

# Mathematics

## Number Sense

Read, write, and compare whole numbers to 1,000 and identify the place value of each digit.				
1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.				
1.3 Order and compare whole numbers to 1,000 by using the symbols $<$ , $=$ , $>$ .				
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, read, and write whole numbers above 750,</li> <li>identify the place value of each number in a two or three digit number,</li> <li>order and compare whole numbers above 750 using <math>&lt;</math>, <math>=</math>, and <math>&gt;</math>,</li> <li>count to 100 by 2s, 3s, 5s, and 10s,</li> <li>represent numbers in different forms,</li> <li>identify even and odd numbers,</li> <li>count and compare amounts of money.</li> </ul>	<p>Student 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, read, and write whole numbers to 750,</li> <li>identify the place value of each number in a two digit number,</li> <li>order and compare whole numbers to 750 using <math>&lt;</math>, <math>=</math>, and <math>&gt;</math>,</li> <li>count to 100 by 2s, 3s, 5s, and 10s,</li> <li>represent numbers in different forms,</li> <li>count and compare amounts of money.</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>count whole numbers to 750,</li> <li>read and write most numbers to 750,</li> <li>identify the place value of each number in a two digit number,</li> <li>order and compare whole numbers to 750 using <math>&lt;</math>, <math>=</math>, and <math>&gt;</math>,</li> <li>count to 100 by 2s, 5s, and 10s,</li> <li>represent some numbers in different forms,</li> <li>count and compare amounts of money.</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>count whole numbers to 500,</li> <li>read and write most numbers to 500,</li> <li>identify the place value of each number in a two digit number,</li> <li>order and compare whole numbers to 500 using <math>&lt;</math>, <math>=</math>, and <math>&gt;</math>,</li> <li>count to 100 by 2s, 5s, and 10s,</li> <li>represent some numbers in different forms,</li> <li>count and compare amounts of money.</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 may be unable to:</p> <ul style="list-style-type: none"> <li>count whole numbers to 500,</li> <li>read and write most numbers to 500,</li> <li>identify the place value of each number in a two digit number</li> <li>order and compare whole numbers to 500 using <math>&lt;</math>, <math>=</math>, and <math>&gt;</math>.</li> <li>count 100 by 2s, 5s, and 10s,</li> <li>represent some numbers in different forms,</li> <li>count and compare amounts of money.</li> </ul>

**Use the relationship between addition and subtraction ( $8+6=14$ ,  $14-8=6$ ) to solve problems and check solutions.**

2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for  $8 + 6 = 14$  is  $14 - 6 = 8$ ) to solve problems and check solutions.

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>understand and use the inverse relationship between addition and subtraction to solve problems and check solutions above 99,</li> <li>subtract from numbers to 99 and above using addition (inverse relationship).</li> </ul>	<p>Student 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>understand use the inverse relationship between addition and subtraction to solve problems and check solutions to 99,</li> <li>subtract from numbers to 99 using addition (inverse relationship).</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>use the inverse relationship between addition and subtraction to solve problems and check solutions to 30,</li> <li>subtract from numbers to 30 using addition (inverse relationship).</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>use the inverse relationship between addition and subtraction to solve problems and check solutions to 20,</li> <li>subtract from numbers to 20 using addition (inverse relationship).</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 the inverse relationship between addition and subtraction to solve problems and check solutions to 20,</li> <li>subtract from numbers to 20 using addition (inverse relationship).</li> </ul>

Rubric has not changed – continue to work towards proficiency.

