> <ul style="list-style-type: none"> Use addition strategies with prompting 	<ul style="list-style-type: none"> The beginning progress student lacks efficient strategies for addition and/or relies upon inefficient strategies.

<p>Progress</p>	<ul style="list-style-type: none"> Consistency, efficiency, and flexibility are lacking. Self-correct errors with prompting. Determine reasonableness of answers with support. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> The beginning progress student requires prompting or support to demonstrate understanding concretely or pictorially. <ul style="list-style-type: none"> <i>Efficient strategies may include:</i> make a five; make a ten; add the ones, then add the ten; decomposing numbers; using the relationship between addition and subtraction; related facts; etc. <i>Efficient strategies do not include:</i> counting on, using a number line, tallies, fingers, etc.
<p>1 Of Concern</p>	<p>The student will:</p> <ul style="list-style-type: none"> Use inefficient strategies and/or materials to add. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> The student lacks addition strategies and relies upon concrete and pictorial representations and teacher support to solve problems.

Fort Zumwalt School District

1st Grade Math Proficiency Scales

<p><i>Uses properties and strategies to subtract within 20</i> (1.RA.B.5; 1.RA.C.7)</p>		
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Information</p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Consistently and independently use and explain efficient subtraction strategies with accuracy and flexibility. Consistently and independently self-correct minor, reasonable computational errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> The proficient student has progressed through the C-P-A continuum. The proficient student flexibly, accurately, efficiently, and independently uses strategies to subtract within 20. The proficient student may have a “go to” strategy, but is flexible with all strategies. The proficient student demonstrates understanding written and orally. The proficient student has shown consistency on multiple occasions (calendar, independent work, games, etc.) <ul style="list-style-type: none"> Efficient strategies may include: make a ten; grouping into a ten and ones (subtract from the ten); subtract by grouping into a ten and ones (subtract from the ones); decomposing numbers; using the relationship between addition and subtraction; related facts; etc. Efficient strategies do not include: counting back, using a number line, tallies, fingers, etc.
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Use and explain subtraction strategies Consistency, efficiency, or flexibility may be lacking. Self-correct minor, reasonable computational errors with prompting. <p>No major errors or omissions regarding 1-2</p>	<ul style="list-style-type: none"> The approaching proficient student uses strategies to subtract within 20, but may lack consistency, efficiency, or flexibility. The approaching proficient student may inconsistently explain thinking. The approaching proficient student is able to demonstrate understanding written or orally; however, the student may still need to connect the efficient strategy to a pictorial representation. <ul style="list-style-type: none"> Efficient strategies may include: make a ten; grouping into a ten and ones (subtract from the ten); subtract by grouping into a ten and ones (subtract from the ones);

	content.	<p>decomposing numbers; using the relationship between addition and subtraction; related facts; etc.</p> <ul style="list-style-type: none"> ○ Efficient strategies do not include: counting back, using a number line, tallies, fingers, etc.
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> ● Use subtraction strategies with prompting. ● Consistency, efficiency, and flexibility are lacking. ● Self-correct errors with prompting. ● Determine reasonableness of answers with support. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> ● The beginning progress student lacks efficient strategies for addition and/or relies upon inefficient strategies. ● The beginning progress student prompting or support to demonstrate understanding concretely or pictorially. <ul style="list-style-type: none"> ○ Efficient strategies may include: make a ten; grouping into a ten and ones (subtract from the ten); subtract by grouping into a ten and ones (subtract from the ones); decomposing numbers; using the relationship between addition and subtraction; related facts; etc. ○ Efficient strategies do not include: counting back, using a number line, tallies, fingers, etc.
1 Of Concern	<p>The student will:</p> <ul style="list-style-type: none"> ● Use inefficient strategies and/or materials to subtract <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> ● The student lacks subtraction strategies and relies upon concrete and pictorial representations and teacher support to solve problems.

