

Quick Scale: Grade 1 Numeracy

This Quick Scale is a summary of the criteria described in detail in the Rating Scale that follows. These criteria are developmental and can be appropriately used by March–April of Grade 1.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The student is often unable to make sense of simple mathematical situations.</i>	<i>The student tries to make sense of simple mathematical situations. May need prompting.</i>	<i>The student is able to make sense of simple mathematical situations. Shows increasing confidence.</i>	<i>The student makes sense of an increasing range of mathematical situations. Confident, flexible, and persevering.</i>
DISPOSITIONS AND APPLICATIONS* <ul style="list-style-type: none"> making sense of mathematical situations appreciating how mathematics can be used estimates, predicts 	<ul style="list-style-type: none"> often does not attempt to make sense of simple mathematical situations has difficulty seeing the application of mathematics to everyday problems has difficulty estimating 	<ul style="list-style-type: none"> attempts to make sense of some simple mathematical situations with support, identifies ways to apply mathematical skills to everyday problems that are similar to those previously experienced in familiar situations, with support, can predict and estimate results 	<ul style="list-style-type: none"> tries to make sense of simple mathematical situations with some prompting, identifies ways that mathematical concepts and skills can be used to solve everyday problems in familiar situations, can predict and estimate results 	<ul style="list-style-type: none"> tries to make sense of an increasing range of mathematical situations; often inventive independently applies mathematical concepts to everyday problems; shows curiosity and takes risks in an increasing range of situations, can predict and estimate results
STRATEGIES AND APPROACHES <ul style="list-style-type: none"> using what is known showing flexibility and perseverance following modelled procedures if asked problem-solving 	<ul style="list-style-type: none"> little confidence; unable to connect prior knowledge to a particular task no flexibility or perseverance requires one-to-one support to follow procedures, complete tasks unable to analyze simple problems or recall strategies 	<ul style="list-style-type: none"> often needs help to draw on prior knowledge; reluctant to create own procedures limited flexibility and perseverance generally able to follow procedures that are modelled step by step may need help to analyze simple problems, make a plan, and apply strategies 	<ul style="list-style-type: none"> tries to draw on prior knowledge; often able to create own procedures some flexibility and perseverance follows modelled procedures when asked analyzes simple problems to develop a plan; selects and uses appropriate strategies recently experienced 	<ul style="list-style-type: none"> confidently uses prior knowledge; creates own procedures increasing flexibility and perseverance follows modelled procedures when asked; may find alternative procedure analyzes problems to develop an efficient plan; selects and uses a range of appropriate strategies
ACCURACY <ul style="list-style-type: none"> ordering and classifying recognizing and using numbers counting addition and subtraction 	<ul style="list-style-type: none"> needs one-to-one support to sort, order, and classify objects using one obvious attribute may recognize and use numbers from zero to 10; count to 10 with one-to-one support, may be able to add and subtract to 5 	<ul style="list-style-type: none"> sorts, orders, and classifies objects with large differences using one obvious attribute recognizes and uses numbers from zero to 100; counts by 1s, 2s, 5s, and 10s to 100; several errors sometimes adds and subtracts accurately to 10; frequent errors 	<ul style="list-style-type: none"> sorts, orders, and classifies objects accurately using one attribute recognizes and uses numbers from zero to 100; counts by 1s, 2s, 5s, and 10s to 100; few errors adds and subtracts accurately to 10; may make minor errors 	<ul style="list-style-type: none"> sorts, orders, and classifies objects accurately using two or more attributes recognizes and uses numbers from zero to 100; counts by 1s, 2s, 5s, and 10s to 100, with ease adds and subtracts beyond 10 with ease
REPRESENTATION AND COMMUNICATION <ul style="list-style-type: none"> writing numbers representing visually using mathematical terms demonstrating and explaining 	<ul style="list-style-type: none"> difficulty writing numerals difficulty representing problems, processes, and solutions visually may use simple ordering and directional terms unable to explain or demonstrate processes or results 	<ul style="list-style-type: none"> writes numerals to 50 with few errors with minimal support, represents problems, processes, and solutions visually uses most simple terms correctly with prompting, shows or explains parts of simple processes and results 	<ul style="list-style-type: none"> writes numerals to 50 represents problems, processes, and/or solutions visually correctly uses simple terms with some prompting, demonstrates and orally describes processes and results 	<ul style="list-style-type: none"> writes numerals beyond 50 represents problems, processes, and solutions visually; may offer alternative representations correctly uses an increasing range of terms demonstrates and describes orally, in detail, processes and results; often uses own words

* You may want to list key curriculum concepts or skills for a particular task.
