

Domain: Numbers and O	perations in	Base Ten					
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Indicator Uses place value understanding to round numbers	Standard NBT1	 1 – Beginner Learner Student independently and consistently demonstrates ONE of the following: Uses place value understanding to round a number less than 1,000 to the nearest ten using a math tool (i.e. number line, hundreds chart). OR Uses place value understanding to round a number less than 1,000 to the nearest hundred using a math tool (i.e. number line, hundreds chart). 	Student independently and consistently demonstrates ALL of the following: Uses place value understanding to round a number less than 1,000 to the nearest ten using a math tool (i.e. number line, hundreds chart). AND Uses place value understanding to round a number less than 1,000 to the nearest hundred using a math tool (i.e. number line, hundreds	 3 – Proficient Learner Student independently and consistently demonstrates ALL of the following: Uses place value understanding to round a number less than 1,000 to the nearest ten. AND Uses place value understanding to round a multi-digit number to the nearest hundred. 	4 – Distinguished Learner Student independently and consistently demonstrates mastery of everything in the "proficient learner" column AND uses numbers greater than 1,000.	Evidence See NBT Assessment Folder	Assessed Q1* Q2, Q3, Q4
Add and subtract within 1000 using strategies	NBT2	Student independently and consistently demonstrates ONE of the following: Adds within 100 using strategies. OR Subtracts within 100 using strategies	chart). Student independently and consistently demonstrates ONE of the following: Adds within 1,000 using strategies. AND Subtracts within 1,000 using strategies.	Student independently and consistently demonstrates ALL of the following: Adds within 1,000 using strategies. AND Subtracts within 1,000 using strategies.	Student independently and consistently demonstrates mastery of everything in the "proficient learner" column AND uses numbers greater than 1,000.	See NBT Assessment Folder	Q1* Q2, Q3, Q4
Multiply one-digit numbers by multiples of 10 using strategies	NBT3	Student uses repeated addition to multiply one- digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations with scaffolding.	Student independently and consistently uses repeated addition to multiply one-digit whole numbers by multiples of 10 in the range of 10-90.	Student independently and consistently multiplies 1 digit numbers by multiplies of 10 in the range of 10-90 using place value strategies and properties of operations.	Student independently and consistently demonstrates mastery of everything in the "proficient learner" column AND multiplies any 2-digit number by multiplies of 10 using multiple strategies.	<u>See NBT Assessment</u> <u>Folder</u>	Q2* Q3, Q4



Domain: Numbers and C	perations - I	ractions					
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Indicator Understands fractions as numbers (i.e. part to whole)	Standard NF1	 1 – Beginner Learner Student and consistently demonstrates ALL of the following with scaffolding: Represent a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts AND Represent a fraction a/b as the quantity formed by a parts of size 1/b *(limited to fractions with denominators of 2, 3, 4, 6, and 8) 	Student independently and consistently demonstrates ONE of the following: Represent a fractions 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts using fraction models (area – parts of a whole; OR Represent a fraction a/b as the quantity formed by a parts of size 1/b *(limited to fractions with denominators of 2,	 3 – Proficient Learner Student independently and consistently demonstrates ALL of the following: Represent a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts AND Represent a fraction a/b as the quantity formed by a parts of size 1/b *(limited to fractions with denominators of 2, 3, 4, 6, and 8) 	4 – Distinguished Learner N/A	Evidence See NF Assessment Folder	Assessed Q3* Q4
Represents fractions using a number line to locate/identify given numerals	NF2	Student independently and consistently demonstrates ONE of the following: Represent fractions (1/b) on a number line by defining interval from 0 to 1 and recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line OR Represent fractions (1/b) by partitioning it into b equal parts OR Represent a fraction a/b on a number line diagram by	3, 4, 6, and 8) Student independently and consistently demonstrates TWO of the following: Represent fractions (1/b) on a number line by defining interval from 0 to 1 and recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line OR Represent fractions (1/b) by partitioning it into b equal parts OR	Student independently and consistently demonstrates ALL of the following: Represent fractions (1/b) on a number line by defining interval from 0 to 1 and recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line AND Represent fractions (1/b) by partitioning it into b equal parts AND	N/A	<u>See NF Assessment</u> <u>Folder</u>	Q3* Q4



