Mathematics					
Number Sense and Operations	**Emerging (1)**	**Progressing (2)**	**Meets (3)**	**Exceeds (4)**	**Evidence/Notes**
Students will estimate, model, compare, order, and represent whole numbers up to 100 **(M1N1)**	Does not do any of the following or does one fo the following: A. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using manipulatives and pictures. B. Correctly count and represent the number of objects in a set using numerals. C. Compare small sets using the terms greater than, less than, and equal to. D. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.	Does two or three of the following: A. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using manipulatives and pictures. B. Correctly count and represent the number of objects in a set using numerals. C. Compare small sets using the terms greater than, less than, and equal to. D. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.	Consistently and independently does all of the following: A. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using manipulatives and pictures. B. Correctly count and represent the number of objects in a set using numerals. C. Compare small sets using the terms greater than, less than, and equal to. D. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.	Consistently and independently: Does all of Meets, and one or more of the following: Represents numbers beyond 100 using a variety of models, diagrams and number sentences (e.g. , 4, 703 represented as 4000 + 700 + 3, 47 hundreds + 3, or 4,500 + 203). Understands the relative magnitudes of numbers using 10 as a unit, 100 as a unit, or 1000 as a unit by creating ordered sequences on a number line. Represents 3-digit numbers with manipulatives and/or drawings of hundreds, tens and ones.	Must be concrete before moving to Imaging and then to abstract. Memorization of greater than, less than, and equal symbols is not required for Meets catagory. The verbal *terms* alone are required to be understood for Meets catagory.

Number Sense and Operations	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Recognizes, builds, describes, and extends number patterns (M1N3 b)	Can do none or one of the following: skip count by 2s, 5s and 10s forwards and backwards to and from numbers up to 100 (hundreds chart, teacher clapping, etc.)	Can do 2 or 3 of the following: counts by 2s, 5s and 10s forwards and backwards to and from numbers up to 100 (hundreds chart, teacher clapping, etc.)	Consistently and independently skip counts by 2s, 5s and 10s forwards and backwards to and from numbers up to 100 (hundreds chart, teacher clapping, etc.)	Consistently and independently does all of meets and one or more of the following: skip counts by numbers other than 2, 5, and 10, and beyond 100. Uses the ability to skip count in problem solving.	Remember to occasionally begin counting with numbers other than zero (Examples of concrete representations include a rekenrek, hundreds chart, ten-grid frame, place-value chart, number line, counters, or other objects)
Composes and decomposes numbers up to 10 (M1N3 c)	Can do none of the following: Determine what other numbers a number is composed of. For example: 8 can be seen as containing the quantities 8 and 0, 7 and 1, 6 and 2, 5 and 3, 4 and 4. Use this knowledge to build a number. For example, 2+6 can be seen as 5+3, because 6 contains the quantities 5 and 1.	Can do one of the following: Determine what other numbers a number is composed of. For example: 8 can be seen as containing the quantities 8 and 0, 7 and 1, 6 and 2, 5 and 3, 4 and 4. Use this knowledge to build a number. For example, 2+6 can be seen as 5+3, because 6 contains the quantities 5 and 1.	Can consistently and independently do all of the following: Determine what other numbers a number is composed of. For example: 8 can be seen as containing the quantities 8 and 0, 7 and 1, 6 and 2, 5 and 3, 4 and 4. Use this knowledge to build a number. For example, 2+6 can be seen as 5+3, because 6 contains the quantities 5 and 1.	N/A as exceeding in this element is the same as meeting elements M1N3 g and h.	Rekenrek, number line, open number line, tens frame, math journal, observation

Number Sense and Operations	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Understands and uses place value **(M1N2a,b, c)**	Can do none or one of the following: A. Determine to which ten a given number is closest using tools such as a sequential number line or chart B. Represent collections of less than 30 objects with 2-digit numbers and understand the meaning of place value C. Decompose numbers between 10 to 99 as the appropriate number of tens and ones	Can do two of the following: A. Determine to which ten a given number is closest using tools such as a sequential number line or chart B. Represent collections of less than 30 objects with 2-digit numbers and understand the meaning of place value C. Decompose numbers between 10 to 99 as the appropriate number of tens and ones	Can consistently and independently do all of the following: A. Determine to which ten a given number is closest using tools such as a sequential number line or chart B. Represent collections of less than 30 objects with 2-digit numbers and understand the meaning of place value C. Decompose numbers between 10 to 99 as the appropriate number of tens and ones	Does all of Meets, and consistently and independently does one or both of the following: represents collections of more than 30 objects with 2-digit numbers and understands the meaning of place value. Decomposes numbers beyond 99 as the appropriate number of tens and ones, or hundreds, tens, and ones.	GPS performance tasks; rekenrek; VandeWalle; math journals

