

## Quarter 4, 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 7A Two Turns to Win	Observation	U7 M1 S4	1.NBT.3, 1.NBT.4, 1.NBT.6	Rubric 7A
Work place 7B Race to Zero	Observation	U7 M1 S5	1.NBT.6	Rubric 7B
Numbers to 120 Checkpoint	Written	U7 M2 S5	1.NBT.1, 1.NBT.4, 1.NBT.6	Assessment Binder (pg 76) Excel spreadsheet on educator site
Unit 7 Assessment	Written	U7 M3 S5	1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6	Assessment Binder (pg 80) Excel spreadsheet on educator site
Work place 8A An Hour or Bust!	Observation	U8 M1 S5	1.OA.8, 1.NBT.3, 1.NBT.4,	Rubric 8A
Work place 8B Change Cards	Observation	U8 M2 S4	1.OA.5, 1.OA.6, 1.NBT.4, 1.NBT.5, 1.NBT.6	Rubric 8B
Time and Change Checkpoint	Written	U8 M2 S4	1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6 1.MD.3	Assessment Binder (pg 87) Excel spreadsheet on educator site
Unit 8 Assessment	Written	U8 M3 S6	1.NBT.1, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.2, 1.MD.3, 1.MD.4	Assessment Binder (pg 91) Excel spreadsheet on educator site
Number Corner Check up 4	Interview/Written	Number Corner May	1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.2, 1.G.3	Assess and score all

Quarter 4, Potential Infinite Campus Grading Assignments- 1<sup>st</sup> 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
Solves story problem that involve adding three numbers	various	Unit 7 Assessment	1.OA.2	Use the workplace differentiat on chart (Assess. Binder pg 74 & 84) to inform which standards are covered in what other work places.
Understands the commutative and associative properties of addition		Unit 7 Assessment	1.OA.3	
Counts by ones and by tens to 120; reads and writes numbers to 120, and can represent a number of objects up to 120 with a written numeral.		Numbers to 120 Checkpoint, Unit 7 Assessment WP 8A Unit 8 Assessment	1.NBT.1	
Compares pairs of 2-digit numbers using at least two different strategies; can explain how these strategies work.		Time and Change Checkpoint, Unit 8 Assessment WP 7A, 8A	1.NBT.3	
Adds 2-digit numbers that are multiples of 10 using at least two different strategies; can explain how these strategies work.		Numbers to 120 Checkpoint, Unit 7 Assessment, Time and Change Checkpoint, Unit 8 Assessment WP 7A, 8A	1.NBT.4	
Finds 10 more or 10 less than various 2-digit numbers and explains the reasoning behind the answer.		Unit 7 Assessment, Time and Change Checkpoint, Unit 8 Assessment WP 8B	1.NBT.5	
Subtracts 2-digit numbers that are multiples of 10 using at least two different strategies; can explain how these strategies work.		Numbers to 120 Checkpoint, Unit 7 Assessment, Time and Change Checkpoint, Unit 8 Assessment WP 7B, 8B	1.NBT.6	
Puts 3 objects in order by length; compares the lengths of 2 objects indirectly by using a 3 <sup>rd</sup> object.		Unit 8 Assessment	1.MD.1	
Measures length using non-standard units such as popsicle sticks, linking cubes and so on.		Unit 8 Assessment	1.MD.2	
Tells and writes time to the hour and half-hour on analog and digital clocks		Time and Change Checkpoint, Unit 8 Assessment	1.MD.3	
Constructs and reads graphs, and answers questions about the data.		Unit 8 Assessment	1.MD.4	

<b>Unit 7 Work Place 7A Two Turns to Build</b> Enter in IC under standards 1.NBT.3, 1.NBT.4	
<b>4 (S+)</b>	Student plays the game with ease and is able to successfully play the game variations playing without craft sticks.
<b>3 (S)</b>	Student plays the game with ease but is not able to successfully play the game variations (without using craft sticks).
<b>2/2.5 (S-)</b>	Student sometimes struggles to add the 10s and the 1s or struggles recording their work.
<b>1 (I)</b>	Student consistently struggles to add the 10s and the 1s or struggles recording their work.
<b>Differentiate</b>	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T5).

<b>Unit 7 Work Place 7B Race to Zero</b> Enter in IC under standards 1.NBT.6	
<b>4 (S+)</b>	Student is able to play the game easily and can play the Game Variation with success, by adding a 0-5 die creating numbers not on the decade.
<b>3 (S)</b>	Student is able to play the game and easily but is unable to successfully play the game variation using the die.
<b>2/2.5 (S-)</b>	The student sometimes struggles with playing the game successfully and sometimes struggles to indicate the amount subtracted and the amount remaining on the record sheet.
<b>1 (I)</b>	Student is consistently struggling to indicate the amount subtracted and the amount remaining on the record sheet.
<b>Differentiate</b>	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T9)

<b>Unit 8 Work Place 8A An Hour or Bust!</b>	
Enter in IC under standards 1.OA.8, 1.NBT.1, 1.NBT.3, 1.NBT.4	
<b>4 (S+)</b>	Student is able to play the game easily and has no difficulty counting by 5s or adding the minutes to get a sum, and can play the Game Variations successfully.
<b>3 (S)</b>	Student is able to play the game easily and has no difficulty counting by 5s or adding the minutes to get a sum, but cannot successfully play the challenge Game Variation (A or B).
<b>2/2.5 (S-)</b>	Student sometimes has difficulty counting by 5s on the clock or finding the sum of the minutes spun.
<b>1 (I)</b>	Student consistently has difficulty counting by 5s on the clock or finding the sum of the minutes spun.
<b>Differentiate</b>	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.1 page T2).

<b>Unit 8 Work Place 8B Change Cards</b>	
Enter in IC under standards 1.OA.5, 1.OA.6, 1.NBT.4, 1.NBT.5, 1.NBT.6	
<b>4 (S+)</b>	Student is able to play the game easily and has no difficulty recording the numbers and determining rules and can play the Game Variations successfully.
<b>3 (S)</b>	Student is able to play the game easily and has no difficulty recording the numbers and determining rules but struggles playing the Game Variations successfully.
<b>2/2.5 (S-)</b>	Student sometimes has difficulty determining the rule for a set of change cards, or has difficulty adding or subtracting 10 to or from a given number.
<b>1 (I)</b>	Student consistently has difficulty determining the rule for a set of change cards, or has difficulty adding or subtracting 10 to or from a given number
<b>Differentiate</b>	If students score in 2.5, or 1, provide intervention using ideas on the Work Place Guide (Mod.2 page T3).