		marking off a lengths 1/b from 0 OR Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0 OR Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0 AND Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line			
Explains equivalence & compares fractions by reasoning about their size with visual models	NF3	Student independently and consistently demonstrates TWO of the following: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. OR Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. OR Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at	Student independently and consistently demonstrates FOUR of the following: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. OR Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. OR Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples:	Student independently and consistently demonstrates ALL of the following: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. AND Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. AND Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that	N/A	See NF Assessment Folder	Q3* Q4



1					
the same point of a		6/1 = 6; locate 4/4 and			
number line diagram.	_	-			
OR	6/1 = 6; locate 4/4 and	number line diagram.			
Compare two fractions	1 at the same point of	AND			
with the same	a number line	Compare two fractions			
numerator or the same	diagram.	with the same			
denominator by	OR	numerator or the same			
reasoning about their	Compare two	denominator by			
size.	fractions with the	reasoning about their			
OR	same numerator or	size.			
Recognize that	the same	AND			
comparisons are valid	denominator by	Recognize that			
only when the two	reasoning about their	comparisons are valid			
fractions refer to the	size.	only when the two			
same whole.	OR	fractions refer to the			
OR	Recognize that	same whole.			
Record the results of	comparisons are valid	AND			
comparisons with the	only when the two	Record the results of			
symbols >, =, or <, and	fractions refer to the	comparisons with the			
justify the conclusions,	same whole.				
	OR				
fraction model.	Record the results of				
	comparisons with the	fraction model.			
	-				
	number line diagram. DR Compare two fractions with the same numerator or the same denominator by reasoning about their size. DR Recognize that comparisons are valid only when the two rractions refer to the same whole. DR Record the results of comparisons with the symbols >, =, or <, and ustify the conclusions, e.g., by using a visual	number line diagram. $3 = 3/1$; recognize thatOR $6/1 = 6$; locate 4/4 andCompare two fractions1 at the same point ofwith the samenumerator or the samedenominator bya number linediagram.ORCompare twofractions with thesize.ORORCompare twoRecognize thatfractions with thecomparisons are validonly when the twooractions refer to theame whole.ORORRecord the results ofORRecord the results ofORcomparisons with thecomparisons are validonly when the twofractions refer to thesymbols >, =, or <, and	number line diagram. $3 = 3/1$; recognize that $6/1 = 6$; locate 4/4 and 1 at the same point of a number line diagram.1 at the same point of a number line diagram.Compare two fractions with the same denominator by reasoning about their size.1 at the same point of a number line diagram.1 at the same point of a number line diagram.OR Recognize that comparisons are valid only when the two fractions refer to the same whole.OR Compare two fractions refer to the same whole.Com Recognize that comparisons are valid only when the two fractions refer to the same whole.ND Recognize that comparisons are valid only when the two fractions refer to the same whole.ND Recognize that comparisons are valid only when the two fractions refer to the same whole.ND Record the results of comparisons with the same whole.Record the results of comparisons with the same whole.AND Record the results of comparisons with the same whole.OR Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visualOR Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visualAND Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, 	number line diagram. DR $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.1 at the same point of a number line diagram.DR denominator by reasoning about their size.DR Compare two fractions with the same numerator or the same denominator by reasoning about their size.1 at the same point of a number line diagram.1 at the same point of a number line diagram.DR Recognize that comparisons are valid only when the two rractions refer to the same whole.OR Recognize that comparisons are valid only when the two fractions refer to the same whole.1 at the same point of a numerator or the same denominator by reasoning about their size.DR Recognize that comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual1 at the same point of a number line diagram.DR Recognize that comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual1 at the same point of a number line diagram.DR Recognize that comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual1 at the same point of a number line diagram.DR Recognize that comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual1 at the same point of a numerator or the same denominator by reasoning about their size.DR Recognize that comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual1 at the same point of a numerator or the same numerator or th	number line diagram. DR $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.1 at the same point of a number line diagram.2001 at the same point of a number line diagram.1 at the same point of a number line diagram.1 At the same point of a numerator or the same denominator by201201001Compare two fractions with the same numerator or the same denominator by201Compare two fractions with the same numerator or the sameCompare two fractions denominator by reasoning about their size.201Compare two fractions refer to the same whole.AND202Recognize that teasoning about their size.AND203Recognize that comparisons are valid only when the two rractions refer to the same whole.Recognize that comparisons are valid only when the two fractions refer to the same whole.203Recognize that comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visualOR reacon the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual203Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual204Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual204Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual



