

## Quarter 3, Potential Infinite Campus Grading Assignments- 1<sup>st</sup> Grade- Bridges

Notes for use: These are suggestions and ideas for taking math grades using the Bridges Curriculum. This is just a draft. We are taking input and suggestions to refine the suggestions. Please send your input to Amanda Schlatter, [aschlatter@washoeschools.net](mailto:aschlatter@washoeschools.net)

Suggestion 1				
Assignment Title	Assessment Type	Location	Standards	Scoring Notes
Work place 5A Last Shape in wins	Observation	U5 M1 S3	1.G.2	Rubric 5A
Work place 5F Shape Sorting & Graphing	Observation	U5 M4 S2	1.MD.4	Rubric 5F
Shapes Checkpoint	Written	U5 M2 S5	1.G.1, 1.G.2	Assessment Binder (pg 51) Excel spreadsheet on educator site
Unit 5 Assessment	Written	U5 M3 S6	1.G.1, 1.G.2, 1.G.3	Assessment Binder (pg 56) Excel spreadsheet on educator site
Work place 6B What's Missing?	Observation	U6 M2 S4	1.OA.4, 1.OA.6, 1.OA.8	Rubric 6B
Work place 6C True or False	Observation	U6 M3 S3	1.OA.6, 1.OA.7	Rubric 6C
Combinations & Stories Checkpoint	Written	U6 M2 S5	1.OA.1, 1.OA.6	Assessment Binder (pg 65) Excel spreadsheet on educator site
Unit 6 Assessment	Written	U6 M3 S5	1.OA.1, 1.OA.4, 1.OA.6, 1.OA.7, 1.OA.8	Assessment Binder (pg 70) Excel spreadsheet on educator site
Number Corner Check up 3	Interview/Written	Number Corner March	1.NBT.2b, 2c, 1.MD.3	Assess and score all, but only enter a score for interview items 2a, 2b, and written items 2, 3 (pg 26) in IC <i>this are the ones targeted for mastery</i>

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Suggestion 2- Use the progress reports (Assessment Overview pg 36-40) as your assignment heads and use the assessments to inform the grade.				
Assignment Title	Assess. Type	Location	Standard	Notes
Solve addition and subtraction story problems to 20	various	Combinations & Stories Checkpoint, Unit 6 Assessment	1.OA.1	Use the workplace differentiation chart (Assessment Binder pg 48, 62) to inform which standards are covered in what other work places.
Solves sub combos using related addition facts		WP 6B, Unit 6 Assessment	1.OA.4	
Uses strategies for adding and subtracting to 20		Combinations & Stories Checkpoint, Unit 6 Assessment	1.OA.6	
Demonstrates fluency with addition and subtraction facts to 10		Combinations & Stories Checkpoint, Unit 6 Assessment, WP 6A, 6B, 6C	1.OA.6	
Understands the meaning of the equal sign and identifies equations that involve addition and subtraction as true or false		Unit 6 Assessment, WP 6C	1.OA.7	
Finds the unknown number in addition and subtraction equations		Unit 6 Assessment, WP 6B	1.OA.8	
Reads numbers between 100 and 120			1.NBT.1	
Understands that the two digits of a 2-digit number tell how many tens and ones there are in the number		WP 6A, NCCU 3	1.NBT.2	
Tells and writes time to the hour and half-hour on analog and digital clocks		NCCU 3	1.MD.3	
Identifies and describes 2 and 3-D shapes		WP 5C, 5D, 5E Shapes CK PT, U5 Assess.	1.G.1	
Puts shapes together to make larger shapes		WP 5A, 5B, Shapes CK PT, U5 Assess.	1.G.2	
Divides circles and rectangles into two and four equal parts, and describes the parts using words like halves, half of fourths, quarters, a fourth of		U5 Assessment	1.G.3	

<b>Unit 5 Work Place 5A Last Shape in Wins</b> Enter in IC under standards 1.G.2	
<b>4 (S+)</b>	Student plays the game with ease and understands the relationships between the blocks and is able to successfully play the game variations using the fewest blocks possible or only two types of blocks
<b>3 (S)</b>	Student plays the game with ease and understands the relationships between the blocks but is not able to successfully play the game variations
<b>2/2.5 (S-)</b>	Student is not using any strategies to help win the game, or occasionally struggles identifying the names of the shapes.
<b>1 (I)</b>	Student consistently is unsure of the names of the shapes or has difficulty telling them apart.
<b>Differentiate</b>	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T4).

<b>Unit 5 Work Place 5F Shape Sorting &amp; Graphing</b> Enter in IC under standard 1.MD.4	
<b>4 (S+)</b>	Student sorts the shapes easily and quickly by related attributes and is successfully able to play the game variation by adding a third category, determines column labels, or writes a data report.
<b>3 (S)</b>	Student sorts the shapes easily and quickly by related attributes and is unable to successfully to play the game variation
<b>2/2.5 (S-)</b>	Student has difficulty interpreting the data on the finished graph and/or does not go beyond naming the shapes in each column.
<b>1 (I)</b>	Student has difficulty organizing the shape cards into categories.
<b>Differentiate</b>	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.4 page T7)

<b>Unit 6 Work Place 6B What's Missing?</b> Enter in IC under standards 1.OA.4, 1.OA.6, 1.OA.8	
<b>4 (S+)</b>	Student is able to solve the problems quickly and easily and is successful at playing the game variation using two dice or three dice.
<b>3 (S)</b>	Student is able to solve the problems quickly and easily but is unable to successfully play the game variation using two dice or three dice.
<b>2/2.5 (S-)</b>	The student is struggling with the complexity of the game such as having difficulty with the large number to add, or occasionally struggles to add the numbers rolled on the dice, is not using any strategies, or confusing strategies.
<b>1 (I)</b>	Student is consistently struggling to add the numbers rolled on the dice, is not using any strategies, or confusing strategies.
<b>Differentiate</b>	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.2 page T8)

<b>Unit 6 Work Place 6C True or False?</b> Enter in IC under standards 1.OA.6, 1.OA.7	
<b>4 (S+)</b>	Student is able to play the game quickly and easily and is successfully able to play the game variations, by exchanging cards, using the challenge record sheet, or drawing four cards.
<b>3 (S)</b>	Student is able to play the game quickly and easily, but cannot successfully play the challenge Game Variation (A, B, or C).
<b>2/2.5 (S-)</b>	Student is occasionally struggling to determine whether equations are true or not.
<b>1 (I)</b>	Student consistently struggles to determine whether equations are true or not, and/or struggle to add the numbers on the cards they have drawn.
<b>Differentiate</b>	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.3 page T4).