



## **TOOL // Gr. 1 Numeracy Rubric Anecdotal**

### **What is it used for?**

The tool allows the educator to document student achievement of the showing and representing number expectations for Gr.1.

### **How do you use?**

The tool is divided into the four categories as outlined in the Ontario Curriculum. As the students work through activities related to understanding and representing numbers the teacher can record comments and check marks in the appropriate boxes that reflect individual student performance.

### **How do you adapt it to other subjects and topics?**

This template can be adapted by replacing the understanding and representing expectations with expectations that are the focusing of learning in other math strands.

Student:

<p><b><i>We are learning to show numbers a variety of ways. As a mathematician I can apply my understanding to solve a variety of problems.</i></b></p>	<p>With teacher support <b>Beginning to understand</b> numeracy concepts (Level 1)</p>	<p>Working On It, <b>Understanding some</b> numeracy concepts, but requires some support (Level 2)</p>	<p>Made It, <b>Understand most</b> numeracy concepts (Level 3)</p>	<p><b>Thorough Understanding</b> and able to apply numeracy concepts to a variety of contexts (Level 4)</p>
<p><b>Knowledge and Understanding:</b> Able to show numbers up to 50 a variety of ways: ten frames, tally marks, pictures, using cubes</p> <p>Understands and able to show that a number can be made and taken apart in a variety of ways (10 can be decomposed using cubes into 5 and 5 or 6 and 4., etc.)</p> <p>Able to count a variety of manipulatives with one to one correspondence</p> <p>Count forward by ones and twos to 100</p>				
<p><b>Thinking:</b> Understands a math problem and thinks about what the problem is asking, and decides on effective strategies to solve the problem</p>				
<p><b>Communication:</b> Shows mathematical thinking and understanding in an organized way using manipulatives, pictures, numbers and words</p>				
<p><b>Application:</b> Able to apply understanding of numeracy concepts to solve a variety of problems</p>				

Feedback: \_\_\_\_\_

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