Domain: Operations and	Algebraic Th	inking					
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Represents & solves	OA1	Student demonstrated	Student independently	Student independently	Student independently	See OA Assessment	Q2*
problems involving	OA2	limited understanding OR	and consistently	and consistently	and consistently	<u>Folder</u>	Q3, Q4
multiplication &	OA3	independently and	demonstrates TWO of	demonstrates ALL of the	demonstrates		
division within 100	OA4	consistently demonstrates	the following:	following:	understanding in all five		
		ONE of the following			parts described in the		
			Interpret products of	Interpret products of	"proficient learner"		
		Interpret products of	whole numbers OR	whole numbers OR	column AND understands,		
		whole numbers OR			models and uses place		
			Interpret whole-number	Interpret whole-number	value understanding		
		Interpret whole-number	quotients of whole	quotients of whole	beyond 1,000		
		quotients of whole	numbers, or as a number	numbers, or as a number			
		numbers, or as a number	of shares when 56	of shares when 56 objects			
		of shares when 56 objects	objects are partitioned	are partitioned into equal			
		are partitioned into equal	into equal shares of 8	shares of 8 objects each			
		shares of 8 objects each	objects each OR	OR			
		OR					
			Use multiplication and	Use multiplication and			
		Use multiplication and	division within 100 to	division within 100 to			
		division within 100 to solve	solve word problems in	solve word problems in			
		word problems in	situations involving	situations involving equal			
		situations involving equal	equal groups, arrays, and	groups, arrays, and			
		groups, arrays, and	measurement quantities	measurement quantities			
		measurement quantities	OR	OR			
		OR					
			Determine the unknown	Determine the unknown			
		Determine the unknown	whole number in a	whole number in a			
		whole number in a	multiplication or division	multiplication or division			
		multiplication or division	equation relating three	equation relating three			
		equation relating three	whole numbers	whole numbers			
		whole numbers					
Understands & applies	OA5	Student inconsistently or	Student independently	Student independently	N/A	See OA Assessment	Q2*
properties of	OA6	with teacher assistance can	and consistently	and consistently		Folder	Q3, Q4
multiplication and		do ONE of the following:	demonstrates ONE of	demonstrates ALL of the			-
division			the following:	following:			
		Applies properties of	-	-			
		operations as strategies to	Applies properties of	Applies properties of			
		multiply and divide.	operations as strategies	operations as strategies to			
		OR	to multiply and divide.	multiply and divide.			
		Understands division as an	OR	AND			
		unknown-factor problem.					



