

Standard	Needs Strengthening	Developing	Secure	Exemplary
Makes sense of, solves, and explains addition and subtraction problems	Student uses strategies that are inefficient and error-prone, such as counting back by ones or using ones to directly model the problem (even if the answer is correct).	Student understands the structure of the problems but makes errors as he/she counts and keeps track of quantities.	Student can accurately write the equation, solve the problem, and record his/her strategy. Strategy must be more advanced than simply counting by ones.	*Student shows consistency with a variety of problems using advanced strategies. *Student can explain reasoning either in writing or verbally.
Identifies $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ of a region or set of object	*Student may not understand that $\frac{1}{2}$ is 1 of 2 equal parts, $\frac{1}{3}$ is 1 of 3 equal parts, and $\frac{1}{4}$ is 1 of 4 equal parts. *Student writes "No, the girls cannot get half."	*Students may identify and color one of the fractional parts incorrectly, or they may identify only two of the three fractions. *Student misinterprets the problem and needs help focusing on what the problem requires.	*Students identify $\frac{1}{3}$, $\frac{1}{2}$ and $\frac{1}{4}$ and color rectangles correctly. *Student recognizes that each girl can get half and will find that each girl gets 8 pens.	*With prompt: Student creates own rectangle and label with correct fraction and use different fraction from $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$. *With prompt: Student takes the number 54 and writes what half would be.
Recognizes and understands the value of digits in the ones, tens, and hundreds place to 999	Student is beginning to understand the value of digits in the ones, tens, and hundreds place.	Student inconsistently understands the value of digits in the ones, tens, and hundreds place.	Student consistently and accurately understands the value of digits in the ones, tens, and hundreds place.	Student extends and applies knowledge to show the value of digits in the ones, tens, and hundreds place.
Demonstrates fluency with addition combinations and uses known combinations to add several numbers in any order	*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 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 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 fluently knows ALL of the combinations in three seconds or less. *Correctly answers more than 40 single digit facts in two minutes.
Understands concepts of measurement	*Student identifies one reason for measurement error OR *Student is unable to identify any reasons. *Student cannot correctly measure the line. *Student does not have a strategy for measuring a length longer than 12 inches.	*Student identifies two different reasons for measurement error. *Student correctly measures 1 problem but makes an error with 1 problem. *Student accurately measures the adding machine tape as 17 inches but is unable to explain his/her strategy in writing.	*Student identifies three different reasons for measurement error. *Student correctly measures the line to be about 5 inches ($5\frac{1}{2}$ inches or $5\frac{1}{4}$ inches is acceptable) and about 13 centimeters. *Student accurately measures the adding machine tape as 17 inches and can explain his/her strategy in writing.	*Student identifies more than three different reasons for measurement error. *With prompting, student is able to accurately measure a length longer than 3 feet.

Tells and writes time using analog and digital clocks	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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