

Mathematics

Number Sense

Read, write, and compare whole numbers to 10,000.				
1.1 Count, read, and write whole numbers to 10,000				
1.2 Compare and order whole numbers to 10,000				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • count, read, and write whole numbers to 100,000 and above, • write numbers to 100,000 in standard, expanded, and word form, • use inequality symbols to compare numbers to 100,000 and above, • order groups of whole numbers to 100,000 and above. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • count, read, and write whole numbers to 10,000, • write numbers to 10,000 in standard, expanded, and word form, • use inequality symbols to compare numbers to 10,000, • order groups of whole numbers to 10,000. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • count, read, and write whole numbers to 10,000, • write numbers to 5,000 in standard, expanded, and word form, • use inequality symbols to compare numbers to 10,000, • order groups of whole numbers to 10,000. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • count, read, and write whole numbers to 5,000, • write numbers to 5,000 in standard, expanded, and word form, • use inequality symbols to compare numbers to 5,000, • order groups of whole numbers to 5,000. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • count, read, and write whole numbers to 5,000, • write numbers to 5,000 in standard, expanded, and word form, • use inequality symbols to compare numbers to 5,000, • order groups of whole numbers to 5,000.

Identify the place value of each digit in numbers to 10,000.

1.3 Identify the place value of each digit in numbers to 10,000.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> identify the place value of each digit in numbers to 100,000 and above. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> identify the place value of each digit in numbers to 10,000. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> identify the place value of each digit in numbers to 5,000. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> identify the place value of each digit in numbers to 1,000. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> identify the place value of each digit in numbers to 1,000.

Round off numbers to 10,000 to the nearest ten, hundred, and thousand.

1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to::</p> <ul style="list-style-type: none"> • round off numbers to 100,000 or above to the nearest tens, hundreds, thousands, and ten thousands place, • round to the nearest hundred dollar for three-digit numbers, • estimate differences and sums by rounding numbers. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • round off numbers to 10,000 or above to the nearest tens, hundreds, and thousands place, • round to the nearest hundred dollar for three-digit numbers, • estimate differences and sums by rounding numbers. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • round off numbers to 5,000 to the nearest tens, hundreds, and thousands place, • round to the nearest ten dollar or ten cents for two-digit numbers, • round to the nearest hundred dollar for three-digit numbers. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • round off numbers to 1,000 to the nearest tens, hundreds, and thousands place, • round to the nearest ten dollar or ten cents for two-digit numbers. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • round off numbers to 1,000 to the nearest tens, hundreds, and thousands place, • round to the nearest ten dollar or ten cents for two-digit numbers.

Add and subtract whole numbers between 0 and 10,000.

2.1 Find the sum or differences of two whole numbers between 0 and 10,000.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> find the sum or difference of two whole numbers between 0 and 100,000 or above, find the sum of two four- digit addends, add three or more addends, regroup ones, tens, hundreds, thousands and ten thousands or above in addition and subtraction, regroup ones, tens , hundreds, thousands, and ten thousands or above across zero in subtraction. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> find the sum or difference of two whole numbers between 0 and 10,000, find the sum of two four- digit addends, add three or more addends, regroup ones, tens, hundreds, and thousands in addition and subtraction, regroup ones, tens, hundreds, and thousands across zero in subtraction. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> find the sum or difference of two whole numbers between 0 and 10,000, find the sum of two four- digit addends, add three or more addends, regroup ones, tens, hundreds, and thousands in addition and subtraction, regroup ones, tens, and hundreds across zero in subtraction. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> find the sum or difference of two whole numbers between 0 and 5,000, find the sum of two three- digit addends, add three or more addends, regroup ones, tens, and hundreds in addition and subtraction. <p>Student may be unable to regroup ones, tens, and hundreds across zero in subtraction.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> find the sum or difference of two whole numbers between 0 and 5,000, find the sum of two three- digit addends, add three or more addends, regroup ones, tens, and hundreds in addition and subtraction. <p>Student is unable to regroup ones, tens, and hundreds across zero in subtraction.</p>

Memorize the multiplication tables for numbers between 1 and 10.

2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • understand multiplication is repeat addition, • memorize to automaticity the following facts: 0 - 10 and above. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • understand multiplication is repeat addition, • memorize to automaticity the following facts: 0-10. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • understand multiplication is repeat addition, • memorize to automaticity the following facts: 0, 1, 2, 3, 4, 5, 10s. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • understand multiplication is repeat addition, • memorize to automaticity the following facts: 0, 1, 2, 5, 10s, • memorize 3s and 4s. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • understand multiplication is repeat addition, • memorize to automaticity the following facts: 0, 1, 2, 5, 10s, • memorize 3s and 4s.