			Understands division as an unknown-factor problem.	Understands division as an unknown-factor problem.			
Multiply and divide within 100 using mental math strategies	OA7	Student demonstrated limited understanding of the following: Fluently multiplies within 100 using strategies or properties of operations. AND Fluently divides within 100 using strategies or properties of operations.	Student independently and consistently demonstrates ONE of the following: Fluently multiplies within 100 using strategies or properties of operations. AND Fluently divides within 100 using strategies or properties of operations.	Student independently and consistently demonstrates ALL of the following: Fluently multiplies within 100 using strategies or properties of operations. AND Fluently divides within 100 using strategies or properties of operations.	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column AND Fluently multiply with numbers greater than 100 using strategies or properties of operations. AND Fluently divides numbers greater than 100 using strategies or properties of operations.	<u>See OA Assessment</u> <u>Folder</u>	Q2* Q3, Q4
Solves two-step word problems involving the four operations	OA8	Student independently and consistently demonstrates ONE of the following: Solves two-step word problems using the four operations. AND Represents problems using equations with a letter standing for the unknown quantity. AND Uses mental computation and estimation strategies including rounding to assess the reasonableness of answers.	Student independently and consistently demonstrates TWO of the following: Solves two-step word problems using the four operations. AND Represents problems using equations with a letter standing for the unknown quantity. AND Uses mental computation and estimation strategies including rounding to assess the reasonableness of answers.	Student independently and consistently demonstrates ALL of the following: Solves two-step word problems using the four operations. AND Represents problems using equations with a letter standing for the unknown quantity. AND Uses mental computation and estimation strategies including rounding to assess the reasonableness of answers.	N/A	<u>See OA Assessment</u> <u>Folder</u>	Q2* Q3, Q4



Identifies & explains	OA9	Student identifies	Student identifies	Student independently	N/A	See OA Assessment	Q2*
patterns in arithmetic		arithmetic patterns	arithmetic patterns	and consistently identifies		Folder	Q3, Q4
using properties of		(including patterns in the	(including patterns in the	arithmetic patterns			
operations		addition table or	addition table or	(including patterns in the			
		multiplication table) and	multiplication table) and	addition table or			
		explain them using	explain them using	multiplication table) and			
		properties of operations	properties of operations	explain them using			
		with limited understanding	with limited	properties of operations.			
		or teacher assistance.	understanding.				

Domain: Measurement a	and Data						
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Solves problems involving measurement & estimation of intervals of time	MD1	Student demonstrated limited understanding OR independently and consistently demonstrates the following: Tells, writes, and measures time to the nearest minute.	Tells, writes, and measures time to the nearest minute. AND Solves one-step word problems involving addition or subtraction of time intervals in minutes, with scaffolding, such as a number line diagram.	Student independently and consistently demonstrates ALL of the following: Tells, writes, and measures time to the nearest minute. AND Solves word problems involving addition and subtraction of time intervals in minutes.	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column AND solves multi- step word problems involving addition and subtraction of time intervals in minutes.	See MD Assessment Folder	Q3* Q4
Solves problems involving measurement & estimation of liquid volumes and masses of objects	MD2	Student independently and consistently demonstrates the following: Measures liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (I).	Student independently and consistently demonstrates ONE of the following: Measures and estimates liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (I). OR Solve one-step word problems involving masses or volumes that	Student independently and consistently demonstrates ALL of the following: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). AND Solve one-step word problems involving masses or volumes that	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column AND solves multi- step word problems involving masses or volumes that are given in the same units.	<u>See MD Assessment</u> <u>Folder</u>	Q3* Q4