Fort Zumwalt School District

1st Grade Math Proficiency Scales

Demonstrates and explains addition within 100 (1.NBT.B.5)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> ● Consistently and independently use and explain efficient addition strategies to add within 100. ● Consistently and independently self-correct minor, reasonable computational errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> ● The proficient student is working through the C-P-A continuum to use strategies to add within 100. ● The proficient student is able to justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. ● The proficient student is flexible with the use of efficient strategies. <p><i>Note:</i> The standard algorithm does not meet the criterion of this descriptor.</p>
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> ● Use and explain addition strategies to add within 100. ● Consistency, efficiency, or flexibility may be lacking. ● Self-correct minor, reasonable computational errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> ● The approaching proficient student is working through the C-P-A continuum to use strategies to add within 100. ● The approaching proficient student connects the pictorial representation to the <i>expanded form equation</i>, and is working with the <i>expanded form equation</i> independently with inconsistent success. ● The approaching proficient student is able to inconsistently justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. <p><i>Note:</i> The standard algorithm does not meet the criterion of this descriptor.</p>

<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Use addition strategies to add within 100 with prompting. • Consistency, efficiency, and flexibility are lacking. • Self-correct errors with prompting. • Determine reasonableness of answers with support. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> • With support, the beginning progress student is working through the C-P-A continuum to consistently and accurately connect the concrete representation to the pictorial representation with accuracy. • The beginning progress student may be able to sketch the place value representation, but needs support to connect to the <i>expanded form equation</i>. • With support, the beginning progress student is able to inconsistently justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. <p><i>Note:</i> The standard algorithm does not meet the criterion of this descriptor.</p>
<p>1 Of Concern</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Use inefficient strategies and/or materials to add within 100. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> • The student requires support to enter into these concepts and demonstrates foundational misconceptions. • The student lacks addition strategies and relies upon concrete and pictorial representations and teacher support to solve problems.

Fort Zumwalt School District

1st Grade Math Proficiency Scales

<p><i>Demonstrates and explains subtraction within 100</i> (1.NBT.B.5)</p>		
Score	Expectation Descriptor	Additional Information
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Consistently and independently use and explain efficient subtraction strategies to subtract within 100 with accuracy and flexibility. • Consistently and independently self-correct minor, reasonable computational errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> • The proficient student is working through the C-P-A continuum to use strategies to subtract within 100. • The proficient student is able to justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. • The proficient student is flexible with the use of efficient strategies. <p><i>Note:</i> The standard algorithm does not meet the criterion of this descriptor.</p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Use and explain subtraction strategies to subtract within 100. 	<ul style="list-style-type: none"> • The approaching proficient student is working through the C-P-A continuum to use strategies to subtract within 100. • The approaching proficient student connects the pictorial

	<ul style="list-style-type: none"> Consistency, efficiency, or flexibility may be lacking. Self-correct minor, reasonable computational errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<p>representation to the <i>expanded form equation</i>, and is working with the <i>expanded form equation</i> independently with inconsistent success.</p> <ul style="list-style-type: none"> The approaching proficient student is able to inconsistently justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. <p><i>Note:</i> The standard algorithm does not meet the criterion of this descriptor.</p>
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> Use subtraction strategies to subtract within 100 with prompting. Consistency, efficiency, and flexibility are lacking. Self-correct errors with prompting Determine reasonableness of answers with support. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> With support, the beginning progress student is working through the C-P-A continuum to consistently and accurately connect the concrete representation to the pictorial representation with accuracy. The beginning progress student may be able to sketch the place value representation, but needs support to connect to the <i>expanded form equation</i>. With support, the beginning progress student is able to inconsistently justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. <p><i>Note:</i> The standard algorithm does not meet the criterion of this descriptor.</p>
<p>1 Of Concern</p>	<p>The student will:</p> <ul style="list-style-type: none"> Use inefficient strategies and/or materials to subtract within 100. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> The student requires support to enter into these concepts and demonstrates foundational misconceptions. The student lacks subtraction strategies and relies upon concrete and pictorial representations and teacher support to solve problems.

