

## EMDI Scoring Guide: Grade 1

**3: ON TARGET** Shows automaticity and/or uses appropriate strategy for grade level; able to explain thinking and makes no mistakes or self corrects without prompting.

**2: CLOSE TO TARGET** Has good core understanding but it is not completely developed; growing fluency and ability to explain thinking; may need prompting.

**1: BELOW TARGET** Shows some understanding but has gaps or flaws in thinking, fluency and explanation.

**0: VERY BELOW TARGET** Shows little to no understanding.

\*NOTE: Only grade level items are included on the scoring guide. (Foundational skills are not included, though a score of 1 could be given if there is evidence of understanding at the grade below. Make a note in the item comment space to support the score.) Two possible summary sheets are included at the end of this scoring guide based on your need for data collection and share out.

<b>ITEM 1</b>  <b>Forward Number Sequence</b>	A. Counts by 1s from 86 to 120.	0	1	2	3	<b>Total</b>  /12
	B. After 17 is 18.	0	1	2	3	
	C. After 79 is 80.	0	1	2	3	
	D. Counts by 10s from 7 to 77.	0	1	2	3	

Scoring Notes

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> <li>correct, but not fluent (more than 3 seconds between numbers being counted)</li> <li>repeats a number while counting</li> <li>self-corrects while counting across decades</li> </ul>	<ul style="list-style-type: none"> <li>falls back to a multiple of ten to count on</li> <li>self-corrects while counting within a decade</li> </ul>	<ul style="list-style-type: none"> <li>uses manipulatives or fingers to count</li> <li>not able to count from the given number</li> <li>cannot count by tens from given number without manipulatives or paper</li> </ul>

<b>ITEM 2 Backward Number Sequence</b>	A. Counts down by 10s from 50.	0	1	2	3	<b>Total</b>
	B. Counts down by 10s from 68 to 18.	0	1	2	3	/6

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> <li>• correct, but not fluent (more than 3 seconds between numbers being counted)</li> <li>• repeats a number while counting</li> </ul>	<ul style="list-style-type: none"> <li>• counts up to count down; falls back to a multiple of ten to count</li> <li>• one mistake in counting</li> </ul>	<ul style="list-style-type: none"> <li>• uses manipulatives or fingers to count</li> <li>• more than one mistake in counting</li> </ul>

<b>ITEM 3  Number Identification</b>	A. Writes 29.	0	1	2	3	<b>Total</b>
	B. Writes 60.	0	1	2	3	
	C. Writes 104.	0	1	2	3	
	D. Writes 115.	0	1	2	3	/12

No score for 1 or 2 on each task.

Use the table as a guide. Only one bullet needs to be observed to score at the level described. (no score for 1 or 2 on this task.)

Score as a 3 if...	Score as a 0 if...
<ul style="list-style-type: none"> <li>• number is written correctly</li> <li>• digits may be written backwards or hard to read (include in notes)</li> </ul>	<ul style="list-style-type: none"> <li>• number is written incorrectly</li> <li>• number includes additional digits (often times zeroes)</li> <li>• Student says number correctly, but has written it incorrectly (include in notes)</li> </ul>

<b>ITEM 4</b>  <b>Place Value</b> <b>Part 1</b>  (Base-10 Blocks)	A. Identifies 24.	0	1	2	3	<b>Total</b>
	B. Identifies 16.	0	1	2	3	
	C. Builds 15.	0	1	2	3	
	D. Builds 36.	0	1	2	3	
						/12

Scoring Notes

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> <li>correct, after prompting for understanding of the model(having to explain what the bundles represent again)</li> </ul>	<ul style="list-style-type: none"> <li>A or B: shows understanding of ones and tens visual models but incorrectly identifies number</li> </ul>	<ul style="list-style-type: none"> <li>A or B: Counts all as same unit(A:6 and B:7)</li> <li>A or B: Counts each unit to get answer instead of by ones, tens, hundreds</li> <li>C or D: incorrect model</li> <li>C or D: tries to build using ones only</li> </ul>

<b>ITEM 5</b>  <b>Place Value</b> <b>Part 2</b>  (Base-10 Blocks)	A. 10 more than 30 is 40.	0	1	2	3	<b>Total</b>
	B. 10 more than 45 is 55.	0	1	2	3	
	C. 10 less than 40 is 30.	0	1	2	3	
	D. 10 less than 74 is 64.	0	1	2	3	
						/12