**Add and subtract two whole numbers up to three digits long.**

2.2 Find the sum or difference of two whole numbers up to three digits long.

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 using a variety of strategies,</li> <li>• identify and write names for numbers,</li> <li>• use basic addition facts to add multiples of ten,</li> <li>• solve addition and subtraction problems with and without regrouping,</li> <li>• rewrite and solve horizontal addition problems.</li> </ul>	<p>Student 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 subtractions problems using at least two strategies,</li> <li>• identify and write names for numbers,</li> <li>• use basic addition facts to add multiples of ten,</li> <li>• solve addition and subtraction problems with and without regrouping when adding a 1-digit number to a 2-digit number to 18,</li> <li>• rewrite and solve horizontal addition problems.</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction problems using more than one strategy,</li> <li>• identify and write names for numbers,</li> <li>• use basic addition problems to add multiples of ten,</li> <li>• solve addition and subtraction problems with and without regrouping when adding a 1-digit number to a 2-digit number to 14,</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction problems using more than one strategies,</li> <li>• identify and write names for numbers,</li> <li>• use basic addition facts to add multiples of ten</li> <li>• solve addition and subtraction problems without regrouping,</li> <li>• solve addition problems with regrouping when adding a 1-digit number to a 2-digit number to 12,</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 using more than one strategies,</li> <li>• identify and write names for numbers,</li> <li>• use basic addition facts to add multiples of ten</li> <li>• solve addition and subtraction problems without regrouping,</li> <li>• solve addition problems with regrouping when adding a 1-digit number to a 2-digit number to 12,</li> <li>• rewrite horizontal additional problems,</li> </ul>

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**Add and subtract two whole numbers up to three digits long.**

2.2 Find the sum or difference of two whole numbers up to three digits long.

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>• add and subtract money amounts of one dollar or more,</li> <li>• add three two-digit numbers with and without regrouping,</li> <li>• rewrite and solve horizontal subtraction problems in vertical form.</li> </ul>	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• add and subtract money amounts less than one dollar,</li> <li>• add three two-digit numbers,</li> <li>• rewrite horizontal subtraction problems in vertical form.</li> </ul>	<p><b>With direct instruction and teacher support,</b> student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• rewrite horizontal addition problems.</li> <li>• add and subtract money amounts less than one dollar,</li> <li>• add three two-digit numbers,</li> <li>• rewrite horizontal subtraction problems in vertical form.</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>• rewrite horizontal additional problems,</li> <li>• solve some subtraction problems with regrouping to 12,</li> <li>• add and subtract money amounts less than one dollar without regrouping,</li> <li>• add some three two-digit numbers,</li> <li>• rewrite horizontal subtraction problems in vertical form.</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 some subtraction problems with regrouping to 12,</li> <li>• add and subtract money amounts less than one dollar without regrouping,</li> <li>• add some three two-digit numbers,</li> <li>• rewrite horizontal subtraction problems in vertical form.</li> </ul>

Rubric has not changed – continue to work towards proficiency

**Use mental math to find solutions to addition and subtraction problems involving two-digit numbers.**

2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.

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 mental math to find the sums of two digit- or three-digit numbers without regrouping,</li> <li>• use mental math to find the difference between two digit- or three-digit numbers without regrouping,</li> <li>• use mental math as a strategy to solve addition and subtraction problems.</li> </ul>	<p>Student 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 mental math to find the sums of most two digit- numbers without regrouping,</li> <li>• use mental math to find the difference between most two digit- numbers without regrouping,</li> <li>• use mental math as a strategy to solve addition and subtraction problems.</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use mental math to find the sums of some two digit- numbers without regrouping,</li> <li>• use mental math to find the difference between some two digit- numbers without regrouping,</li> <li>• use mental math as a strategy to solve addition and subtraction 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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• use mental math to find the sums of two digit- numbers without regrouping,</li> <li>• use mental math to find the difference between two digit- numbers without regrouping,</li> <li>• use mental math as a strategy to solve addition and subtraction 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>• use mental math to find the sums of some two digit- numbers without regrouping,</li> <li>• use mental math to find the difference between some two digit- numbers without regrouping,</li> <li>• use mental math as a strategy to solve addition and subtraction problems.</li> </ul>

Rubric has not changed – continue to work towards proficiency.

**Model and solve simple problems involving multiplication and division.**

3.0 Students model and solve simple problems involving multiplication and division:

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.

