|  |  |  |  |
| --- | --- | --- | --- |
| Standard  | M Meets the Standard Consistently  | P Progressing Toward Meeting the Standard  | N Limited Progress or Does Not Meet the Standard  |
| Strategies for Addition and Subtraction within 20  |
| Represents and solves word problems involving addition and subtraction   | Independently and accurately solves addition and subtraction word problems within 20 (adding to, taking from, putting together, taking apart) with unknowns in all positions; AND solves addition word problems adding three whole numbers within 20.  | Demonstrates partial understanding of how to solve addition and subtraction word problems within 20 AND/OR how to solve word problems adding three whole numbers within 20. For example: student may have difficulty interpreting the problem or choosing the correct operation, have errors in computation, etc.  | Demonstrates limited understanding of how to solve addition and subtraction word problems within 20 AND how to solve word problems adding three whole numbers within 20.  |
| Applies properties of operations and other strategies to add and subtract    | Independently and accurately adds and subtracts within 20, using multiple strategies such as: counting on, making a ten, decomposing a number leading to a ten, relating addition to subtraction, using easier known sums (doubles and doubles +1); and applies the commutative and associative properties.  |   Relies heavily on a limited collection of strategies and properties to solve addition and subtraction problems within 20.  |   Demonstrates limited use of strategies and properties to correctly solve addition and subtraction problems within 20.  |
| Determines unknown numbers and balances equations    |   Independently and accurately demonstrates ALL of the following: * understands of the meaning of the equal sign in equations (ie: 6=6, 7=8-1,

5+2 = 2+5, 4+1 = 5+2) * determines if equations involving addition and subtraction are true or false;
* determines the unknown whole number in an addition or subtraction equation
 | Inconsistently demonstrates ANY of the following: * understands of the meaning of the equal sign in equations (ie: 6=6, 7=8-1,

5+2 = 2+5, 4+1 = 5+2) * determines if equations involving addition and subtraction are true or false;
* determines the unknown whole number in an addition or subtraction equation

For example: * student may correctly use the equal sign in simple equations such as 5 = 3 + 2, but not in more complex equations such as 8 + 2 = 1 + 9 • student may be able to determine missing number in some equations but not others
 |   Demonstrates limited understanding and use of ALL of the following: * understands of the meaning of the equal sign in equations (ie: 6=6, 7=8-1,

5+2 = 2+5, 4+1 = 5+2) * determines if equations involving addition and subtraction are true or false;
* determines the unknown whole number in an addition or subtraction equation

  |

|  |
| --- |
| Understanding Number Relationships and Place Value  |
| Counts to 120, starting at any number less than 120    | Independently and accurately counts to 120, starting at any number less than 120; AND reads and writes numbers to match quantities.  | Demonstrates ability to count to 120, starting at any number less than 120; OR reads and writes numbers to match quantities.  | Demonstrates inconsistent ability to count to 120, starting at any number less than 120; AND inconsistently reads and writes numbers to match quantities.  |
| Understands place value as tens and ones    |   |   |   |
| Standard  | M Meets the Standard Consistently  | P Progressing Toward Meeting the Standard  | N Limited Progress or Does Not Meet the Standard  |
|  Uses place value to add within 100 (2-digit plus 1-digit & 2-digit plus a multiple of 10)    | Independently and accurately uses a variety of strategies to add within 100 including: * adding a two-digit number and a onedigit number; AND
* adding a two-digit number and a multiple of ten

Strategies include: * models or drawings
* place value understanding (including decomposing and making a multiple of ten; adding tens and tens and ones and ones)
* properties of operations
* relationship btwn addition & subtraction
 | Relies heavily on a limited collection of strategies OR inconsistently demonstrates accuracy adding within 100 including: * adding a two-digit number and a onedigit number; AND
* adding a two-digit number and a multiple of ten

   | Demonstrates limited understanding and use of strategies to add within 100.  |
| Understanding Number Relationships and Place Value (continued)  |
|  Mentally finds 10 more and 10 less than a number    |  Given a two-digit number, mentally finds 10 more and 10 less than the number, without having to count AND explains the reasoning used.  |  Demonstrates inconsistent accuracy when finding 10 more or 10 less than a given two-digit number (number must be found mentally and without counting); OR cannot clearly explain the reasoning used.   |  Demonstrates limited understanding of finding 10 more and 10 less than a given two-digit number.  |

|  |  |  |  |
| --- | --- | --- | --- |
|  Subtracts multiples of 10 from multiples of 10   | Independently and accurately uses a variety of strategies to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.  Strategies include: * models or drawings
* place value understanding (subtracting tens from tens and ones from ones)
* properties of operations
* relationship between addition and subtraction
 |  Relies heavily on a limited collection of strategies OR inconsistently demonstrates accuracy subtracting multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.  |  Demonstrates limited understanding and use of strategies to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.  |
| Standard  | M Meets the Standard Consistently  | P Progressing Toward Meeting the Standard  | NLimited Progress or Does Not Meet the Standard  |
| Measurement  |
|  Understands linear measurement Independently and accurately measures Demonstrates inconsistent accuracy Shows limited understanding of  the length of an object by laying a  of an object. measuring the length of an object. shorter object end to end repeatedly with no gaps or overlaps. (For example, student may use a paperclip to measure the length of a pencil.)  |
| Geometry  |
|  Uses attributes to define, draw, and build shapes  | Independently and accurately distinguishes between defining attributes (e.g. triangles are closed and three-sided) and non-defining attributes (e.g., color, orientation, overall size) AND builds and draws shapes to possess defining attributes.  |  Inconsistently distinguishes between defining and non-defining attributes AND/OR inconsistently builds and draws shapes to possess defining attributes.  |  Demonstrates limited understanding of shapes and their attributes.  |
|  Composes 2D and 3D shapes to create new shapes    |  Independently and accurately composes two- and three-dimensional shapes to create a new or different shape; AND composes new shapes from the composite shape.  Shapes include: rectangles, squares, trapezoids, triangles, half-circles, hexagons, quarter-circles, cubes, right rectangular prisms, right circular cones, and right circular cylinders\*  \* Students do not need to learn formal names of all of the shapes.  | Inconsistently composes new or different shapes from two- and three-dimensional shapes. For example: * students may need assistance composing and decomposing shapes
* students may not be able to compose or decompose shapes in more than one way
* Students may have more success working with two-dimensional shapes than with three-dimensional shapes
* students may need assistance seeing how shapes fit together to create different shapes
* students may not see the shapes within an already existing shape
 |  Demonstrates limited understanding of composing two- and three-dimensional shapes.    |
| Standard  | M Meets the Standard Consistently  | P Progressing Toward Meeting the Standard  | N Limited Progress or Does Not Meet the Standard  |
| Geometry (continued)  |  |  |  |
|  Partitions circles and rectangles into halves and fourths (quarters)    | Independently and accurately demonstrates ALL of the following: * partitions circles and rectangles into two and four equal shares
* describes the shares using the words halves, fourths, and quarters
* describes the whole as two halves or four fourths or four quarters
* understands that decomposing into more equal shares creates smaller shares
 | Inconsistently demonstrates ANY of the following: * partitions circles and rectangles into two and four equal shares
* describes the shares using the words halves, fourths, and quarters
* describes the whole as two halves or four fourths or four quarters
* understands that decomposing into more equal shares creates smaller shares
 | Demonstrates limited understanding of partitioning circles and rectangles into equal shares.  |