			are given in the same units using drawings to represent the problem.	are given in the same units using drawings to represent the problem.			
Draw and interpret scaled picture and bar graphs to represent data to solve problems	MD3	Student demonstrated limited understanding OR independently and consistently demonstrates ONE of the following: Draw a scaled picture graph to represent a data set with several categories OR Draw a scaled bar graph to represent a data set with several categories. OR Solves one-step word problems using information from graphs OR Solves two-step word problems using information from graphs	Student demonstrated limited understanding OR independently and consistently demonstrates TWO of the following: Draw a scaled picture graph to represent a data set with several categories OR Draw a scaled bar graph to represent a data set with several categories. OR Solves one-step word problems using information from graphs OR Solves two-step word problems using information from graphs	Student independently and consistently demonstrates ALL of the following: Draw a scaled picture graph to represent a data set with several categories AND Draw a scaled bar graph to represent a data set with several categories. AND Solves one-step word problems using information from graphs AND Solves two-step word problems using information from graphs	Student independently and consistently demonstrates understanding in all four parts described in the "proficient learner" column AND Graphs and analyzes data over 100 units. (per the flipbook the standard requires using 100 units or less)	See MD Assessment Folder	Q1* Q2, Q3, Q4
Measure lengths (including ½ and ¼) and represent on a line plot	MD4	Student demonstrated limited understanding OR independently and consistently demonstrates ONE of the following: Generates measurement data by measuring lengths using rulers marked with halves. OR Generates measurement data by measuring lengths using rulers marked with fourths. OR	Student demonstrated limited understanding OR independently and consistently demonstrates TWO of the following: Generates measurement data by measuring lengths using rulers marked with halves. OR Generates measurement data by measuring lengths using rulers marked with fourths.	Student independently and consistently demonstrates ALL of the following: Generates measurement data by measuring lengths using rulers marked with halves. AND Generates measurement data by measuring lengths using rulers marked with fourths. AND	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column AND generates measurement data by measuring lengths using rulers marked with eighths. Generates measurement data by measuring lengths	<u>See MD Assessment</u> <u>Folder</u>	Q1* Q2, Q3, Q4



		Create a line plot with appropriate units across the horizontal axis to show the data in whole numbers OR Create a line plot with appropriate units across the horizontal axis to show the data in halves numbers OR Create a line plot with appropriate units across the horizontal axis to show the data in quarters numbers	OR Create a line plot with appropriate units across the horizontal axis to show the data in whole numbers OR Create a line plot with appropriate units across the horizontal axis to show the data in halves numbers OR Create a line plot with appropriate units across the horizontal axis to show the data in quarters numbers	Create a line plot with appropriate units across the horizontal axis to show the data in whole numbers AND Create a line plot with appropriate units across the horizontal axis to show the data in halves numbers AND Create a line plot with appropriate units across the horizontal axis to show the data in quarters numbers	to nearest 1/6 and 1/8 inch. AND Show data by making a line plot marked off in wholes, halves, quarters, sixths or eighths.		
Understands concepts of area & relates area to multiplication & addition	MD5 MD6 MD7	Student demonstrated limited understanding OR independently and consistently demonstrates TWO of the following: Recognizes area as an attribute of plane figures and understand concepts of area measurement. OR Measures area by counting unit squares. OR Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. OR Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle.	Student demonstrated limited understanding OR independently and consistently demonstrates FOUR of the following: Recognizes area as an attribute of plane figures and understand concepts of area measurement. OR Measures area by counting unit squares. OR Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. OR Solves real world mathematical problems by multiplying side	Student independently and consistently demonstrates ALL of the following: Recognizes area as an attribute of plane figures and understand concepts of area measurement. AND Measures area by counting unit squares. AND Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. AND Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle. AND	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column AND solves multi- step real world mathematical problems by multiplying side lengths to find the area of a rectangle.	See MD Assessment Folder	Q2* Q3, Q4



		OR Uses tiling to represent the distributive property. OR Uses area models to represent the distributive property.	lengths to find the area of a rectangle. OR Uses tiling to represent the distributive property. OR Uses area models to represent the distributive property.	Uses tiling to represent the distributive property. AND Uses area models to represent the distributive property.			
Recognizes perimeter as an attribute of plane figures	MD8	Student demonstrated limited understanding OR independently and consistently demonstrates ONE of the following: Solves real world and mathematical problems involving perimeters of polygons given the measure of all sides. OR Solves real world and mathematical problems involving perimeters of polygons given the measure of some of the sides. OR Solves real world and mathematical problems involving perimeters of rectangles with the same perimeter and different area measures. OR Solves real world and mathematical problems involving perimeters of rectangles with the same perimeter and different area measures. OR	Student demonstrated limited understanding OR independently and consistently demonstrates TWO of the following: Solves real world and mathematical problems involving perimeters of polygons given the measure of all sides. OR Solves real world and mathematical problems involving perimeters of polygons given the measure of some of the sides. OR Solves real world and mathematical problems involving perimeters of rectangles with the same perimeter and different area measures. OR Solves real world and mathematical problems involving perimeters of rectangles with the same perimeters of rectangles with the same area measures and	Student independently and consistently demonstrates ALL of the following: Solves real world and mathematical problems involving perimeters of polygons given the measure of all sides. AND Solves real world and mathematical problems involving perimeters of polygons given the measure of some of the sides. AND Solves real world and mathematical problems involving perimeters of rectangles with the same perimeter and different area measures. AND Solves real world and mathematical problems involving perimeters of rectangles with the same perimeter and different area measures and different perimeter measures.	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column AND solves real world multi-step mathematical problems involving perimeters of polygons given the measure of all sides.	See MD Assessment Folder	Q4*



