

# Mathematics

## Number Sense

<b>Count, read, and write whole numbers to 100.</b>				
1.1 Count, read, and write whole numbers to 100.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• count whole numbers above 100,</li> <li>• read whole numbers above 100,</li> <li>• write whole numbers above 100.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• count whole numbers to 100,</li> <li>• read whole numbers to 100,</li> <li>• write whole numbers to 100.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• count whole numbers to 75-99,</li> <li>• read whole numbers to 75-99,</li> <li>• write whole numbers to 75-99.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• count whole numbers from 50-74,</li> <li>• read whole numbers from 50-74,</li> <li>• write whole numbers from 50-74.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• count whole numbers to 49,</li> <li>• read whole numbers to 49,</li> <li>• write whole numbers to 49.</li> </ul>

**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 (&lt;, =, &gt;).

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• use symbols for less than, equal to, or greater than to compare or order whole numbers above 100.</li></ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• use symbols for less than, equal to, or greater than to compare or order whole numbers to 100.</li></ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• use symbols for less than, equal to, or greater than to compare or order whole numbers from 75-99.</li></ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"><li>• use symbols for less than, equal to, or greater than to compare or order whole numbers from 50-74.</li></ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"><li>• use symbols for less than, equal to, or greater than to compare or order whole numbers to 49 or below.</li></ul>

**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
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>show different ways to represent the same number using addition and subtraction facts above 20.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>show different ways to represent the same number using addition and subtraction facts to 20.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>show different ways to represent the same number using addition and subtraction facts to 12.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>show different ways to represent the same number using addition and subtraction facts to 10.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>show different ways to represent the same number using addition and subtraction facts to 8.</li> </ul>

**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
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use manipulatives,</li> <li>• count by tens,</li> <li>• regroup ones into groups of tens,</li> <li>• groups of one and tens to numbers above 100.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use manipulatives,</li> <li>• count by tens,</li> <li>• regroup ones into groups of tens,</li> <li>• identify and count groups of one and tens to 100.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use manipulatives,</li> <li>• count by tens,</li> <li>• regroup ones into groups of tens,</li> <li>• identify and count groups of one and tens from 75-99.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• use manipulatives,</li> <li>• count by tens,</li> <li>• regroup ones into groups of tens,</li> <li>• identify and count groups of one and tens from 50-74.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• use manipulatives,</li> <li>• count by tens,</li> <li>• regroup ones into groups of tens,</li> <li>• identify and count groups of one and tens to 49.</li> </ul>

**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.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify pennies, nickels, dimes, and quarters,</li> <li>• know the value of a penny, nickel, dime and quarter,</li> <li>• show different combinations of coins to get the same money value.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify pennies, nickels, dimes, and quarters,</li> <li>• know the value of a penny, nickel, dime and quarter,</li> <li>• show different combinations of coins to get the same money value.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify pennies, nickels, dimes, and quarters,</li> <li>• know the value of a penny, nickel dime and quarter,</li> <li>• show different combinations of coins to get the same money value.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify pennies, nickels, dimes, and quarters,</li> <li>• know the value of a penny, nickel, dime and quarter.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• identify pennies, nickels, dimes, and quarters .</li> </ul>

**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
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction facts using a variety of strategies,</li> <li>• solve addition and subtraction facts with "0",</li> <li>• solve addition and subtraction facts in vertical form,</li> <li>• understand and use the commutative property of addition to solve facts,</li> <li>• solve addition and subtraction facts to 20 and above with 94-100% accuracy,</li> <li>• understand and use fact families through 10 to solve addition and subtraction facts.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction facts using at least two strategies,</li> <li>• solve addition and subtraction facts with "0",</li> <li>• solve most addition and subtraction facts in vertical form,</li> <li>• understand and use the commutative property of addition to solve most facts,</li> <li>• solve addition and subtraction facts to 20 with 80-93% accuracy,</li> <li>• understand and use fact families through 10 to solve addition and subtraction facts.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction facts using at least two strategies,</li> <li>• solve addition and subtraction facts with "0",</li> <li>• solve some addition and subtraction facts in vertical form,</li> <li>• use manipulatives to understand the commutative property of addition,</li> <li>• solve addition and subtraction facts to 20 with 66-79% accuracy,</li> <li>• use manipulatives to understand fact families.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction facts using at least two strategies,</li> <li>• solve addition and subtraction facts with "0",</li> <li>• solve some addition and subtraction facts in vertical form,</li> <li>• use manipulatives to understand the commutative property of addition,</li> <li>• solve addition and subtraction facts to 20 with 50-65% accuracy,</li> <li>• use manipulatives to understand fact families.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction facts using at least two strategies,</li> <li>• solve addition and subtraction facts with "0",</li> <li>• solve some addition and subtraction facts in vertical form,</li> <li>• use manipulatives to understand the commutative property of addition,</li> <li>• solve addition and subtraction facts to 20 with 49% or below accuracy,</li> <li>• use manipulatives to understand fact families.</li> </ul>

