

Standard	Needs Strengthening	Developing	Secure	Exemplary
<p>Makes sense of, solves, and explains addition and subtraction problems</p>	<p>*Student does not understand addition and subtraction story problems and makes mistakes when doing addition and subtraction. *Student does not understand the concept of doubling and/or does not have an appropriate strategy for solving.</p>	<p>*Interprets addition and subtraction problems but does not solve the problem correctly. *Understands the concept of doubling and has an appropriate strategy for solving but is not accurate with the solution.</p>	<p>*Interprets addition and subtraction problems and solve them accurately. *Accurately interprets and solves the doubles problem. Student may use pictures, cubes, etc. and "count them all" or "count on" to solve.</p>	<p>*Solves addition and subtraction story problems with 2-digit numbers that are higher than 30. *Accurately interprets and solves the doubles problem. Student shows a deeper understanding by looking for a pattern, breaking numbers apart, etc.</p>
<p>Demonstrates fluency with addition and subtraction combinations and uses known combinations to add several numbers in any order</p>	<p>Student needs to figure out all or most of the combinations. Student takes time to figure out the problems (i.e. using fingers, cubes, number line, etc.) Correctly answers 12 or less single digit facts in two minutes.</p>	<p>Student is fluent with some of the combinations; however, he/she takes time to figure out the problems (i.e. using fingers, etc.) Correctly answers 13-23 single digit facts in two minutes.</p>	<p>Student is fluent with all or most of the combinations. Student is able to answer in 5 seconds or less. Correctly answers 24-39 single digit facts in two minutes.</p>	<p>Student fluently knows ALL of the combinations in three seconds or less. Correctly answers more than 40 single digit facts in two minutes.</p>
<p>Understands combinations and equivalencies of money</p>	<p>Student is beginning to find combinations and equivalencies of money.</p>	<p>Student inconsistently finds combinations and equivalencies of money.</p>	<p>Student consistently and accurately finds combinations and equivalencies of money.</p>	<p>Student extends and applies knowledge to find combinations and equivalencies of money.</p>
<p>Tells and writes time using analog and digital clocks</p>	<p>Student is beginning to tell time.</p>	<p>Student inconsistently tells time.</p>	<p>Student consistently and accurately tells time.</p>	<p>Student extends and applies knowledge to tell time.</p>