Fort Zumwalt School District

1st Grade Math Proficiency Scales

<i>Represents and solves word problems involving addition and subtraction</i> (1.RA.A.1)		
Score	Expectation Descriptor	Additional Information
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Consistently and independently use and explain efficient addition/subtraction strategies with accuracy and flexibility. Consistently and independently self-correct minor, reasonable computational errors 	<ul style="list-style-type: none"> The proficient student is able to solve word problems flexibly and efficiently. When asked, the proficient student demonstrates understanding written and orally. The proficient student will create a number sentence to demonstrate understanding of the question posed in the problem. <ul style="list-style-type: none"> <i>Efficient strategies show the student has successfully moved through the C-P-A continuum and may include strategies such as:</i>

	No major errors or omissions regarding 1-3 content.	<p>make a five; make a ten: add the ones, then add the tens; decomposing numbers; using the relationship between addition and subtraction; related facts, etc.</p> <ul style="list-style-type: none"> ○ <i>Efficient strategies do not include:</i> counting on, counting back, using a number line, tallies, fingers, etc.
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> ● Use and explain addition/subtraction strategies. ● Consistency, efficiency, or flexibility may be lacking. ● Self-correct minor, reasonable computational errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> ● The approaching proficient student solves word problems with some inconsistencies. ● The approaching proficient student is able to demonstrate understanding written or orally; however, the student may still need to connect the efficient strategy to a pictorial representation. ● The approaching proficient student will create a number sentence to demonstrate understanding of the question posed in the problem. <ul style="list-style-type: none"> ○ <i>Efficient strategies show the student has successfully moved through the C-P-A continuum and may include strategies such as:</i> make a five; make a ten: add the ones, then add the tens; decomposing numbers; using the relationship between addition and subtraction; related facts, etc. ○ <i>Efficient strategies do not include:</i> place value, tens frames, counting on, using a number line, tallies, fingers, etc.
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> ● Use addition/subtraction strategies with prompting. ● Consistency, efficiency, and flexibility are lacking. ● Self-correct errors with prompting ● Determine reasonableness of answers with support. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> ● With support, the beginning progress student demonstrates understanding concretely. Inconsistencies may be present when connecting the concrete representation to the pictorial representation. ● The beginning progress student may lack efficient addition/subtraction strategies and/or rely upon inefficient strategies to show their thinking. ● With support, the beginning progress student is able to create a number sentence to demonstrate understanding of the question posed in the problem.
1 Of Concern	<p>The student will:</p> <ul style="list-style-type: none"> ● Use inefficient strategies and/or materials to add/subtract. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> ● The student lacks addition/subtraction strategies and relies upon concrete and pictorial representations and teacher support to solve problems.

Fort Zumwalt School District

1st Grade Math Proficiency Scales

<i>Demonstrates a two-digit number is composed of ten(s) and one(s)</i> (1.NBT.A.1; 1.NBT.A.2)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> ● Consistently, independently, and accurately demonstrate that a ten can be thought of as a bundle of 10 ones-called 	<ul style="list-style-type: none"> ● The proficient student is working through the C-P-A continuum to demonstrate understanding of place value through 100. <i>Examples may include:</i>