Number Sense and Operations	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Uses strategies to retrieve addition and subtraction facts to 18 **(M1N3 f)**	Knows none or less than half of the single-digit addition facts to 18 and corresponding subtraction facts with understanding and automaticity. Uses none or few of the strategies such as relating to facts already known, doubles plus or minus 1 or 2, making tens, counting on or back, applying the commutative property, grouping facts into families, composing and decomposing number to recall facts (in addition to or instead of memorization).	Knows more than half but not all of the single-digit addition facts to 18 and corresponding subtraction facts with understanding and automaticity. Uses some of the strategies such as relating to facts already known, doubles plus or minus 1 or 2, making tens, counting on or back, applying the commutative property, grouping facts into families, composing and decomposing number to recall facts (in addition to or instead of memorization).	Knows all of the single-digit addition facts to 18 and corresponding subtraction facts with understanding and automaticity. Uses most of the strategies such as relating to facts already known, doubles plus or minus 1 or 2, making tens, counting on or back, applying the commutative property, grouping facts into families, composing and decomposing number to recall facts (in addition to or instead of memorization).	Does all of meets and consistently and independently recalls facts beyond 18 with understanding and automaticity.	GPS performance tasks; VandeWalle; math journals

Number Sense and Operations	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Applies addition and subtraction concepts. (M1N3 a, d,)	Can do one or none of the following and does not apply these understandings in problem solving: Identify one more than, one less than, 10 more than, and 10 less than a given number. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less.	Can do two or more but not all of the following: Identify one more than, one less than, 10 more than, and 10 less than a given number. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less. Applies these understandings in problem solving.	Can consistently and independently do all of the following: Identify one more than, one less than, 10 more than, and 10 less than a given number. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less. Applies these understandings in problem solving.	N/A as exceeding in this element is the same as meeting elements M1N3 g and h.	GPS performance tasks; VandeWalle; math journals

Number Sense and Operations	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Identifies and determines the value of money; counts bills to $20; makes equivelent trades. **(M1N1e, f)**	Can do none or one of the following: Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters. Count out a combination of coins needed to purchase items up to one dollar. Identify bills ($1, $5, $10, $20) by name and value. Exchange equivalent quantities by making fair trades involving combinations of bills and count out a combination of bills needed to purchase items that total up to twenty dollars.	Can do two or more of the following: Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters. Count out a combination of coins needed to purchase items up to one dollar. Identify bills ($1, $5, $10, $20) by name and value. Exchange equivalent quantities by making fair trades involving combinations of bills and count out a combination of bills needed to purchase items that total up to twenty dollars.	Can consistently and independently do all of the following: Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters. Count out a combination of coins needed to purchase items up to one dollar. Identify bills ($1, $5, $10, $20) by name and value. Exchange equivalent quantities by making fair trades involving combinations of bills and count out a combination of bills needed to purchase items that total up to twenty dollars.	Consistently and independently does all of Meets and one or both of the following: creates equivalent quantities beyond one dollar using coins, and beyond 20 dollars using bills, or can use combinations of coins and bills to create equivalent amounts.	Coins should include pennies, nickels, dimes, and quarters for amounts less than $1.00. Bills should include $1, $5, $10 and $20 for amounts up to $20.

Number Sense and Operations	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Solves addition and subtraction of two-digit numbers using strategies. (M1N3 g, h)	Can do none or one of the following. Apply addition and subtraction to 2 digit numbers without regrouping. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction.	Can do two or more, but not all of the following: Apply addition and subtraction to 2 digit numbers without regrouping. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction.	Can consistently and independently do all of the following: Apply addition and subtraction to 2 digit numbers without regrouping. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction.	Can consistently and independently do all of Meets and apply addition and subtraction to 3 digit numbers without regrouping. Solve and create word problems involving addition and subtraction beyond 100 without regrouping.	GPS performance tasks; VandeWalle; math journals

Number Sense and Operations	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Recognizes fractional parts; creates fair shares. (M1N4a,c,d)	Can do none or one of the following: A. Use informal strategies to share objects equally between two to five people and C. Identifies, labels and relates fraction (halves and fourths) as equal parts of a whole using pictures and models. D. Understand halves and fourths as equal parts of a whole.	Can do two or more, but not all of the following: A. Use informal strategies to share objects equally between two to five people and C. Identifies, labels and relates fraction (halves and fourths) as equal parts of a whole using pictures and models. D. Understand halves and fourths as equal parts of a whole.	Can consistently and independently do all of the following: A. Use informal strategies to share objects equally between two to five people and C. Identifies, labels and relates fraction (halves and fourths) as equal parts of a whole using pictures and models. D. Understand halves and fourths as equal parts of a whole.	Consistently and independently does all of Meets and : Models, identifies, labels and compares fractions beyond halves and fourths as a representation of equal parts of a whole or of a set. Knows that when all fractional parts are included, such as three thirds, the result is equal to the whole	GPS performance tasks; VandeWalle; math journals