3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

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 by 2s, 5s, and 10s to find totals,</li> <li>use repeated addition to find totals,</li> <li>solve multiplication problems for 0s, 1s, 2s, 5s, and 10s,</li> <li>use arrays to multiply in any order (commutative property),</li> <li>solve multiplication problems written in vertical form,</li> <li>use a variety of methods to solve multiplication problems (counters, pictures, skip count),</li> </ul>	<p>Student 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 by 2s, 5s, and 10s to find totals,</li> <li>use repeated addition to find totals,</li> <li>solve most multiplication problems for 0s, 1s, 2s, 5s, and 10s,</li> <li>use arrays to multiply in any order (commutative property),</li> <li>solve most multiplication problems written in vertical form,</li> <li>use at least two methods to solve multiplication problems (counters, pictures, skip count),</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>count by 2s, 5s, and 10s to find totals,</li> <li>use repeated addition to find totals,</li> <li>solve some multiplication problems for 0s, 1s, 2s, 5s, and 10s,</li> <li>use arrays to multiply in any order (commutative property),</li> <li>solve some multiplication problems written in vertical form,</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>count by 2s, and 5s, to find totals,</li> <li>use repeated addition to find totals,</li> <li>solve multiplication problems for 0s, 1s, 2s, and 5s,</li> <li>use arrays to multiply in any order (commutative property),</li> <li>solve a few multiplication problems written in vertical form.</li> </ul> <p>Student may be able to count by 10s and solve multiplication problems for 10s.</p>	<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 by 2s, and 5s, to find totals,</li> <li>use repeated addition to find totals,</li> <li>solve multiplication problems for 0s, 1s, 2s, and 5s,</li> <li>use arrays to multiply in any order (commutative property),</li> <li>solve a few multiplication problems written in vertical form.</li> </ul> <p>Student may be able to count by 10s and solve some multiplication problems for 10s.</p>

**Model and solve simple problems involving multiplication and division.**

3.0 Students model and solve simple problems involving multiplication and division:

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.

3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

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>• use counters to make equal groups,</li> <li>• use repeated subtractions to make equal groups of 2s, 5s, and 10s.</li> <li>• solve most division problems with remainders.</li> </ul>	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use counters to make equal groups,</li> <li>• use repeated subtractions to make equal groups of 2s and 5s,</li> <li>• solve some division problems with remainders.</li> </ul>	<p><b>With direct instruction and teacher support,</b> student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use at least two methods to solve multiplication problems (counters, pictures, skip count),</li> <li>• use counters to make equal groups,</li> <li>• use repeated subtractions to make equal groups of 2s and 5s,</li> <li>• solve some division problems with remainders.</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>• use at least two methods to solve multiplication problems (counters, pictures, skip count),</li> <li>• use repeated subtractions to make equal groups of 2s and 5s,</li> <li>• solve a few division problems with remainders.</li> </ul> <p>Student is able to use counters to make equal groups.</p>	<p><b>With direct instruction and teacher support,</b> student may be <b>unable</b> to:</p> <ul style="list-style-type: none"> <li>• use at least two methods to solve multiplication problems (counters, pictures, skip count),</li> <li>• use repeated subtractions to make equal groups of 2s and 5s,</li> <li>• solve division problems with remainders.</li> </ul> <p>Student may be able to use counters to make equal groups.</p>

**Recognize fractions of a whole and parts of a group.**

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

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 and write fractions,</li> <li>• identify fractions that show one whole or more than one whole,</li> <li>• identify and write fractions that represent parts of a group or set,</li> <li>• identify fractional parts of a group,</li> <li>• solve problems using data from a picture.</li> </ul>	<p>Student 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 and write fractions,</li> <li>• identify fractions that show one whole</li> <li>• identify and write fractions that represent parts of a group or set,</li> <li>• identify fractional parts of a group.</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify and write most fractions,</li> <li>• identify most fractions that show one whole,</li> <li>• identify and write some fractions that represent parts of a group or set,</li> <li>• identify most fractional parts of a group.</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify and write some fractions,</li> <li>• identify some fractions that show one whole,</li> <li>• identify and write some fractions that represent parts of a group or set,</li> <li>• identify some fractional parts of a group.</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 and write most fractions,</li> <li>• identify most fractions that show one whole,</li> <li>• identify and write most fractions that represent parts of a group or set,</li> <li>• identify most fractional parts of a group.</li> </ul>

