Mathematics

Number Sense

Count, read, and write whole numbers to 100.				
1.1 Count, read, and write whole numbers to 100.				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • count whole numbers to 100, • read whole numbers to 100, • write whole numbers to 100.	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • count whole numbers to 75, • read whole numbers to 75, • write whole numbers from 75.	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support**, student often demonstrates the ability to: • count whole numbers to 50-74, • read whole numbers to 50-74, • write whole numbers to 50-74.	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support**, student may demonstrate **limited** ability to: • count whole numbers from 25-49, • read whole numbers to 25-49, • write whole numbers to 25-49.	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support,** student **may be unable** to: • count whole numbers to 24, • read whole numbers to 24, • write whole numbers to 24.

Compare and order whole numbers to 100.				
1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • use symbols for less than, equal to, or greater than to compare or order whole numbers to 100.	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • use symbols for less than, equal to, or greater than to compare or order whole numbers to 75.	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support,** student often demonstrates the ability to: • use symbols for less than, equal to, or greater than to compare or order whole numbers to 50-74.	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support**, student may demonstrate **limited** ability to: • use symbols for less than, equal to, or greater than to compare or order whole numbers to 25-49.	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support**, student **may be unable** to: • use symbols for less than, equal to, or greater than to compare or order whole numbers to 24 or below.

Show different ways to represent the same number (Example: 8 is 4+4, 10-2, etc.)				
1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 – 2, 11 – 3).				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • show different ways to represent the same number using addition and subtraction facts above 12.	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • show different ways to represent the same number using addition and subtraction facts to 12.	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support,** student often demonstrates the ability to: • show different ways to represent the same number using addition and subtraction facts to 10.	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support**, student may demonstrate **limited** ability to: • show different ways to represent the same number using addition and subtraction facts to 8.	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support**, student **may be unable** to: • show different ways to represent the same number using addition and subtraction facts to 5.

Count and group objects in ones and tens.				
1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • use manipulatives, • count by tens, • regroup ones into groups of tens, • identify and count groups of one and tens to 100.	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • use manipulatives, • count by tens, • regroup ones into groups of tens, • identify and count groups of one and tens to 75.	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support,** student often demonstrates the ability to: • use manipulatives, • count by tens, • regroup ones into groups of tens, • identify and count groups of one and tens to 50-74.	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support**, student may demonstrate **limited** ability to: • use manipulatives, • count by tens, • regroup ones into groups of tens, • identify and count groups of one and tens to 25-49.	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support**, student **may be unable** to: • use manipulatives, • count by tens, • regroup ones into groups of tens, • identify and count groups of one and tens to 24.

Identify and know the value of coins and show different combinations of coins that equal the same value.				
1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.				
Standard not taught this grading period.				

Know and memorize the addition and subtraction facts (to 20).

2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • solve addition facts using a variety of strategies, for example, - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction facts using a variety of strategies, for example, - counting back - manipulatives - drawing a picture - use related addition facts - number line	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • solve addition facts using at least two strategies, for example, - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction facts using at least two strategies, for example, - counting back - manipulatives - drawing a picture - use related addition facts - number line	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support,** student often demonstrates the ability to: • solve addition facts using at least two strategies, for example, - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction facts using at least two strategies, for example, - counting back - manipulatives - drawing a picture - use related addition facts - number line	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support,** student may demonstrate **limited** ability to: • solve addition facts using at least two strategies, for example, - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction facts using at least two strategies, for example, - counting back - manipulatives - drawing a picture - use related addition facts - number line	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support,** student **may be unable** to: • solve addition facts using at least two strategies, for example, - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction facts using at least two strategies, for example, - counting back - manipulatives - drawing a picture - use related addition facts - number line

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Know and memorize the addition and subtraction facts (to 20).

2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student consistently demonstrates the ability to: • solve addition and subtraction facts with "0", • solve subtraction facts with a difference of "0", • solve addition and subtraction facts in vertical form, • understand and use the commutative property of addition to solve facts, • solve addition and subtraction facts with sums to 12 and above with 94-100% accuracy, • understand and use fact families through 10 to solve addition and subtraction facts.	Student demonstrates the ability to: • solve addition and subtraction facts with "0", • solve subtraction facts with a difference of "0" • solve most addition and subtraction facts in vertical form, • understand and use the commutative property of addition to most solve facts, • solve addition and subtraction facts with sums to 12 and above with 80-93% accuracy, • understand and use fact families through 10 to solve addition and subtraction facts.	**With direct instruction and teacher support**, student often demonstrates the ability to: • solve addition and subtraction facts with "0", • solve subtraction facts with a difference of "0", • solve some addition and subtraction facts in vertical form, • use manipulatives to understand the commutative property of addition, • solve addition and subtraction facts to 12 with 66-79% accuracy, • use manipulatives to understand fact families.	**With direct instruction and teacher support,** student may demonstrate **limited** ability to: • solve addition and subtraction facts with "0", • solve subtraction facts with a difference of "0", • solve some addition and subtraction facts in vertical form, • use manipulatives to understand the commutative property of addition, • solve addition and subtraction facts to 12 with 50-65% accuracy, • use manipulatives to understand fact families.	**With direct instruction and teacher support,** student **may be unable** to: • solve addition and subtraction facts with "0", • solve subtraction facts with a difference of "0", • solve some addition and subtraction facts in vertical form, • use manipulatives to understand the commutative property of addition, • solve addition and subtraction facts to 12 with 49% or below accuracy, • use manipulatives to understand fact families.

