

Quarter 1, Potential Infinite Campus Grading Assignments- 1st 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

Suggestion 1				
Assignment Title	Assessment Type	Location	Standards	Scoring Notes
Work place 1F	Observation		1.NBT.1	Rubric 1F
Work place 1G	Observation		1.OA.6, 1.NBT.1, 1.NBT.2a, 1.NBT.2b, 1.NBT.4	Rubric SF
Quick Count Checkpoint	Written	U1 M2 S5	1.OA.6, 1.NBT.3	Rubric 3E
Unit 1 Group Assessment	Written	U1 M4 S5	1.OA.4, 1.OA.6, 1.OA.8	Assessment Binder (pg29) Excel spreadsheet on educator site
Work Place 2B	Observation	U3 M3 S5	1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT2a,b, 1.NBT.4	Assessment Binder (pg32) Excel spreadsheet on educator site
Work place 2C	Observation	U4 M2	1.OA.1, 1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.6	Rubric 4B
Work place 2F	Observation	U4 M3	1.OA.5, 1.OA.6, 1.OA.8	Rubric 4C
Domino Addition Checkpoint	Written	U2 M2 S5	1.OA.1, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6	Assessment Binder (pg39) Excel spreadsheet on educator site
Unit 2 Assessment	Written		1.OA, 1.OA.8, NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6	Assessment Binder (pg43) Excel spreadsheet on educator site

Quarter 1, Potential Infinite Campus Grading Assignments- 1st Grade- Bridges

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 10	various	Unit 2 Assess	1.OA.1	Use the workplace differentiation chart (Assess. Binder, tab Bridges Unit Assessments pg 14) to inform which standards are covered in what work places.
Counts on to add and back to subtract		WP 1C, 1G, 2A, 2B, 2C, 2E Uni1 1 Group Assess. Domino Addition Ckpt.	1.OA.5	
Adds and subtracts to 10		WP 1C, 1G, 2D, 2F Quick Count Ckpt. Unit 1 Group Asses.	1.OA.6	
Finds the unknown number in addition and subtraction equations		Unit 2 Assess.	1.OA.8	
Counts by ones and by tens to 60; reads and writes numbers to 60		WP 1A, 1F, 1G, Unit 1 Group Assess.	1.NBT.1	
Use symbols <, >, = to compare two numbers		WP 2B, 2C Domino Addition ckpt	1.NBT.3	
Reads a graph and answers questions about the data		WP 1H, 2E, 2F,	1.MD.4	

Unit 1 Work Place 1F Flip and Write Enter in IC under standards 1.NBT.1	
4 (S+)	Student is able to write the numerals quickly and accurately, demonstrates they can write their numerals past the number 9, or successfully tries one of the game variations.
3 (S)	Student is able to write the numerals quickly and accurately, but does not demonstrate they can write their numerals past the number 9, or does not successfully play one of the game variations.
2/2.5 (S-)	Student is sometimes struggling writing numerals.
1 (I)	Student consistently struggles with writing numerals.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod. 2 page T1).

Unit 1 Work Place 1G Ten & More Enter in IC under standards 1.OA.5, 1.OA.6, 1.NBT.1, 1.NBT.2b	
4 (S+)	Student is comfortable with the “10 and some more” addition facts to 20 and successfully plays the game variation, two players each drawing a card and recording the sum.
3 (S)	Student is comfortable with the “10 and some more” addition facts to 20 but is not successful playing the game variation.
2/2.5 (S-)	Student struggles to identify the addition facts that represent the dot displays on the double ten-frame dot cards. Student may use the counting up strategy.
1 (I)	Student counts all the dots on the cards or the beads on the number rack by 1s to find the total.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T6).

Unit 2 Work Place 2B Domino Add and Compare Enter in IC under standards 1.OA.5, 1.OA.6, 1.OA.7, 1.NBT.3	
4 (S+)	Student is able to complete the game with ease and are able to successfully play the game variation.
3 (S)	Student is able to complete the game with ease but are not successful at completing the game variation.
2/2.5 (S-)	Student sometimes struggles or continues to count the dots by 1s.
1 (I)	Students are consistently struggling and consistently counts all dots by 1s.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T4)

Unit 4 Work Place 4B Super Frogs Enter in IC under standards 1.OA.1, 1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.6	
4 (S+)	Student is able to add and subtract on the number line with ease, and can successful play the challenge Game Variation (A or B) which requires them to write their equations, or keep track of the point differences, adding the total of the differences.
3 (S)	Student is able to add and subtract on the number line with ease, but cannot successfully play the challenge Game Variation (A or B)
2/2.5 (S-)	Student is struggling to add or subtract by 10s on the number line. (They may refer to each hop as “1” instead of “10.”)
1 (I)	Student consistently has difficulty counting on or counting back with 10s.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.2 page T1).

Unit 4 Work Place 4c Frog Path Enter in IC under standards 1.OA.5, 1.OA.6, 1.OA.8	
4 (S+)	Student is able to determine sums and differences with ease, and can successfully play the challenge Game Variation, requiring them to record

Quarter 1, Potential Infinite Campus Grading Assignments- 1st Grade- Bridges

	equations, double numbers, or move forward or backward using sums or differences.
3 (S)	Student is able to determine sums and differences with ease. but cannot successfully play the challenge Game Variation.
2/2.5 (S-)	Student is confused by the change from addition to subtraction during the game, or sometimes is having difficulty figuring out math facts.
1 (I)	Student consistently has difficulty figuring out math facts.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.3 page T8).

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