<b>Identify one more than, one less than, 10 more than, and 10 less than a given number.</b>				
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
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>identify one more than, one less than, 10 more than, and 10 less than a given number to 100 and above.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>identify one more than, one less than, 10 more than, and 10 less than a given number to 100.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>identify one more than, one less than, 10 more than, and 10 less than a given number to 100.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>identify one more than, one less than, 10 more than, and 10 less than a given number to 100.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>identify one more than, one less than, 10 more than, and 10 less than a given number to 100.</li> </ul>

<b>Count by 2s, 5s, and 10s to 100.</b>				
2.4 Count by 2s, 5s, and 10s to 100.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• count and write by 2's to 100 and above,</li> <li>• count and write by 5's to 100 and above,</li> <li>• count and write by 10's to 100 and above.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• count or write by 2's to 100,</li> <li>• count or write by 5's to 100,</li> <li>• count or write by 10's to 100.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• count or write by 2's to 80,</li> <li>• count or write by 5's to 80,</li> <li>• count or write by 10's to 80.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• count or write by 2's to 60,</li> <li>• count or write by 5's to 60,</li> <li>• count or write by 10's to 60.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• count or write by 2's to 40,</li> <li>• count or write by 5's to 40,</li> <li>• count or write by 10's to 40.</li> </ul>

**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.,  $5 + 58 = \underline{\quad}$ ).

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction problems with one- and two-digit numbers (including fact families 17 and above).</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve most addition and subtraction problems with one- and two-digit numbers (including fact families 16 and 17).</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve some addition and subtraction problems with one- and two-digit numbers (including fact families 16 and 17).</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction problems with one- and two-digit numbers (including fact families 16 and 17).</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction problems with one- and two-digit numbers (including fact families 16 and 17).</li> </ul>

## Algebra and Functions

<b>Create, write, and solve problems including number sentences.</b>				
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
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• create and solve addition and subtraction problems using fact family sums 17 and above,</li> <li>• choose an operation (addition or subtract) to solve problems,</li> <li>• write number sentences involving addition or subtraction.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• create and solve addition and subtraction problems using fact family sums 16 and 17,</li> <li>• choose an operation (addition or subtract) to solve problems,</li> <li>• write number sentences involving addition or subtraction.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• create and solve addition and subtraction problems using fact family sums 16 and 17,</li> <li>• choose an operation (addition or subtract) to solve problems,</li> <li>• write number sentences involving addition or subtraction.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• create and solve addition and subtraction problems using fact family sums 16 and 17,</li> <li>• choose an operation (addition or subtract) to solve problems,</li> <li>• write number sentences involving addition or subtraction.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• create and solve addition and subtraction problems using fact families sums 16 and 17,</li> <li>• choose an operation (addition or subtract) to solve problems,</li> <li>• write number sentences involving addition or subtraction.</li> </ul>

## 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 third 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.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify triangles, rectangles, squares, and circles,</li> <li>• describe attributes of a triangle, rectangle, square, and circle,</li> <li>• classify triangles rectangles, squares and circles,</li> <li>• identify solid objects,</li> <li>• compare shapes and solid objects and classify them according to their attributes.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify triangles, rectangles, squares, and circles,</li> <li>• describe attributes of a triangle, rectangle, square, and circle,</li> <li>• classify triangles rectangles, squares and circles,</li> <li>• identify solid objects,</li> <li>• compare shapes and solid objects.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify triangles, rectangles, squares, and circles,</li> <li>• describe attributes of a triangle, rectangle, square, and circle,</li> <li>• classify triangles rectangles, squares and circles,</li> <li>• identify solid objects.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify triangles, rectangles, squares, and circles,</li> <li>• describe attributes of a triangle, rectangle, square, and circle.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• identify triangles, rectangles, squares and circles.</li> </ul>

## Statistics, Data Analysis, and Probability

<b>Organize, represent, and compare data by category on graphs and charts.</b>				
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
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• make and read tally marks and tally charts,</li> <li>• make and read a bar graph,</li> <li>• make and read a picture graph,</li> <li>• recognize and use data from a picture to solve a problem,</li> <li>• read and solve addition and subtraction problems from a bar graph,</li> <li>• write a story problem from data on a graph.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• make and read a bar graph,</li> <li>• make and read a picture graph,</li> <li>• recognize and use data from a picture to solve a problem,</li> <li>• read and solve problems from a bar graph.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• make and read a bar graph,</li> <li>• make and read a picture graph,</li> <li>• recognize and use some data from a picture to solve a problem,</li> <li>• solve a problem from a bar graph.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• make and read a bar graph,</li> <li>• make and read a picture graph,</li> <li>• recognize and use data from a picture to solve a problem,</li> <li>• read and solve problems from a bar graph.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• make and read a bar graph,</li> <li>• make and read a picture graph,</li> <li>• recognize and use data from a picture to solve a problem,</li> <li>• read and solve problems from a bar graph.</li> </ul>