Solve simple problems involving multiplication and division of multidigit numbers by one-digit numbers.

2.4 Solve simple problems involving multiplication of multidigit numbers by one digit numbers

2.5 Solve division problems in which a multidigit number evenly divided by a one digit number

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> multiply money by one-digit numbers, multiply simple problems involving multiplication of multidigit numbers regrouping 4 or more times, solve division problems in which a multidigit number is divided with remainders, solve division problems with a quotient of 3 or more numbers. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> multiply money by one-digit numbers, multiply simple problems involving multiplication of multidigit numbers regrouping 3 times, solve division problems in which a multidigit number is evenly divided by a one-digit number. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> multiply money by one-digit numbers, multiply simple problems involving multiplication of multidigit numbers regrouping 2 times, solve division problems in which a multidigit number is evenly divided by a one-digit number. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> multiply money by one-digit numbers, multiply simple problems involving multiplication of multidigit numbers regrouping 2 times, solve division problems in which a multidigit number is evenly divided by a one-digit number using manipulatives. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> multiply money by one-digit numbers, multiply simple problems involving multiplication of multidigit numbers regrouping 2 times, solve division problems in which a multidigit number is evenly divided by a one-digit number using manipulatives.

Add and subtract simple fractions.

3.2 Add and subtract simple fractions

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • add and subtract simple fractions, • add and subtract mixed numeral fractions. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • add and subtract simple fractions. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • add and subtract simple fractions. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • add and subtract simple fractions. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • add and subtract simple fractions.

Algebra and Functions

Recognize and use the commutative and associative properties of multiplication.				
1.5 Recognize and use the commutative and associative properties of multiplication				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • memorize to automaticity the following facts: 0-10 and above, • understand and use the commutative property of multiplication to solve problems, • understand and use the associative property of multiplication to solve problems. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • memorize to automaticity the following facts: 0-10, • understand and use the commutative property of multiplication to solve problems. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • memorize to automaticity the following facts: 0, 1, 2, 3, 4, 5, 10s, • use the commutative property of multiplication to solve problems. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • memorize to automaticity the following facts: 0, 1, 2, 5, 10, • memorize 3s and 4s, • use the commutative property of multiplication to solve problems. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • memorize the following facts: 0, 1, 2, 5, 10, • use the commutative property of multiplication to solve problems.

Measurement and Geometry

Find the perimeter of a figure with three or more sides.				
1.3 Find the perimeter of a polygon with integer sides				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • find the perimeter of a common or uncommon polygon with three or more sides, • write problems involving finding the perimeter. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • find the perimeter of a common or uncommon polygon with three or more sides. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • find the perimeter of a common polygon with three or more sides. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • find the perimeter of a common polygon with three or more sides. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • find the perimeter of a common polygon with three or more sides.

Identify, describe, and classify the attributes of geometric shapes and solids.

- 2.1 Identify, describe, and classify the polygons.
 2.2 Identify attributes of triangles.
 2.3 Identify attributes of quadrilaterals.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify, describe, and classify the polygons, • identify and describe attributes of triangles, • identify and describe attributes of quadrilaterals, • sort variety of geometric shapes and solids by different attributes. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify, describe, and classify the polygons, • identify attributes of triangles, • identify attributes of quadrilaterals, • sort variety of geometric shapes and solids by different attributes. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify and describe polygons, • identify most attributes of triangles, • identify attributes of quadrilaterals. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • identify and describe some polygons, • identify some attributes of triangles, • identify some attributes of quadrilaterals. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • identify and describe some polygons, • identify some attributes of triangles, • identify some attributes of quadrilaterals.

Rubric has not changed – continue to work towards proficiency

Statistics, Data Analysis, and Probability

Summarize and display the results of data collection.				
1.3 Summarize and display the results of probability experiments in a clear and organized way.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • experiment with probability, • record and predict outcomes in a clear, organized, and with a variety of supports: <ul style="list-style-type: none"> - bar graph - line plot - tally sheet - pictograph. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • experiment with probability, • record and predict outcomes in a clear, organized, and with a variety of supports: <ul style="list-style-type: none"> - bar graph - line plot - tally sheet. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • experiment with probability, • record and predict outcomes in a clear, organized, and with a variety of supports: <ul style="list-style-type: none"> - bar graph - tally sheet. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • experiment with probability, • record and predict outcomes in a clear, organized, and with a variety of supports: <ul style="list-style-type: none"> - bar graph - tally sheet. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • experiment with probability, • record and predict outcomes in a clear, organized, and with a variety of supports: <ul style="list-style-type: none"> - bar graph - tally sheet.