## Represent and solve problems using combinations of coins and bills.

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:

5.1 Solve problems using combinations of coins and bills.

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 coins to show a given amount,</li> <li>• identify coin combinations that equal one dollar or more,</li> <li>• count on to make change</li> <li>• solve two-step problems using money,</li> <li>• add money amounts</li> <li>• regroup 10 ones as 1 ten when adding a 1-digit or 2-digit number to a 2-digit number using combinations of coins</li> <li>• use data from a picture to solve problems with money,</li> </ul>	<p>Student 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 coins to show a given amount,</li> <li>• identify coin combinations that equal one dollar,</li> <li>• count on to make change</li> <li>• solve two-step problems using money,</li> <li>• add money amounts</li> <li>• regroup 10 ones as 1 ten when adding a 1-digit number to a 2-digit number using combinations of coins</li> <li>• use data from a picture to solve problems with money,</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use coins to show a given amount,</li> <li>• identify most coin combinations that equal one dollar,</li> <li>• count on to make change</li> <li>• solve two-step problems using money,</li> <li>• add most money amounts.</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• use coins to show a given amount,</li> <li>• identify most coin combinations that equal one dollar,</li> <li>• count on to make change</li> <li>• solve two-step problems using money,</li> <li>• add money amounts,</li> <li>• regroup 10 ones as 1 ten when adding a 1-digit number to a 2-digit number using combinations of coins,</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 may be unable to:</p> <ul style="list-style-type: none"> <li>• use coins to show a given amount,</li> <li>• identify most coin combinations that equal one dollar,</li> <li>• count on to make change</li> <li>• solve two-step problems using money,</li> <li>• add money amounts,</li> <li>• regroup 10 ones as 1 ten when adding a 1-digit number to a 2-digit number using combinations of coins,</li> <li>• use data from a picture to solve problems with money,</li> </ul>

Rubric has not changed – continue to work towards proficiency.

**Represent and solve problems using combinations of coins and bills.**

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:

5.1 Solve problems using combinations of coins and bills.

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>regroup 1 ten as 10 ones when subtracting a 1-digit or 2-digit number from a 2-digit number using combinations of coins</li> <li>add and subtract money amounts of one dollar or more</li> </ul>	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>regroup 1 ten as 10 ones when subtracting a 1-digit number to a 2-digit number using combinations of coins</li> <li>add and subtract money amounts less than one dollar</li> </ul>	<p><b>With direct instruction and teacher support</b>, student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>use data from a picture to solve problems with money,</li> <li>regroup 1 ten as 10 ones when subtracting a 1-digit number to a 2-digit number using combinations of coins</li> <li>add and subtract money amounts less than one dollar.</li> </ul> <p>Student may need more support to regroup 10 ones as 1 ten when adding a 1-digit number to a 2-digit number using combinations of coins.</p>	<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>use data from a picture to solve problems with money,</li> <li>regroup 1 ten as 10 ones when subtracting a 1-digit number to a 2-digit number using combinations of coins</li> <li>add and subtract money amounts less than one dollar</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>regroup 1 ten as 10 ones when subtracting a 1-digit number to a 2-digit number using combinations of coins</li> <li>add and subtract money amounts less than one dollar.</li> </ul>

Rubric has not changed – continue to work towards proficiency.

