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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 |
| Extending Place Value Understanding | |  |  |
| Understands and compares values of three-digit numbers |  |  |  |
| Read and write numbers to 1000 |  |  |  |

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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 |
| Fluency with Addition and Subtraction Strategies | | | |
| Solves one- and two-step word problems | Independently and accurately uses addition and subtraction to solve two-step word problems within 100 (adding to, taking from, putting together, taking apart, and comparing) with unknowns in all positions. | Independently and accurately solves onestep word problems but inconsistently solves two-step word problems (student may have difficulty interpreting both parts of the problem, choosing the correct operations, have errors in computation, etc.). | Demonstrates limited understanding of how to solve addition and subtraction word problems. |
| Applies and explains mental math strategies to add and subtract within 20 | Accurately explains, both verbally AND in writing, why addition and subtraction strategies work, using place value and the properties of operations. | Accurately explains, either verbally OR in writing, why addition and subtraction strategies work, using place value and the properties of operations. | Demonstrates limited ability to explain why addition and subtraction strategies work. |
| Uses models, drawings, strategies, and properties to add and subtract within 100 and within 1000 | Independently and accurately uses strategies to add and subtract within 1000, including:   * Concrete models and drawings * Place value (ie: expanded form, adding up in chunks, etc.) * Properties of operations (ie: compensation, doubles and near doubles, making a ten, etc.) * Relationship between addition and subtraction (ie: counting up, related facts, etc.) | Demonstrates inconsistent accuracy using strategies to add and subtract within 1000. | Demonstrates limited understanding of strategies used to add and subtract within 1000. |
| Adds up to four two-digit numbers | Independently and accurately adds up to four two-digit numbers using strategies based on place value and properties of operations. | Demonstrates inconsistent accuracy in adding up to four two-digit numbers. | Demonstrates limited understanding of adding up to four two-digit numbers. |
| Mentally adds and subtracts 10 and 100 | Independently and accurately mentally adds and subtracts 10 and 100 to a given number from 100 – 900. | Demonstrates inconsistent ability to mentally add and subtract 10 and 100. | Relies on pictures or other representations to add and subtract 10 and 100. |
| Standard | M  Meets the Standard Consistently | P  Progressing Toward  Meeting the Standard | N  Limited Progress or  Does Not Meet the Standard |
| Fluency with Addition and Subtraction Strategies (continued) | | | |
| Solves word problems involving Independently and accurately solves word Demonstrates inconsistent accuracy in Shows limited understanding of solving solving word problems involving dollar bills money problems involving dollar bills and coins, word problems involving dollar bills and  and coins, using $ and ¢ symbols  .  appropriately. | | | |
| Measurement | | | |
| Measures the lengths of objects |  |  |  |
| Compares and relates different units of measurement |  |  |  |
| Estimates lengths |  |  |  |
| Measures to compare lengths of |  |  |  |
| Geometry | | | |
| Recognizes and draws shapes |  |  |  |
| Partitions rectangles into rows and columns to find the total number of squares |  |  |  |
| Partitions circles and rectangles into equal shares and describes as halves, thirds, fourths. |  |  |  |