	<ul style="list-style-type: none"> a "ten." Consistently, independently, and accurately demonstrate that two-digit numbers are composed of ten(s) and one(s). Consistently, independently, and accurately compare two two-digit numbers using the symbols $>$, $=$, or $<$. Consistently and independently self-correct minor, reasonable computational errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> <i>Expanded Form:</i> $30 + 1$ AND 3 tens and 1 one. <i>Number Names (Word Form):</i> thirty-one <i>Base Ten Numerals (Standard Form):</i> 31 The proficient student is able to connect the concrete and pictorial representation to the abstract representation. The proficient student is able to flexibly compose and decompose any two digit number: <ul style="list-style-type: none"> 31 $20 + 11$, or $10 + 21$, or $30 + 1$ 3 tens + 1 one 2 tens 11 ones or 3 tens 1 one
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate that a ten can be thought of as a bundle of 10 ones-called a "ten." Demonstrate that two-digit numbers are composed of ten(s) and one(s). Compare two two-digit numbers using the symbols $>$, $=$, or $<$. Self-correct minor, reasonable computational errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> The approaching proficient student is working through the C-P-A continuum to connect the pictorial representation to an abstract representation OR may be working with the abstract model with inconsistent success. The approaching proficient student represents basic place value relationships in multiple ways: <ul style="list-style-type: none"> 31 $30 + 1$ 3 tens, 1 one The approaching proficient student is able to connect the concrete and pictorial representation to the abstract representation with some inconsistencies. The approaching proficient student inconsistently recognizes and/or represent higher level relationships: <ul style="list-style-type: none"> 31 2 tens + 11 ones $20 + 11$ or $10 + 21$
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> With support, demonstrate that a ten can be thought of as a bundle of 10 ones-called a "ten." With support, demonstrate that two-digit numbers are composed of ten(s) and one(s). With support, compare two two-digit numbers using the symbols $>$, $=$, or $<$ Self-correct errors with prompting. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> The beginning progress student is working through the C-P-A continuum to connect concrete to pictorial OR may be working with the pictorial representation with inconsistent success with support. The beginning progress student demonstrates foundational misconceptions. The beginning progress student consistently demonstrates understanding of one form: <ul style="list-style-type: none"> <i>Expanded Form:</i> $30 + 1$ AND 3 tens and 1 one. <i>Number Names (Word Form):</i> thirty-one <i>Base Ten Numerals (Standard Form):</i> 31
1 Of Concern	<p>The student will:</p> <ul style="list-style-type: none"> Use inefficient strategies and/or materials to demonstrate place value. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> The student requires support to enter into these concepts.

Fort Zumwalt School District

1st Grade Math Proficiency Scales

Composes and decomposes shapes

(1.GM.A.2)

Score	Expectation Descriptor	Additional Information
<p style="text-align: center;">4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Accurately, consistently, and independently identify shapes within a picture (2-D) and within models (3-D). • Accurately, consistently, and independently create pictures using 2-D shapes and models using 3-D shapes. • Compose and decompose two-and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes. • Consistently and independently self-correct minor, reasonable errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> • The proficient student is able to identify shapes (including but not limited to): <ul style="list-style-type: none"> • Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres • The proficient student is able to create multiple pictures using 2-D shapes and a variety of models using 3-D shapes independently. • The proficient student is able to compose and decompose shapes in multiple ways: <ul style="list-style-type: none"> • Two-dimensional (e.g., rectangles including squares, trapezoids, triangles, half-circles, and quarter-circles) and • Three-dimensional (e.g., rectangular prisms, triangular prisms, cones, and cylinders)
<p style="text-align: center;">3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Identify shapes within a picture (2-D) and within models (3-D). • Create pictures using 2-D shapes and models using 3-D shapes. • Compose and decompose two-and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes. • Consistency, efficiency, and flexibility may be lacking. • Self-correct minor, reasonable errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> • The approaching proficient student is able to identify 2-D and 3-D shapes. • The approaching proficient student is able to consistently use 2-D and 3-D shapes to create pictures or models. • The approaching proficient student is able to compose and decompose shapes in multiple ways, with minor inconsistencies: <ul style="list-style-type: none"> • Two-dimensional (e.g., rectangles including squares, trapezoids, triangles, half-circles, and quarter-circles) and • Three-dimensional (e.g., rectangular prisms, triangular prisms, cones, and cylinders)
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Identify shapes within a picture (2-D) and within models (3-D). • Create pictures using 2-D shapes and models using 3-D shapes. • Compose and decompose two-and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes. • Determine reasonableness of answers with support. • Consistency, efficiency, and flexibility are lacking. • Self-corrects errors with prompting. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> • The beginning progress student inconsistently identifies 2-D and 3-D shapes. • The beginning progress student inconsistently creates pictures using 2-D shapes and models using 3-D shapes. • The beginning progress student inconsistently determines if shape is a 2-D or 3-D shape.
<p style="text-align: center;">1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> • Is unable to identify shapes within a picture or model without prompting and support. • Is unable to create a picture or model using given shapes without prompting and support. • Is unable to compose and decompose two-and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> • The student requires support to enter into these concepts. • Demonstrates foundational misconceptions.