	erimeter different perimeter		
measures.	measures.		

Domain: Geometry							
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Draws, understands,	G1	Student demonstrated	Student demonstrated	Student independently	N/A	See G Assessment	Q4*
compares, & contrasts		limited understanding OR	limited understanding	and consistently		Folder	
characteristics of		independently and	OR independently and	demonstrates ALL of the			
quadrilaterals		consistently demonstrates	consistently	following:			
		ONE of the following:	demonstrates TWO of				
			the following:	Understands the			
		Identifies examples of		properties of			
		quadrilaterals and the	Understands the	quadrilaterals and			
		subcategories of	properties of	subcategories of			
		quadrilaterals.	quadrilaterals and	quadrilaterals.			
		OR	subcategories of	AND			
		Recognizes examples of	quadrilaterals.	Recognizes and sorts			
		quadrilaterals that have	AND	examples of quadrilaterals			
		shared attributes and that	Recognizes and sorts	that have shared			
		the shared attributes can	examples of	attributes can define a			
		define a larger category.	quadrilaterals that have	larger category.			
			shared attributes can	AND			
			define a larger category.	Draws examples and non-			
			AND	examples of quadrilaterals			
			Draws examples of	with specific attributes.			
			quadrilaterals with				
			specific attributes.				
Partitions shapes into	G2	Student demonstrated	Student demonstrated	Student independently	N/A	See G Assessment	Q3*
parts with equal areas		limited understanding OR	limited understanding	and consistently		<u>Folder</u>	Q4
		independently and	OR independently and	demonstrates ALL of the			
		consistently demonstrates	consistently	following:			
		ONE of the following:	demonstrates TWO of				
			the following:	Partitions shapes into			
		Partitions shapes into parts		parts the correct amount			
		the correct amount of					



	- ware ware and the Da	utiti a na ahan sa inta	of wowto to wow wood the		
		artitions shapes into	of parts to represent the		
whole.	ра	arts the correct amount	whole.		
OR	of	parts to represent the	AND		
Each of	f the parts of the wh	hole.	Each of the parts of the		
whole i	is represented with OF	R	whole is represented with		
equal a	areas. Ea	ach of the parts of the	equal areas.		
OR	wh	hole is represented	AND		
Express	ses the area as a wi	ith equal areas.	Expresses the area as a		
unit fra	action of the whole OF	R	unit fraction of the whole		
	Ex	presses the area as a			
	un	nit fraction of the			
	wł	hole			