Geometry	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Builds, represents, names, and describes two- and three-dimensional figures **(M1G1a,b,c)**	Can do none or one of the following: A. Build, draw, name and describe triangles, rectangles, pentagons, and hexagons B. Build, represent, name and describe cylinders, cones, and rectangular prisms (objects that have the shape of a box) C. Create pictures and designs using shapes, including overlapping shapes.	Can do two or mor,e but not all of the following: A. Build, draw, name and describe triangles, rectangles, pentagons, and hexagons B. Build, represent, name and describe cylinders, cones, and rectangular prisms (objects that have the shape of a box) C. Create pictures and designs using shapes, including overlapping shapes.	Can consistently and independently do all of the following: A. Build, draw, name and describe triangles, rectangles, pentagons, and hexagons B. Build, represent, name and describe cylinders, cones, and rectangular prisms (objects that have the shape of a box) C. Create pictures and designs using shapes, including overlapping shapes.	Can do all of Meets and Consistently and independently do some or all of the following: Describe and classifu plane figures (triangles, squares, rectangles, trapezoids, quadrilaterals, pentagons, hexagons, and irregular polygonal shapes) according to the number of edges and vertices and the sizes of angles (right angle, obtuse and acute)	GPS performance tasks; VandeWalle; math journals

Geometry	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Compares, contrasts, and classifies geometric figures **(M1G2)**	Can classify, compare and contrast, geometric shapes by less than 3 common attributes-position, shape, size, number of sides, and numbers of corners	Can classify, compare and contrast geometric shapes by 3-4 common attributes-position, shape, size, number of sides, and numbers of corners.	Consistently and independently classifies, compares and contrasts geometric shapes by 5 common attributes-position, shape, size, number of sides and numbers of corners	Consistently and independently: M2G2, A. Recognizes the (plane) shapes of the faces of a geometric solid and count the number of faces of each type. B. Recognizes the shape of an angle as a right angle, obtuse angle, or an acute angle. M2G3 Describes the changes in attributes as two and three-dimensional shapes are cut and rearranged	GPS performance tasks; VandeWalle; math journals
Identifies positional relationships **(M1G3)**	Can do none or one of the following: arrange objects per oral instructions by proximity, position and direction : up, down, above, below, behind, in front of, near, far, next to , left or right of	Can do more than one but not all of the following: arrange objects per oral instructions by proximity, position and direction : up, down, above, below, behind, in front of, near, far, next to , left or right of	Can consistently and independently do all of the following: arrange objects per oral instructions by proximity, position and direction : up, down, above, below, behind, in front of, near, far, next to , left or right of	N/A	GPS performance tasks; VandeWalle; math journals

Measurement	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Understands the measurement of time (M1M2)	Can do none or one of the following: Tell time to the nearest hour and half hour and understand the movement of the minute hand and how it relates to the hour hand. Begin to understand the relationship of calendar time by knowing the number of days in a week and months in a year. Compare and/or order the sequence or duration of events (e.g., shorter/longer and before/after)	Can do two or more but not all of the following: Tell time to the nearest hour and half hour and understand the movement of the minute hand and how it relates to the hour hand. Begin to understand the relationship of calendar time by knowing the number of days in a week and months in a year. Compare and/or order the sequence or duration of events (e.g., shorter/longer and before/after)	Can consistently and independently do all of the following: Tell time to the nearest hour and half hour and understand the movement of the minute hand and how it relates to the hour hand. Begin to understand the relationship of calendar time by knowing the number of days in a week and months in a year. Compare and/or order the sequence or duration of events (e.g., shorter/longer and before/after)	Can do all of Meets, and can tell time to the nearest 5 minutes, and/or can determine the correct date and a future date using a calendar.	GPS performance tasks; VandeWalle; math journals