Identify one more than, one less than, 10 more than, and 10 less than a given number.				
2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • identify one more than, one less than, 10 more than, and 10 less than a given number to 100.	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • identify one more than, one less than, 10 more than, and 10 less than a given number to 75.	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support,** student often demonstrates the ability to: • identify one more than, one less than, 10 more than, and 10 less than a given number to 50-74.	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support,** student may demonstrate **limited** ability to: • identify one more than, one less than, 10 more than, and 10 less than a given number to 25-49.	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support,** student **may be unable** to: • identify one more than, one less than, 10 more than, and 10 less than a given number to 24 or below.

Count by 2s, 5s, and 10s to 100.				
2.4 Count by 2s, 5s, and 10s to 100.				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • count or write by 2's to 100, • count or write by 5's to 100, • count or write by 10's to 100.	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • count or write by 2's to 80, • count or write by 5's to 80, • count or write by 10's to 80.	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support,** student often demonstrates the ability to: • count or write by 2's to 60, • count or write by 5's to 60, • count or write by 10's to 60.	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support,** student may demonstrate **limited** ability to: • count or write by 2's to 40, • count or write by 5's to 40, • count or write by 10's to 40.	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support,** student **may be unable** to: • count or write by 2's to 20, • count or write by 5's to 20, • count or write by 10's to 20.

Solve addition and subtraction problems with one- and two-digit numbers.				
2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 = __).				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • solve addition and subtraction problems with one- and two-digit numbers (fact families to 12 and above).	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • solve addition and subtraction problems with one- and two-digit numbers (fact families – 11 and 12).	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support,** student often demonstrates the ability to: • solve some addition and subtraction problems with one- and two-digit numbers (fact families – 11 and 12).	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support,** student may demonstrate **limited** ability to: • solve addition and subtraction problems with one- and two-digit numbers (fact families – 11 and 12).	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support**, student **may be unable** to: • solve addition and subtraction problems with one- and two-digit numbers (fact families – 11 and 12).

Algebra and Functions

Create, write, and solve problems including number sentences.				
1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction. 1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • solve addition and subtraction problems using a variety of strategies, • create and solve addition and subtraction problems using fact family sums to 12, • choose an operation (+ or -) to solve problems, • write number sentences involving addition and subtraction.	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • solve addition and subtraction problems using a variety of strategies, for example, - use models to act out problems - use counters - draw pictures - make a table • create and solve addition and subtraction problems using fact family sums to 12, • choose an operation (+ or -) to solve problems, • write number sentences involving addition and subtraction.	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support,** student often demonstrates the ability to: • solve addition and subtraction problems using a variety of strategies, for example, - use models to act out problems - use counters - draw pictures - make a table • create and solve addition and subtraction problems using fact family sums to 12, • choose an operation (+ or -) to solve problems, • write number sentences involving addition and subtraction.	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support,** student may demonstrate **limited** ability to: • solve addition and subtraction problems using a variety of strategies, for example, - use models to act out problems - use counters - draw pictures - make a table • create and solve addition and subtraction problems using fact family sums to 12, • choose an operation (+ or -) to solve problems, • write number sentences involving addition and subtraction.	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support,** student **may be unable** to: • solve addition and subtraction problems using a variety of strategies, for example, - use models to act out problems - use counters - draw pictures - make a table • create and solve addition and subtraction problems using fact family sums to 12, • choose an operation (+ or -) to solve problems, • write number sentences involving addition and subtraction.

Measurement and Geometry

Tell time to the nearest hour, half hour, and relate time to events.				
1.2 Tell time to the nearest half hour and relate				
Standard not taught this grading period.				

Identify, describe, classify, and compare shapes and solid objects.				
2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.				
Standard not taught this grading period.				

Statistics, Data Analysis, and Probability

Organize, represent, and compare data by category on graphs and charts.				
1.0 Organize, represent, and compare data by category on simple graphs and charts.				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • make and read tally marks and tally charts, • make and read a bar graph, • make and read a picture graph.	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • make and read tally marks and tally charts, • make and read a bar graph, • make and read a picture graph.	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support**, student often demonstrates the ability to: • make and read tally marks and tally charts, • make and read a bar graph, • make and read a picture graph.	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support**, student may demonstrate **limited** ability to: • make and read tally marks and tally charts, • make and read a bar graph, • make and read a picture graph.	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support**, student **may be unable** to: • make and read tally marks and tally charts, • make and read a bar graph, • make and read a picture graph.