Domain: Standards for I	Mathematical	Practice					
Indicator	Standard	1 – Rarely	2 – Sometimes	3 – Usually	4 – Always	Evidence	Assessed
Make sense of	SMP.1	Student is rarely able (or	Student inconsistently	Student usually explains	Student self-starts and is		Q1*
problems and		unable) to figure out the	explains to	to himself/ herself the	consistently able to make		Q2, Q3, Q4
persevere in solving		meaning of a problem and	himself/herself the	meaning of a problem and	the problem make sense		
them.		is rarely able to	meaning of a problem	determines an	to him/her using prior		
		independently determine	and/or is inconsistently	appropriate strategy/ tool	knowledge. The student		
		an appropriate	able to independently	to use to solve grade-level	can determine an		
		strategy/tool to use to	determine an	appropriate problems.	appropriate strategy to		
		solve the problem.	appropriate strategy to		use to solve grade-level		
			use to solve problems.		appropriate problems.		
		Constant teacher	Student needs		Student can explain the		
		prompting is usually	prompting by the		meaning of a problem and		
		required.	teacher on a regular		look for ways to solve it.		
			basis.		The student may use		
					concrete objects or		
					pictures to help them		
					conceptualize and solve		
					problems.		
Reason abstractly and	SMP.2	Student is rarely able to	Student is inconsistently	Student usually connects	Student consistently and		Q1*
quantitatively		connect a quantity to a	able or may require	a quantity to a written	independently connects a		Q2, Q3, Q4
		written symbol and	teacher prompting to	symbol and demonstrates	quantity to a written		
		demonstrate a clear	connect a quantity to a	a clear understanding of	symbol and demonstrates		
		understanding of the	written symbol and	the meaning of quantity	a clear understanding of		
		meaning of quantity as	demonstrate a clear	as represented using	the meaning of quantity		
		represented in a problem	understanding of the		as represented using		



		solved using objects, pictures, drawings or actions.	meaning of quantity as represented using objects, pictures, drawings or actions	objects, pictures, drawings or actions.	objects, pictures, drawings or actions. Student recognizes that a number represents a specific quantity and connects the quantity to written symbols.	
Construct viable arguments and critique the reasoning of others	SMP.3	Student is rarely able to explain his/her mathematical reasoning and/or respond to others' thinking. Student is rarely able to explain his/her thinking or participate in mathematical discussions.	Student is inconsistently able to explain his/her mathematical reasoning and/or respond to others' thinking.	Student can usually explains his/her mathematical reasoning and responds to others' thinking.	Student consistently and independently explains his/her mathematical reasoning and responds to others' thinking.	Q1* Q2, Q3, Q4
Model with mathematics	SMP.4	Student rarely represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is usually required.	Student sometimes represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is frequently required.	Student usually represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is sometimes required.	Student consistently represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is rarely necessary.	Q1* Q2, Q3, Q4
Use appropriate tools strategically	SMP.5	Student is rarely able to consider strategies and tools available to solve a problem or decide which tool/ strategy would be helpful.	Student sometimes considers available tools and strategies available to solve a problem with teacher prompting or examples and decides which tools/strategies might be helpful.	Student usually considers available tools and strategies when solving a problem and decides which tools/strategies might be helpful.	Student consistently and independently considers available tools and strategies (including estimation) when solving a problem and decides which tools/strategies might be helpful.	Q1* Q2, Q3, Q4
Attend to precision	SMP.6	Student begins to explain their mathematical reasoning with others but does not use clear and precise language, or student is unable to communicate mathematical reasoning.	Student is sometimes able to communicate mathematical reasoning using clear and precise language.	Student inconsistently communicates mathematical reasoning using clear and precise language.	Student is able to consistently communicate mathematical reasoning using clear and precise language.	Q1* Q2, Q3, Q4



Look for and make use	SMP.7	Student is rarely able to	Student is sometimes	Student usually looks	Student consistently looks	Q1*
of structure		see the pattern or	able to see the pattern	closely to discover a	closely to discover a	Q2, Q3, Q4
		structure in any given	or structure in any given	pattern or structure in any	pattern or structure in any	
		problem. Student rarely	problem. Student	given problem. Student	given problem. Student	
		adopts mental math	sometimes adopts	usually adopts mental	consistently adopts	
		strategies based on	mental math strategies	math strategies based on	mental math strategies	
		patterns (making 5, using	based on patterns	patterns (making 5, using	based on patterns	
		ten frame and seeing 10,	(making 5, using ten	ten frame and seeing 10,	(making 5, using ten	
		counting on, etc.). Teacher	frame and seeing 10,	counting on, etc.).	frame and seeing 10,	
		prompting is usually	counting on, etc.).	Teacher prompting is	counting on, etc.).	
		required.	Teacher prompting is	sometimes required.	Teacher prompting is	
			frequently required.		rarely necessary.	
Look for and express	SMP.8	Student rarely notices	Student sometimes	Student usually notices	Student consistently	Q1*
regularity in repeated		repetitive actions in	notices repetitive actions	repetitive actions in	notices repetitive actions	Q2, Q3, Q4
reasoning		counting and computation,	in counting and	counting and	in counting and	
		etc. Teacher prompting is	computation, etc.	computation, etc. Teacher	computation, etc.	
		usually required.	Teacher prompting is	prompting is sometimes	Students continually	
			frequently required.	required.	checks his/her work by	
					asking themselves, "Does	
					this make sense?"	