## Algebra and Functions

<b>Recognize and use the commutative and associative properties (<math>11+18=18+11</math>).</b>				
1.1 Use the commutative and associative rules to simplify mental calculations and to check results.				
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>• recognize and use the commutative and associative properties of addition to solve problems to 50 and above,</li> <li>• use arrays to multiply in any order (commutative rule),</li> <li>• use the commutative and associative rules to check answers.</li> </ul>	<p>Student 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>• recognize and use the commutative and associative properties of addition to solve problems to 50,</li> <li>• use arrays to multiply in any order (commutative rule),</li> <li>• use the commutative and associative rules to check answers.</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• recognize and use the commutative and associative properties of addition to solve problems to 30,</li> <li>• use arrays to multiply in any order (commutative rule),</li> <li>• use the commutative and associative rules to check answers.</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• recognize and use the commutative and associative properties of addition to solve problems to 30,</li> <li>• use arrays to multiply in any order (commutative rule),</li> <li>• use the commutative and associative rules to check answers.</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>• recognize and use the commutative and associative properties of addition to solve problems to 30,</li> <li>• use arrays to multiply in any order (commutative rule),</li> <li>• use the commutative and associative rules to check answers.</li> </ul>

**Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.**

1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

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 using data from simple charts, picture graphs, bar graphs, and number sentences,</li> <li>• compare data using simple charts, picture graphs, bar graphs, and number sentences</li> <li>• create table from story clues</li> <li>• transfer information from one graph to a different type of graph, for example: pictograph to tally chart</li> </ul>	<p>Student 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 problems using data from simple charts, picture graphs, bar graphs, and number sentences,</li> <li>• compare data using simple charts, picture graphs</li> <li>• complete simple charts from story problems</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction problems using data from simple charts and picture graphs,</li> <li>• compare data using simple charts</li> <li>• complete simple charts from short story 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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• solve simple addition and subtraction problems using data from simple charts and picture graphs,</li> <li>• compare data using simple charts</li> <li>• complete simple charts from short story 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 may be unable to:</p> <ul style="list-style-type: none"> <li>• solve simple addition and subtraction problems using data from simple charts and picture graphs,</li> <li>• compare data using simple charts</li> <li>• complete simple charts from short story problems</li> </ul>

Rubric has not changed – continue to work towards proficiency.

## Measurement and Geometry

<b>Measure the length of an object to the nearest inch and/or centimeter.</b>				
1.3 Measure the length of an object to the nearest inch and/or centimeter.				
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>• estimate and measure to the nearest inch or foot,</li> <li>• estimate and measure in centimeters and meters,</li> <li>• measure centimeters and add to find perimeter.</li> </ul>	<p>Student 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>• estimate and measure to the nearest inch or foot,</li> <li>• estimate and measure in centimeters and meters.</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• estimate and measure to the nearest inch or foot,</li> <li>• estimate and measure in centimeters and meters.</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• measure to the nearest inch or foot,</li> <li>• measure in centimeters and meters.</li> </ul> <p>Student may be unable to make a reasonable estimate.</p>	<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 may be unable to:</p> <ul style="list-style-type: none"> <li>• estimate and measure to the nearest inch or foot,</li> <li>• estimate and measure in centimeters and meters.</li> </ul>

**Know relationships of measurements of time (Example: minutes in an hour, days in a week), and tell time to nearest quarter hour.**

1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

Standard not taught during third grading period.

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## Identify, describe, and classify shapes and solid objects.

2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:

2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.