Describe, extend, and explain patterns by numbers, shapes, sizes, rhythms, or color patterns.				
2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • create number patterns, (e.g., +1, +2), • describe, extend, and explain patterns by counting by 2s, 5s, and 10s, • solve word problems by identifying patterns, • extend and describe ways to get to a next element in simple repeating patterns.	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • use manipulatives to create number patterns, (e.g., +1, +2), • describe, extend, and explain patterns by counting by 2s and 5s, • extend simple repeating patterns, • solve some word problems by identifying patterns.	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support**, student often demonstrates the ability to: • use manipulatives to create simple number patterns (e.g., +1, +2), • extend some simple repeating patterns, • extend simple patterns by counting by 2s and 5s.	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support**, student may demonstrate **limited** ability to: • use manipulatives to create simple number patterns (e.g., +1, +2), • extend some simple repeating patterns, • extend simple patterns by counting by 2s and 5s.	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support**, student **may be unable** to: • use manipulatives to create simple number patterns (e.g., +1, +2), • extend some simple repeating patterns, • extend simple patterns by counting by 2s and 5s.

Mathematical Reasoning

Make decisions about how to set up and solve problems and justify reasoning.

1.0 Make decisions about how to set up a problem:
1.1 Determine the approach, materials, and strategies to be used.
1.2 Use tools, such as manipulatives or sketches, to model problems.
2.0 Solve problems and justify their reasoning:
2.1 Explain the reasoning used and justify the procedures selected.

5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student often **exceeds** the grade level standards and produces work that demonstrates a **thorough** knowledge of grade level standards. Student consistently demonstrates the ability to: • explain how to set up and/or solve any given mathematical concept, • make decisions about how to set up a problem, • determine the approach, materials, and or sketches, to model problems, • use tools, such as manipulatives or sketches, to model problems,	Student regularly demonstrates **proficient** performance of the grade level standards and produces work that demonstrates **adequate** knowledge of grade level standards. Student demonstrates the ability to: • explain how to set up and/or solve any given mathematical concept, • make decisions about how to set up a problem, • determine the approach, materials, and or sketches, to model problems, • use tools, such as manipulatives or sketches, to model problems,	Student often demonstrates **basic** performance on grade level standards and produces work that demonstrates **partial** knowledge of grade level standards. **With direct instruction and teacher support**, student often demonstrates the ability to: • explain how to set up and/or solve any given mathematical concept, • make decisions about how to set up a problem • determine the approach, materials, and or sketches, to model problems, • use tools, such as manipulatives or sketches, to model problems,	Student often demonstrates **below basic** performance on grade level standards and produces work that demonstrates a **limited** knowledge of grade level standards. **With direct instruction and teacher support**, student may demonstrate **limited** ability to: • explain how to set up and or solve any given mathematical concept, • make decisions about how to set up a problem, • determine the approach, materials, and or sketches, to model problems, • use tools, such as manipulatives or sketches, to model problems,	Student is **not meeting grade level** standards and produces work that demonstrates **little** knowledge of grade level standards. **With direct instruction and teacher support,** student **may be unable** to: • explain how to set up and or solve any given mathematical concept, • make decisions about how to set up a problem, • determine the approach, materials, and or sketches, to model problems, • use tools, such as manipulatives or sketches, to model problems,

Make decisions about how to set up and solve problems and justify reasoning. ***continued from the previous page***				
1.0 Make decisions about how to set up a problem: 1.1 Determine the approach, materials, and strategies to be used. 1.2 Use tools, such as manipulatives or sketches, to model problems. 2.0 Solve problems and justify their reasoning: 2.1 Explain the reasoning used and justify the procedures selected.				
5 – Advanced	4 – Proficient	3 – Basic	2 – Below Basic	1 – Far Below Basic
Student consistently demonstrates the ability to: • solve problems and justify their reasoning, • explain the reasoning used and justify the procedures selected.	Student demonstrates the ability to: • solve problems and justify their reasoning, • explain the reasoning used and justify the procedures selected.	**With direct instruction and teacher support**, student often demonstrates the ability to: • solve problems and justify their reasoning, • explain the reasoning used and justify the procedures selected.	**With direct instruction and teacher support**, student may demonstrate **limited** ability to: • solve problems and justify their reasoning, • explain the reasoning used and justify the procedures selected.	**With direct instruction and teacher support,** student **may be unable** to: • solve problems and justify their reasoning, • explain the reasoning used and justify the procedures selected.