Third Grade

= reassessed to monitor/achieve mastery

Fluency Expectation					
Indicator	Related	Q1	Q2	Q3	Q4
	Standard(s)				
Multiply and divide within 100 using mental math	OA7		✓	✓	✓
strategies					
Add and subtract within 1000 using strategies	NBT2	~	✓	✓	~

Domain: Numbers and Operations in Base Ten					
Indicator	Related Standard(s)	Q1	Q2	Q3	Q4
Uses place value understanding to round numbers	NBT1	✓	✓	~	✓
Multiply one-digit numbers by multiples of 10 using strategies	NBT3		~	✓	✓

Domain: Numbers and Operations – Fractions						
Indicator	Related Standard(s)	Q1	Q2	Q3	Q4	
Understands fractions as numbers (i.e. part to whole)	NF1			~	✓	
Represents fractions using a number line to locate/identify given numerals	NF2			~	~	
Explains equivalence & compares fractions by reasoning about their size with visual models	NF3			~	~	

Domain: Operations and Algebraic Thinking					
Indicator	Related	Q1	Q2	Q3	Q4
	Standard(s)				
Represents & solves problems involving multiplication &	OA1, OA2		✓	✓	✓
division within 100	OA3, OA4				
Understands & applies properties of multiplication and	OA5, OA6		✓	✓	✓
division					
Multiply and divide within 100 using mental math	OA7		\checkmark	✓	\checkmark
strategies					
Solves two-step word problems involving the four	OA8		\checkmark	✓	\checkmark
operations					
Identifies & explains patterns in arithmetic using	OA9		✓	✓	\checkmark
properties of operations					

Domain: Measurement and Data					
Indicator	Related Standard(s)	Q1	Q2	Q3	Q4
Solves problems involving measurement & estimation of intervals of time	MD1			√	✓
Solves problems involving measurement & estimation of liquid volumes and masses of objects	MD2			~	~
Draw and interpret scaled picture and bar graphs to represent data to solve problems	MD3	~	✓	~	✓
Measure lengths (including ½ and ¼) and represent on a line plot	MD4	~	✓	~	✓
Understands concepts of area & relates area to multiplication & addition	MD5, MD6 MD7		~	~	✓
Recognizes perimeter as an attribute of plane figures	MD8				✓

Indicator	Related	Q1	Q2	Q3	Q4
	Standard(s)				
Draws, understands, compares, & contrasts	G1				✓
characteristics of quadrilaterals					
Partitions shapes into parts with equal areas	G2			✓	✓

Domain: Standards for Mathematical Practice					
Indicator	Related Standard(s)	Q1	Q2	Q3	Q4
Makes sense of problems & perseveres in solving them	SMP1	~	✓	✓	✓
Reasons abstractly and quantitatively	SMP2	✓	✓	✓	✓
Constructs viable arguments & critiques the reasoning of others	SMP3	~	~	✓	✓
Models with mathematics	SMP4	✓	✓	✓	~
Uses appropriate tools strategically	SMP5	✓	✓	✓	✓
Attends to precision	SMP6	✓	✓	✓	✓
Looks for and makes use of structure	SMP7	✓	✓	✓	✓
Looks for and expresses regularity of repeated reasoning	SMP8	\checkmark	\checkmark	\checkmark	\checkmark