Fort Zumwalt School District

Represents and interprets data (1.DS.A.1; 1.DS.A.2)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Accurately, consistently, and independently collect, organize, and represent data with up to three categories. Draw conclusions from object graphs, picture graphs, T-charts and tallies. Consistently and independently self-correct minor, reasonable errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> The proficient student independently creates graphs that include a student generated title and categories (picture or text). Graph types may include: <ul style="list-style-type: none"> Object graphs (with a tangible item i.e. cubes, buttons, apples, etc) Picture graphs T-charts with tallies <p><i>Note:</i> Teacher can provide a template of the graph/chart, but students must create the title and categories.</p> <ul style="list-style-type: none"> The proficient student will draw conclusions from a given or student-created object graph, picture graph, T-chart and tally graph. <ul style="list-style-type: none"> <i>Example:</i> Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than another.
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Collect, organize, and represent data with up to three categories Consistency, efficiency, and flexibility may be lacking. Self-correct minor, reasonable errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> The approaching proficient student will independently create graphs. Graphs may be lacking a title OR categories. The approaching proficient student will create at least 2 different types of graphs. The approaching proficient student is able to draw conclusions from a graph, but may lack consistency.
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> Collect, organize, and represent data with up to three categories. Determine reasonableness of answers with support. Consistency, efficiency, and flexibility are lacking Self-corrects errors with prompting. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> With prompting, the beginning progress student creates their own graph. With prompting, the beginning progress student creates one type of graph. With prompting, the beginning progress student draws conclusions from a graph.
1 Of Concern	<p>The student:</p> <ul style="list-style-type: none"> Is unable to collect, organize, and represent data with up to three categories without prompting 	<ul style="list-style-type: none"> The student requires support to enter into these concepts. Demonstrates foundational misconceptions.

	and support. With help, demonstrates a partial understanding of some of the simpler details and processes.	
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Fort Zumwalt School District

1st Grade Math Proficiency Scales

Measures length using objects (1.GM.B.7)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Accurately, consistently, and independently demonstrate the ability to measure length or distance using objects. Consistently and independently self-correct minor, reasonable errors. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> The proficient student independently and consistently demonstrates the ability to measure length or distance using objects as non-standard units of measurement (e.g. cubes, paperclips). The proficient student expresses the length of an object as a whole number of length units. The proficient student is able to lay multiple objects end-to-end to determine the measure of the objects. The proficient student applies knowledge of measurement to a variety of real world problems.
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate the ability to measure length or distance using objects. Consistency, efficiency, and flexibility may be lacking. Self-correct minor, reasonable errors with prompting. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> The approaching proficient student demonstrates the ability to measure length or distance, but may lack consistency. The approaching proficient student is able to lay multiple objects end-to-end to determine the measure of the objects. The approaching proficient student inconsistently applies knowledge of measurement to a variety of real world problems.
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate the ability to measure length or distance using objects. Determine reasonableness of answers with support. Consistency, efficiency, and flexibility are lacking. Self-corrects errors with prompting. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> With support, the beginning progress student demonstrates the ability to measure objects, but lacks efficiency. With support, the beginning progress student applies knowledge of measurement to real world problems.
1 Of Concern	<p>The student is:</p> <ul style="list-style-type: none"> Unable to demonstrate the ability to measure length or distance using objects without prompting and support. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> The student requires support to enter into these concepts. The student demonstrates foundational misconceptions.