

Standard	Needs Strengthening	Developing	Secure	Exemplary
<p><b>Makes sense of, solves, and explains addition and subtraction problems</b></p>	<p>*Student does not understand a story problem and an unknown change story problem and does not use appropriate strategies to solve the problem.                      *Student does not understand the addition story problem and does not use appropriate strategies to solve the problem.                      *Student is not able to interpret a situation about tens and ones and does not use an appropriate strategy for solving the problem.</p>	<p>*Student is able to interpret a story problem and an unknown change story problem, but does not solve the problem accurately.                      *Student is able to interpret the addition story problem but is still counting all rather than counting on or breaking apart numbers.                      *Student is able to interpret a situation about tens and ones, but does not solve the problem accurately.</p>	<p>*Student is able to interpret a story problem and an unknown change story problem, solving it correctly using one strategy.                      *Student is able to interpret the addition story problem and correctly solve it by counting on or breaking numbers apart.                      *Student is able to interpret a situation about tens and ones and is able to correctly solve the problem using one strategy.</p>	<p>*Student is able to interpret subtraction with unknown change story problems and solves them correctly using a higher level strategy.                      *Student solves addition and subtraction story problems with 2-digit numbers that are higher than 50.                      *Student correctly solves the problem and includes a clearly written explanation of how they solved the problem.</p>
<p><b>Sorts, describes, and compares attributes of two- and three-dimensional shapes</b></p>	<p>*Student has difficulty counting and keeping track of the number of sides on the shapes. Student incorrectly sorts three or more shapes.                      *Student is not able to make an array using 18 tiles and is beginning to describe the rectangle.                      *Student does not have correct drawings, correct identification of faces, or show understanding of congruency.</p>	<p>*Student incorrectly sorts one or two shapes by the number of sides and is not able to correct the mistake with a general reminder to "double check."                      *Student is able to make an array using 18 tiles but is unable to describe the rectangle.                      *Student has only some of the faces in the drawings OR student has all of the faces but does not indicate which faces are congruent.</p>	<p>*Student correctly sorts all shapes by the number of sides but may hesitate to count sides. If sorted incorrectly, student can correct mistake(s) with a general reminder to "double check."                      *Student is able to make an array using 18 tiles and is able to describe the rectangle using the vocabulary word "rows."                      *Student correctly identifies that a rectangular prism has 6 faces. Student draws the 6 faces correctly and shows which faces are congruent.</p>	<p>*Student is able to make an array using 18 tiles and is able to describe the rectangle using the vocabulary words "rows" and "columns." Student is also able to describe it using equations.                      *Student correctly identifies and draws the number of faces of other solid figures. Student shows which faces are congruent.</p>
<p><b>Demonstrates fluency with addition and subtraction combinations and uses known combinations to add several numbers in any order</b></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.                      *Student struggled to keep track of more than two addends. Some addends were missing, while others were added more than once.</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.                      *Student accurately solved the equations, however, they added in the order given and did not use know combinations.</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.                      *Student accurately combined more than two numbers using known combinations, rather than following the order given in the equation.</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.                      *Student is given a number string using 2-digit numbers and can accurately combine to solve.</p>
<p><b>Understands combinations and equivalencies of money</b></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>

<b>Tells and writes time using analog and digital clocks</b>	Student is beginning to tell time.	Student inconsistently tells time.	Student consistently and accurately tells time.	Student extends and applies knowledge to tell time.
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