



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content
Strand 1: Operations and Algebraic Thinking (OA)
Benchmark Code: 1.SMC.OA.1

Standard 1: Represent and solve problems involving addition and subtraction. (DOK 2)

Strand 2: Operations and Algebraic Thinking (OA)
Benchmark Code: 1.SMC.OA.3

Standard 1: Add and subtract within 20 (DOK 1)

Score 4.0	<p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Explain the strategy used to add three numbers. ● Create and solve word problems involving adding and subtracting numbers up to 20. 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>Target goals:</p> <ul style="list-style-type: none"> ● Add numbers up to 20 to solve word problems. ● Subtract numbers up to 20 to solve word problems. ● Solve word problems using three numbers with sums up to 20. 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ sum, difference, in all, fewer, less, addend. ● Add numbers up to 20 fluently, including three numbers. ● Subtract numbers up to 20 fluently. ● With the support of manipulatives and pictures, relate counting to addition and subtraction by seeing counting as combining two groups and subtracting as taking away from the counted group. ● Identify the commutative property ($2 + 3 = 3 + 2$). ● Identify the associative property ($2 + 6 + 4 = 2 + 10 = 12$). ● Make groups of ten to add. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content

Strand: Operations and Algebraic Thinking (OA)

Benchmark Code: 1.SMC.OA.2

Standard: Understand and apply properties of operations and the relationship between addition and subtraction. (DOK 2)

Score 4.0	<p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Draw a part-part-whole model to explain the relationship between addition and subtraction. ● Justify why addition is commutative, but subtraction is not. 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>Target goals:</p> <ul style="list-style-type: none"> ● Solve a subtraction problem by using addition up to 20 (e.g., $12 - \underline{\quad} = 7$ because $\underline{\quad} + 7 = 12$). ● Understand that subtraction is not commutative ($12 - 5 = 7$, not $5 - 12 = 7$). 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ sum, difference, addend, operation. ● Identify the identity property ($9 + 0 = 9$). ● Identify the commutative property ($2 + 3 = 3 + 2$). ● Identify the associative property ($2 + 6 + 4 = 2 + 10 = 12$). 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content

Strand: Work with addition and subtraction equations.

Benchmark Code: 1.SMC.OA.4

Standard: Work with addition and subtraction equations. (DOK 2)

Score 4.0	<p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Justify how an equation using both addition and subtraction is balanced (e.g., $6 + 1 = 10 - 7$). ● Create and sort equations into true and false categories. ● Solve two-part problems involving addition and/or subtraction by using the answer from the first problem to solve the second part of the problem. 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>Target goals:</p> <ul style="list-style-type: none"> ● Describe the equal sign in addition and subtraction equations as meaning both sides are balanced with the same quantity (e.g., $4 + 3 = 5 + 2$ or $9 - 2 = 8 - 1$). ● Evaluate whether equations involving addition and subtraction are true or false. ● Find the unknown whole number in addition or subtraction equations involving three whole numbers. 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ true, false, correct, incorrect, balance, equal. ● Explain the meaning of true and false. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content
Strand: Number and Operations in Base Ten (NBT)
Benchmark Code: 1.SMC.NBT.1
Standard: Extend the counting sequence. (DOK 1)

Score 4.0	<p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Count by 5s to 300. ● Count by 10s to 500. ● Count by 2s to 120. ● Count backwards from 120 by 1s. 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>Target goals:</p> <ul style="list-style-type: none"> ● Count numbers up to 120, starting at any number less than 120. ● Read numerals from 1 to 120. ● Write numerals from 1 to 120. 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<p>Simpler goals:</p> <ul style="list-style-type: none"> ● Represent a number of up to 120 objects with a written numeral. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content

Strand: Number and Operations in Base Ten (NBT)

Benchmark Code: 1.SMC.NBT.2

Standard: Understand place value. (DOK 2)