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 plane geometric shapes,</li> <li>• identify sides and vertices on plane shapes,</li> <li>• identify solid geometric shapes,</li> <li>• identify the number of faces, edges, and vertices for solid shapes,</li> <li>• identify congruent shapes,</li> <li>• identify and draw lines of symmetry,</li> <li>• identify, describe, and patterns.</li> </ul>	<p>Student 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 plane geometric shapes,</li> <li>• identify sides and vertices on plane shapes,</li> <li>• identify most solid geometric shapes,</li> <li>• identify the number of faces, edges, and vertices for solid shapes,</li> <li>• identify congruent shapes,</li> <li>• identify and draw lines of symmetry,</li> <li>• identify and describe patterns.</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify plane geometric shapes,</li> <li>• identify sides and vertices on plane shapes,</li> <li>• identify some solid geometric shapes,</li> <li>• identify the number of faces, edges, and vertices for most solid shapes,</li> <li>• identify most congruent shapes,</li> <li>• identify and draw lines of symmetry,</li> <li>• identify and describe patterns.</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify plane geometric shapes,</li> <li>• identify sides and vertices on most plane shapes,</li> <li>• identify some solid geometric shapes,</li> <li>• identify the number of faces, edges, and vertices for some solid shapes,</li> <li>• identify some congruent shapes,</li> <li>• identify and draw lines of symmetry,</li> <li>• identify and describe patterns.</li> <li>•</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 plane geometric shapes,</li> <li>• identify sides and vertices on plane shapes,</li> <li>• identify some solid geometric shapes,</li> <li>• identify the number of faces, edges, and vertices for most solid shapes,</li> <li>• identify most congruent shapes,</li> <li>• identify and draw lines of symmetry,</li> <li>• identify and describe patterns.</li> </ul>

## Statistics, Data Analysis, and Probability

<b>Analyze, record, and interpret data from charts and graphs.</b>				
<p>1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.</p> <p style="margin-left: 20px;">1.1 Record numerical data in systematic ways, keeping track of what has been counted.</p> <p style="margin-left: 20px;">1.2 Represent the same data set in more than one way.</p> <p style="margin-left: 20px;">1.3 Identify features of data sets (range and mode).</p> <p style="margin-left: 20px;">1.4 Ask and answer simple questions related to data representations.</p>				
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>• collect, record, and compare data using tally marks,</li> <li>• record and compare data using a variety of tables,</li> <li>• read a pictograph</li> <li>• interpret data on a bar graph,</li> <li>• represent and compare data from a bar graph and tally chart,</li> <li>• find range and mode</li> <li>• use a bar graph to solve a problem,</li> <li>• create a chart and write problems from chart.</li> </ul>	<p>Student 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>• record data using tally marks,</li> <li>• compare data using tables,</li> <li>• read a pictograph,</li> <li>• interpret data on a bar graph,</li> <li>• represent and compare data from a bar graph and tally chart,</li> <li>• find range and mode</li> <li>• use a bar graph to solve problems.</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• record data using tally marks,</li> <li>• read a pictograph,</li> <li>• interpret data on a bar graph,</li> <li>• compare data from a bar graph and tally chart,</li> <li>• find range and mode,</li> <li>• use a bar graph to solve a problem.</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• record data using tally marks,</li> <li>• read a pictograph,</li> <li>• interpret data on a bar graph,</li> <li>• represent and compare data from a bar graph and tally chart,</li> <li>• find range and mode,</li> <li>• use a bar graph to solve a problem.</li> </ul>	<p>Student is <b>not meeting</b> grade level 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>• read a pictograph,</li> <li>• interpret data on a bar graph,</li> <li>• represent and compare data from a bar graph and tally chart,</li> <li>• find range and mode,</li> <li>• use a bar graph to solve a problem.</li> </ul> <p>Student may be able to record data using tally marks with teacher support.</p>

Rubric has not changed – continue to work towards proficiency.

Statistics, Data Analysis, and Probability - Second Grade, Third Quarter

**Recognize, describe, and extend number patterns.**

2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12, . . . ; the number of ears on one horse, two horses, three horses, four horses).

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, describe, and extend patterns,</li> <li>• count by multiples (2s, 3s, 5s, 10s).</li> </ul>	<p>Student 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, describe, and extend patterns,</li> <li>• count by multiples (2s, 5s, 10s).</li> </ul>	<p>Student 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify, describe, and extend patterns,</li> <li>• count by multiples (2s, 5s, 10s).</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify, describe, and extend patterns,</li> <li>• count by multiples (2s, 5s).</li> </ul> <p>Student is able to count by multiples of 10.</p>	<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, describe, and extend patterns,</li> <li>• count by multiples (2s, 5s).</li> </ul> <p>Student may be able to count by multiples of 10.</p>