

Quarter 2, 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 3A Drop the Beans	Observation	U3 M1 S1	1.OA.3, 1.OA.6, 1.OA.8	Rubric 3A
Work place 3F Fifty or Bust	Observation	U3 M3 S4	1.OA.6, 1.NBT.1, 1.NBT.2a, 1.NBT.2b, 1.NBT.4	Rubric SF
Work place 3E Cats and Mice	Observation	U3 M2 S5	1.OA.6, 1.NBT.3	Rubric 3E
Combination of 10 Checkpoint	Written	U3 M2 S4	1.OA.4, 1.OA.6, 1.OA.8	Assessment Binder (pg29) Excel spreadsheet on educator site
Unit 3 Assessment	Written	U3 M3 S5	1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.2a,b, 1.NBT.4	Assessment Binder (pg32) Excel spreadsheet on educator site
Work place 4B Super Frogs	Observation	U4 M2	1.OA.1, 1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.6	Rubric 4B
Work place 4C Frog Path	Observation	U4 M3	1.OA.5, 1.OA.6, 1.OA.8	Rubric 4C
Numbers on Line Checkpoint	Written	U4 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 4 Assessment	Written	U4 M3 S5	1.OA, 1.OA.8, NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6	Assessment Binder (pg43) Excel spreadsheet on educator site
Number Corner Check up 2	Written	Number Corner January	1.OA.5	Assess and score all, but only enter a score for #4 d, f, g, h (pg 19) in IC <i>this is the only one 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 12	various	WP 3A, 3E, 3F, Combo of 10, U3 Assessment, Work place 4C	1.OA.6,	Use the workplace differentiation chart (Assess. Binder pg 26, 36) to inform which standards are covered in what other work places.
Solves sub combos using related addition facts		Combo of 10, Unit 3 assessment,	1.OA.4	
Counts on to add and back to subtract		NCCU 2, WP 4C	1.OA.5	
Develops strategies for adding to 20 and subtracting to 10		WP 3A, 3F, 4C Combo of ten CK PT, U3 Assess.,	1.OA.6	
Finds the unknown number in addition and subtraction equations		WP 3A, 4C Combo of ten CK PT, U3 Assess,U4 Assess,	1.OA.8	
Counts by ones and by tens to 120; reads and writes numbers to 120		WP 3F, 4B Numbers on a line CK PT, U4 Assess,	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 3F, 4B, U3 Assess,	1.NBT.2	
Compares pairs of 2-digit numbers using symbols <, >, =		WP 3E	1.NBT.3	
Adds 2-digit numbers that are multiples of 10, such as 30+40		WP 3F, 4B U3 Assess, Numbers on a line CK Pt, U4 Assess	1.NBT.4	
Finds 10 more or 10 less than various 2-digit numbers		Numbers on a line CK Pt, U4 Assess	1.NBT.5	
Subtracts 2-digit numbers that are multiples of 10, such as 40-20		WP 4B, Numbers on a line CK Pt, U4 Assess	1.NBT.6	

Unit 3 Work Place 3F Fifty or Bust	
Enter in IC under standards 1.OA.6, 1.NBT.1, 1.NBT.2a, 1.NBT.2b, 1.NBT.4	
4 (S+)	Student is able to complete the game with ease and is able to count by 10s and 1s, and can successfully play the variation (A or B) requiring them to write the equations of the draws, or doubling the card's total.
3 (S)	Student is able to complete the game with ease and is able to count by 10s and 1s, however, is not consistently successful playing the challenge version of the game
2/2.5 (S-)	Student sometimes struggles with making teen numbers from a 10 and some 1s.
1 (I)	Student consistently struggles with making teen numbers from 10 and 1s, ad or continues to count the black dots in the top row of each ten frame dot card by 1s instead of trusting there are 10 and counting on the blue dots to find the total.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.3 page T3).

Unit 3 Work Place 3A Drop the Beans	
Enter in IC under standards 1.OA.3, 1.OA.6, 1.OA.8, 1.MD.4	
4 (S+)	Student is able to complete the activity with ease and is becoming proficient with addition facts and plays the challenge version of the game, with success, which requires the student to determine unknown quantity.
3 (S)	Student is able to complete the activity with ease and is becoming proficient with addition facts. However, is not consistently successful playing the challenge version of the game
2/2.5 (S-)	Student sometimes struggles wo count and record bean combinations.
1 (I)	Student consistently struggles to count and record bean combinations.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T2)

Unit 3 Work Place 3E Cats & Mice	
Enter in IC under standards 1.OA.6, 1.NBT.3, 1.MD.3, 1.MD.4	
4 (S+)	Students are able to complete the game with ease and are able to add and subtract larger numbers, and are successful at completing the game variation.
3 (S)	Students are able to complete the game with ease and are able to add and subtract larger numbers, however, are not successful at completing the game variation.
2/2.5 (S-)	Students are sometimes struggling with choosing and writing the <, >, = signs, or struggling to add the numbers on the dice.
1 (I)	Students are consistently struggling with choosing and writing the <, >, = signs, or struggling to add the numbers on the dice.
Differentiate	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.2 page T6)

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 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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