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| 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 |

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| 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. |

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| 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. |
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| 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. |