**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
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• describe patterns of rhythmic, numeric, color and shape,</li> <li>• extend pattern,</li> <li>• explain pattern,</li> <li>• create own pattern.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• describe patterns of rhythmic, numeric, color and shape,</li> <li>• extend pattern,</li> <li>• explain pattern.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• describe patterns of rhythmic, numeric, color and shape,</li> <li>• extend pattern,</li> <li>• explain pattern.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• describe patterns of rhythmic, numeric, color and shape,</li> <li>• extend pattern.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• describe patterns of rhythmic, numeric, color and shape.</li> </ul>

## Mathematical Reasoning

<b>Make decisions about how to set up and solve problems and justify reasoning.</b>					Page 1 of 2
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	
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• explain how to set up and/or solve any given mathematical concept,</li> <li>• make decisions about how to set up a problem,</li> <li>• determine the approach, materials, and/or sketches, to model or act out problems,</li> <li>• use tools, such as manipulatives, coins or sketches to model problems,</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• explain how to set up and/or solve any given mathematical concept,</li> <li>• make decisions about how to set up a problem,</li> <li>• determine the approach, materials, and/or sketches, to model or act out problems,</li> <li>• use tools, such as manipulatives, coins, or sketches to model problems,</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• explain how to set up and or solve any given mathematical concept,</li> <li>• make decisions about how to set up a problem,</li> <li>• determine the approach, materials, and/or sketches, to model or act out problems,</li> <li>• use most tools, such as manipulatives, coins, or sketches to model problems,</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• explain how to set up and or solve any given mathematical concept,</li> <li>• make decisions about how to set up a problem,</li> <li>• determine the approach, materials, and/or sketches, to model or act out problems,</li> <li>• use tools, such as manipulatives, coins, or sketches, to model problems,</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• explain how to set up and or solve any given mathematical concept,</li> <li>• make decisions about how to set up a problem,</li> <li>• determine the approach, materials, and or sketches, to model problems,</li> <li>• use tools, such as manipulatives or sketches, to model problems,</li> </ul>	

**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
<p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve problems, including problems with coins, and justify their reasoning,</li> <li>• explain the reasoning used and justify the procedures selected,</li> <li>• recognize and use data from a picture to solve a problem,</li> <li>• find different ways to show the same amount of money,</li> <li>• use 10 as a strategy to learn addition facts,</li> <li>• use doubles as a strategy to solve addition and subtraction problems,</li> <li>• use patterns to solve problems,</li> <li>• choose the correct operation to solve word problems.</li> </ul>	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve problems, including problems with coins, and justify their reasoning,</li> <li>• explain the reasoning used and justify the procedures selected,</li> <li>• recognize and use data from a picture to solve a problem,</li> <li>• find different ways to show the same amount of money,</li> <li>• use 10 as a strategy to learn addition facts,</li> <li>• use patterns to solve problems,</li> <li>• choose the correct operation to solve word problems.</li> </ul>	<p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve problems, including problems with coins, and justify their reasoning,</li> <li>• explain the reasoning used and justify the procedures selected,</li> <li>• recognize and use some data from a picture to solve a problem,</li> <li>• find a few different ways to show the same amount of money,</li> <li>• use 10 as a strategy to learn addition facts,</li> <li>• use some patterns to solve problems,</li> <li>• choose the correct operation to solve most word problems.</li> </ul>	<p><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• solve problems and justify their reasoning,</li> <li>• explain the reasoning used and justify the procedures selected,</li> <li>• recognize and use some data from a picture to solve a problem,</li> <li>• find different ways to show the same amount of money,</li> <li>• use 10 as a strategy to learn addition facts,</li> <li>• use patterns to solve problems,</li> <li>• choose the correct operation to solve some word problems.</li> </ul>	<p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• solve problems and justify their reasoning,</li> <li>• explain the reasoning used and justify the procedures selected,</li> <li>• recognize and use data from a picture to solve a problem,</li> <li>• find different ways to show the same amount of money,</li> <li>• use 10 as a strategy to learn addition facts,</li> <li>• use patterns to solve problems,</li> <li>• choose the correct operation to solve most word problems.</li> </ul>