Scoring Notes

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> <li>correct, but not fluent (more than 3 seconds to solve)</li> </ul>	<ul style="list-style-type: none"> <li>uses manipulatives and/or paper to add/subtract ten</li> </ul>	<ul style="list-style-type: none"> <li>uses manipulatives or fingers to count by ones</li> <li>incorrect answer</li> </ul>

<b>ITEM 6</b>  <b>Compare</b>	A. $57 > 23$	0	1	2	3	<b>Total</b>
	B. $24 < 36$	0	1	2	3	
	C. $15 < 51$	0	1	2	3	
	D. $67 = 67$	0	1	2	3	/12

Scoring Notes

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> <li>correct comparison, but not able to read the number sentence correctly from left to right consistently</li> <li>understands comparison, but confuses the symbol when reading from left to right (with prompting, can correct the sign)</li> </ul>	<ul style="list-style-type: none"> <li>correct symbol, but not able to read the number sentence or explain why (Alligator eats the bigger number is not an explanation.)</li> <li>always says which number is larger; not able to read the comparison statement</li> </ul>	<ul style="list-style-type: none"> <li>Does not understand comparison of numbers in the tens</li> </ul>

<b>ITEM 7</b>  <b>Add/Subtract Fluency Strategies</b>	A. $3 + 5 = (8)$	0	1	2	3	<b>Total</b>
	B. $7 + 9 = (16)$	0	1	2	3	
	C. $7 - 4 = (3)$	0	1	2	3	
	D. $19 - 15 = (4)$	0	1	2	3	/12

Scoring Notes

**Use the table as a guide. Only one bullet needs to be observed to score at the level described. Fluent facts should be automatic-within 3 seconds with no apparent counting strategy used.**

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> <li>correct, uses a counting strategy to solve (within 3 seconds)</li> <li>correct, uses another known fact to solve (within 3 seconds)</li> </ul>	<ul style="list-style-type: none"> <li>correct, uses a counting strategy to solve (more than 3 seconds)</li> <li>correct, uses another known fact to solve (more than 3 seconds)</li> </ul>	<ul style="list-style-type: none"> <li>incorrect or no response</li> </ul>

Name \_\_\_\_\_ Age \_\_\_\_ Grade \_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_

<b>ITEM 8</b>  <b>Add/Subtract Relationships</b>	A. $11 = 7 + \underline{\quad}$ (4)	0	1	2	3	<b>Total</b>
	B. $\underline{\quad} - 4 = 6$ (10)	0	1	2	3	
	C. $12 - \underline{\quad} = 9$ (3)	0	1	2	3	
						/9

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> <li>• correct, needs to use manipulatives or paper to solve</li> <li>• correct, but reasoning is difficult to follow or not efficient for the numbers presented</li> </ul>	<ul style="list-style-type: none"> <li>• correct but needs to use manipulatives or paper to justify and loses track of reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• incorrect response</li> <li>• reasoning does not support correct response</li> </ul>

<b>ITEM 9</b>  <b>Word Problems</b>	A. Solves $6 + \underline{\quad} = 15$ (9 children)	0	1	2	3	<b>Total</b>
	B. Solves $37 - \underline{\quad} = 5$ (32 grapes)	0	1	2	3	
	C. Solves $14 + 12 = \underline{\quad}$ (26 apples)	0	1	2	3	
						/9

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described. A student who does not say the units with their answer, can receive full points if they can identify the correct units when prompted. Rereading the problem to a student is not considered prompting and full credit can still be given.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> <li>• correct strategy and unit, but makes a small error in calculation and finds error when prompted</li> <li>• correct, but reasoning is difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>• correct answer, but not able to identify the unit even when prompted</li> <li>• reasoning does not support correct response</li> <li>• correct strategy and unit, but makes a small error in calculation</li> </ul>	<ul style="list-style-type: none"> <li>• incorrect response</li> </ul>

Name \_\_\_\_\_ Age \_\_\_\_ Grade \_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_

Grade 1 Results										
Category	1	2	3	4	5	6	7	8	9	Total
Earned Points										
Possible Points	12	6	12	12	12	12	12	12	9	99
Comments:										

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Grade 1 Results				
	0 Very Below Target	1 Below Target	2 Close to Target	3 On Target
# of times student earned this score				
<b>Comments:</b>				