Score 4.0	<p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Justify why a number is greater than or less than another number using place value. ● Compare three digit numbers with and without the same hundreds place using the appropriate symbol. 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>Target goals:</p> <ul style="list-style-type: none"> ● Represent the two digits of a two-digit number in amounts of tens and ones. ● Compare two two-digit numbers based on tens and ones value using greater than, less than, or equal to. 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ greater than, less than, equal to, more, fewer, >, <, =. ● Find and locate numbers on a chart. ● Describe a number as larger or smaller than another number. ● Use manipulatives/models to represent a two digit number. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content

Strand: Number and Operations in Base Ten (NBT)

Benchmark Code: 1.SMC.NBT.3

**Standard: Use place value understanding and properties of operations to add and subtract.
(DOK 2)**

Score 4.0	<p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Add two two-digit numbers up to 100. ● Subtract two two-digit numbers up to 100. 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>Target goals:</p> <ul style="list-style-type: none"> ● Add two-digit and one-digit numbers up to 100. ● Add two-digit numbers and a multiple of 10 using numbers up to 100. ● Explain the process of how to add 10 to a two-digit number mentally. ● Explain the process of how to subtract 10 from a two-digit number mentally. 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ place value, tens, ones, difference, sum. ● Add two multiples of 10s using numbers up to 100 with and without the assistance of a number chart. ● Subtract two multiples of 10s using numbers up to 100 with and without the assistance of a number chart. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content

Strand: Measurement and Data (MD)

Benchmark Code: 1.SMC.MD.1

Standard: Measure lengths indirectly and by iterating length units. (DOK 1)

Score 4.0	<p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Compare the length of one object as the same as two or more objects (e.g., compare a book to straws and cubes). 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>Target goals:</p> <ul style="list-style-type: none"> ● Compare the lengths of two objects indirectly by using a third object (e.g., compare two different markers using one string). ● Express the length of an object as a whole number of length units. ● Explain that the length measurement of an object is the same as multiple objects of the same length without gaps or overlaps (e.g., one book is the same as three straws). 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ length, width, height. ● Order three objects by length. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content

Strand: Measurement and Data (MD)

Benchmark Code: 1.SMC.MD.2

Standard: Tell and write time. (DOK 1)

Score 4.0	In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to: <ul style="list-style-type: none"> ● Write and tell time to the nearest five minute increment using an analog clock. ● Tell how long an activity took to the hour based on a given start and finish time. 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	Target goals: <ul style="list-style-type: none"> ● Write and tell time in hours and half-hours using an analog clock. ● Write and tell time in hours and half-hours using a digital clock. 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	Simpler goals: <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ seconds, minutes, hours, digital, analog, face, hands. ● Identify the difference between digital and analog clocks. ● Identify the difference between the analog clock hands. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content

Strand: Measurement and Data (MD)

Benchmark Code: 1.SMC.MD.3

Standard: Represent and interpret data. (DOK 2)

Score 4.0	<p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Organize data into three or more categories. ● Assess the total number of data points overall and in three or more categories. ● Compare the number of data points in three or more categories to each other. 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>Target goals:</p> <ul style="list-style-type: none"> ● Assess the total number of data points overall and in no more than three categories. ● Compare the number of data points in no more than three categories to each other. 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ category, data, tally marks, bar graphs, pictographs, graph key, title. ● Organize data into no more than three categories. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	



Proficiency Scale Grade 1

Domain: Standards for Mathematical Content

Strand: Geometry (G)

Benchmark Code: 1.SMC.G.1

Standard: Reason with shapes and their attributes. (DOK 2)

Score 4.0	<p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Explain the relationship between two shares and four shares. 	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>Target goals:</p> <ul style="list-style-type: none"> ● Describe two and four shares of partitioned circles and rectangles using words and phrases (i.e., half and quarter). ● Describe a whole in terms of shares. 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ shares, whole, two-dimensional, three-dimensional, partition, circle, rectangle. ● Distinguish between defining attributes and non-defining attributes of shapes. ● Build and draw shapes that demonstrate defining attributes. ● Compose two-dimensional shapes to create a new shape. ● Compose three-dimensional shapes to create a new shape. ● Partition circles and rectangles into two and four equal shares. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	