

Culminating Task Scoring Guide -First Grade Unit 2
Drop It, Web It, Graph It

Standards	Strongly in Place (SP)	Making Progress (MP)	Needs Development (ND)
MCC1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Student is accurately and thoroughly able to write the numeral and represent the numeral in multiple ways.	Student is generally able to write the numeral and represent the numeral in a couple of ways.	Student is not able to write the numeral and /or represent the numeral is one way.
MCC1.MD.4 Organize, represent, and interpret data with up to three categories; 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 in another.	-Data is organized and neat.	-- Work is readable.	- Work is difficult to read.

Problem Solving Scoring Guide -First Grade Unit 2

SMP	Strongly in Place	Satisfactory	Making Progress/ Developing	Area of Concern
Make sense of problems and persevere in solving them.	The student explained the problem and showed perseverance by identifying the purpose of the problem and selected and applied an appropriate problem solving strategy that lead to a thorough and accurate solution.	The student explained the problem and showed perseverance when identifying the purpose of the problem, and selected an applied and appropriate problem solving strategy that lead to a generally complete and accurate solution.	The student explained the problem and showed some perseverance in identifying the purpose of the problem, and selected and applied an appropriate problem solving strategy that lead to a partially complete and/or partially accurate solution.	The student was unable to explain the problem and showed minimal perseverance when identifying the purpose of the problem.
Attends to precision	The student was precise by clearly describing their actions and strategies, while showing understanding and using above-grade-level appropriate vocabulary in their process of finding solutions.	The student was precise by clearly describing their actions and strategies, while showing understanding and using grade-level appropriate vocabulary in their process of finding solutions.	The student was precise by clearly describing their actions and strategies, while showing understanding and using appropriate vocabulary in their process of finding solutions.	The student was unclear in their thinking and was unable to communicate mathematically.
Reasoning and Explaining	The student expressed and justified their opinion both quantitatively and abstractly using a variety of numbers, pictures, charts and words.	The student expressed and justified their opinion both quantitatively and abstractly using numbers, pictures, charts and/or words.	The student expressed or justified their opinion either quantitatively OR abstractly using numbers, pictures, charts OR words.	The student was unable to express or justify their opinion quantitatively or abstractly using numbers, pictures, charts or words.
Models and use of tools	The student selected multiple efficient tools and correctly represented the tools to reason and justify their response. In addition this students was able to explain why their tool/ model was efficient	The student selected an efficient tool and/or drew a correct representation of the efficient tool used to reason and justify their response.	The student selected appropriate tools or drew a correct representation of the tools used to reason and justify their response.	The student was unable to select an appropriate tool, draw a representation to reason or justify their thinking.
Seeing structure and generalizing	The student identified various patterns and structures in the number system and noticed connections to multiple areas of mathematics and real-life.	The student identified patterns or structures in the number system and noticed connections to other areas of mathematics and real-life.	The student identified a pattern or structure in the number system and noticed connections to other areas of mathematics or real-life.	The student was unable to identify patterns, structures or connect to other areas of mathematics and/or real-life.