

Student: \_\_\_\_\_

### Sample Rubric for First Grade Numbers and Operations Georgia Performance Standards

*Directions: Enter dates in the box as you move through the unit and examine proof of understanding. You may want to also include a brief description of example.*

M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100.

Element of Standard	No	In progress	Yes
a. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.			
b. Correctly count and represent the number of objects in a set using numerals.			
c. Compare small sets using the terms greater than, less than, and equal to (<, >, =).			
d. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.			
e. Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters, and count out a combination needed to purchase items less than a dollar.			

f. Identify bills (\$1, \$5, \$10, \$20) by name and value and exchange equivalent quantities by making fair trades involving combinations of bills and count out a combination of bills needed to purchase items less than twenty dollars.			
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Student:      Meets standard: \_\_\_\_\_  
                  Does not meet standard \_\_\_\_\_

M1N2. Understand place value notation for the numbers between 1 and 100. (Discussions may allude to 3-digit numbers to assist in understanding place value.)

Element of Standard	No	In progress	Yes
a. Determine which multiple of ten a given number is nearest (rounding) using tools such as a sequential number line or hundreds chart to assist in estimating.			
b. Represent collections of less than 30 objects with 2-digit numbers and understand the meaning of place value.			

Student:      Meets standard \_\_\_\_\_  
                  Does not meet standard \_\_\_\_\_

M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.

Element of Standard	No	In progress	Yes
a. Identify one more than, one less than, 10 more than, and 10 less than a given number.			
b. Skip-count by 2's, 5's and 10's forward and backward – to and from numbers up to 100.			
c. Compose/decompose numbers up to 10 – “break numbers apart.” Decompose numbers between 11 and 19 as one ten and the appropriate number of ones.			
d. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less.			
e. Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles, and making tens.			
f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency.			
g. Apply addition and subtraction to 2-digit numbers without regrouping.			

h. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures, and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction.			
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Student:      Meets standard                    \_\_\_\_\_  
                   Does not meet standard            \_\_\_\_\_

M1N4. Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams.

<b>Element of Standard</b>	<b>No</b>	<b>In progress</b>	<b>Yes</b>
a. Use informal strategies to share objects equally between two to five people.			
b. Build number patterns, including concepts of even and odd, using various concrete representations.			
c. Identify, label, and relate fractions (halves, fourths) as equal parts of a whole using pictures and models.			

Student:      Meets standard                    \_\_\_\_\_  
                   Does not meet standard            \_\_\_\_\_