

| Standard | Needs Strengthening | Developing | Secure | Exemplary |
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| <p>Makes sense of, solves, and explains addition and subtraction problems</p> | <p>*Student is not able to write an equation that matches an addition or subtraction situation. *Student did not solve the problem accurately. *Student cannot correctly complete the consecutive pattern (or the gap) shown in the chart. *Student is unable to calculate a total cost of items purchased.</p> | <p>*Student is able to accurately write an equation that matches an addition or subtraction situation, but is unable to solve the problem correctly OR the student is able to solve the problem accurately but counts back only by ones. *Student can correctly complete the chart for the consecutive pattern shown, but make errors after a gap in the sequence. *Student is able to calculate a total cost of items purchased but does not clearly show his/her strategy.</p> | <p>*Student is able to accurately write an equation that matches an addition or subtraction situation. *Student is able to solve the problem using an appropriate strategy of counting back by tens and ones. *Student correctly completes a table that represents a constant ratio between two quantities, including when there is a gap in the sequence. *Student is able to calculate a total cost of items purchased and clearly show his/her strategy.</p> | <p>*Student shows consistency with a variety of problems and strategies. *Student can explain reasoning either in writing or verbally. *Student correctly completes a table that represents a constant ratio between two quantities, including when there a gap in the sequence. With prompting, student is able to extend the table even further. *Student is able to calculate a total cost of items over \$3.00 and clearly show his/her strategy.</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 and 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. *Student is unable to determine change using an appropriate strategy.</p> | <p>*Student inconsistently finds combinations and equivalencies of money. *Student is able to determine change but does not clearly show his/her strategy.</p> | <p>*Student consistently and accurately finds combinations and equivalencies of money. *Student is able to determine change using an appropriate strategy.</p> | <p>*Student extends and applies knowledge to find combinations and equivalencies of money. *Student is able to determine change (for over \$3.00 purchase) when paying with a larger amount.</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> |
| <p>Recognizes and understands the value of digits in the ones, tens, and hundreds place to 999</p> | <p>Student is beginning to understand the value of digits in the ones, tens, and hundreds place.</p> | <p>Student inconsistently understands the value of digits in the ones, tens, and hundreds place.</p> | <p>Student consistently and accurately understands the value of digits in the ones, tens, and hundreds place.</p> | <p>Student extends and applies knowledge to show the value of digits in the ones, tens, and hundreds place.</p> |

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| <p>Collects, organizes, represents, and interprets data</p> | <p>*Student is unable to sort data accurately according to two attributes (5 or more errors). *Student may show something that they have learned about the data but did not correctly order and represent most of the data set. *Student makes broad statements that do not refer to specific aspects of the data. OR *Student does not describe the data or what it represents accurately. *Student describes the data inaccurately. OR *Student makes no statements of comparison.</p> | <p>*Student is able to accurately sort most data according to two attributes (3-4 errors). *Student may represent data clearly but misplace or fail to include some of the data in their representation. (If student is able to fix mistakes with a reminder from teacher to double check, then work is secure.) *Student describes a data set accurately but may not relate it to what it shows about the number of books students read in a week. OR *Student only writes one statement about the data and compares aspects of data but may not relate the data to what they show about the comparisons between their own class and the third grade class. OR *Student makes one comparison between the data.</p> | <p>*Student is able to accurately sort most data according to two attributes (1-2 errors). *Student accurately orders and represents the class data. *Student may represent data in one of the ways shown on page 126 of teacher's manual. *Student can write two different statements that describe the data. *Student makes two accurate comparisons of the same aspect of data in each classroom.</p> | <p>*Student is able to accurately sort all data according to two attributes (0 errors). When prompted, student can accurately order and represent the class data in more than one of the ways shown on page 126 of teacher's manual. *Student can write two different statements that describe the data, including at least one of the following: *Highest and lowest value *Mode *Number of students that read a given number of books.</p> |
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