Measurement	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Estimates, compares, and measures length, weight, height, and capacity of objects. **(M1M1)**	Can do none or one of the following: A. Directly compare height, length, weight, and capacity of concrete objects B. Estimate and measure using a standard unit that is smaller than the object to be measured. C. Measure with a tool by creating "ruled", stick , tape or container by marking off ten segments of the repeated single unit	Can do two or more but not all of the following: A. Directly compare height, length, weight, and capacity of concrete objects B. Estimate and measure using a standard unit that is smaller than the object to be measured. C. Measure with a tool by creating "ruled", stick , tape or container by marking off ten segments of the repeated single unit	Can do all of the following: A. Directly compare height, length, weight, and capacity of concrete objects B. Estimate and measure using a standard unit that is smaller than the object to be measured. C. Measure with a tool by creating "ruled", stick , tape or container by marking off ten segments of the repeated single unit	Consistently and independently does all of Meets, and measures length, height, weight, and/or capacity accurately using standard measurement tools such as a ruler, scale, and measuring cups.	GPS performance tasks; VandeWalle; math journals

Data Analysis	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Gathers, organizes, displays, and compares data.	Can do none or one of the following: Pose questions, collect, sort, organize and record data using objects, pictures, tally marks, picture graphs and bar graphs.	Can do two or more but not all of the following: Pose questions, collect, sort, organize and record data using objects, pictures, tally marks, picture graphs and bar graphs.	Can do all of the following: Pose questions, collect, sort, organize and record data using objects, pictures, tally marks, picture graphs and bar graphs.	Consistently and independently does all of Meets, and uses simple charts/tables to record data.	GPS performance tasks; VandeWalle; math journals

Process Standards	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Solves problems, reasons, evaluates, and communicates mathematically. **(M1P1 -3)**	Can do none or one of the following: Build new mathematical knowledge through problem solving. Solve problems that arise in mathematics and in other contexts. Apply and adapts a variety of appropriate strategies to solve problems. Monitor and reflects on the process of mathematical problem solving. Reason and evaluate mathematical arguments. Communicate mathematical thinking clearly and coherently to peers, teachers, and others. Evaluate the mathematical thinking of others. Use the language of mathematics to express ideas precisely.	Can do two or more but not all of the following: Build new mathematical knowledge through problem solving. Solve problems that arise in mathematics and in other contexts. Apply and adapts a variety of appropriate strategies to solve problems. Monitor and reflects on the process of mathematical problem solving. Reason and evaluate mathematical arguments. Communicate mathematical thinking clearly and coherently to peers, teachers, and others. Evaluate the mathematical thinking of others. Use the language of mathematics to express ideas precisely.	Consistently and independently does all of the following: Builds new mathematical knowledge through problem solving. Solves problems that arise in mathematics and in other contexts. Applies and adapts a variety of appropriate strategies to solve problems. Monitors and reflects on the process of mathematical problem solving. Reasons and evaluates mathematical arguments. Communicates mathematical thinking clearly and coherently to peers, teachers, and others. Evaluates the mathematical thinking of others. Uses the language of mathematics to express ideas precisely.	Consistently and independently does all of Meets and explains to another how to do some or all of these.	Exemplars, DOE Framework Tasks or Units; VandeWalle text (State's Reference Text), math journal

Process Standards	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Makes mathematical connections within mathematics and to other disciplines **(M1P4)**	Can do none or one of the following: Recognize and use connections among mathematical ideas. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole. Recognize and apply mathematics in contexts outside of mathematics.	Can do two or more, but not all of the following: Recognize and use connections among mathematical ideas. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole. Recognize and apply mathematics in contexts outside of mathematics.	Consistently and independently does all of the following: Recognizes and uses connections among mathematical ideas. Understands how mathematical ideas interconnect and build on one another to produce a coherent whole. Recognizes and applies mathematics in contexts outside of mathematics.	Can do all of Meets, and can explain to another how to make mathematical connections.	Exemplars, DOE Framework Tasks or Units; VandeWalle text (State's Reference Text), math journal

Process Standards	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Represents mathematics in multiple ways (M1P5)	Can do none or one of the following: Create and use representations to organize, record, and communicate mathematical ideas. Select, apply, and translate among mathematical representations to solve problems. Use representations to model and interpret physical, social, and mathematical phenomena.	Can do two or more but not all of the following: Create and use representations to organize, record, and communicate mathematical ideas. Select, apply, and translate among mathematical representations to solve problems. Use representations to model and interpret physical, social, and mathematical phenomena.	Can consistently and independently do all of the following: Create and use representations to organize, record, and communicate mathematical ideas. Select, apply, and translate among mathematical representations to solve problems. Use representations to model and interpret physical, social, and mathematical phenomena.	Can do all of Meets, and can explain to another how to represent mathematics in multiple ways.	Exemplars, DOE Framework Tasks or Units; VandeWalle text (State's Reference Text), math journal