

Domain: Numbers and O	peration in E	Base Ten					
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Understands & models	NBT1	Student demonstrated	Student independently	Student independently	Student independently	See NBT Assessment	Q1*
place value to 1000	NBT2	limited understanding OR	and consistently	and consistently	and consistently	Folder	Q2, Q3, Q4
(read, write, count)	NBT3	independently and	demonstrates THREE of	demonstrates ALL of the	demonstrates		
including skip-count by		consistently demonstrates	the following:	following:	understanding in all five		
5s, 10s, and 100s		ONE of the following:			parts described in the		
			Understands that three	Understands that the	"proficient learner"		
		Understands that three	digits of a three-digit	three digits of a three-	column AND understands,		
		digits of a three-digit	number represent	digit number represent	models and uses place		
		number represent	amounts of hundreds,	amounts of hundreds,	value understanding		
		amounts of hundreds,	tens, and ones;	tens, and ones;	beyond 1000		
		tens, and ones;	OR	AND			
		OR	Understands the	Understands the	Example: The student can		
		does not understands the	following as special	following as special cases:	recognize and articulate		
		following as special cases:	cases: a) 100 can be	a) 100 can be thought of	that there are 867 tens in		
		a) 100 can be thought of as	thought of as a bundle of	as a bundle of ten tens-	all of the number 8679		
		a bundle of ten tens-called	ten tens-called a	called a "hundred" b) the	They can also identify that		
		a "hundred" b) the	"hundred" b) the	numbers 100, 200, 300,	there are 86 hundreds in		
		numbers 100, 200, 300,	numbers 100, 200, 300,	400, 500, 600, 700, 800,	the same number		
		400, 500, 600, 700, 800,	400, 500, 600, 700, 800,	900 refer to one, two,	Students can model this		
		900 refer to one, two,	900 refer to one, two,	three, four, five, six,	number using base ten		
		three, four, five, six, seven,	three, four, five, six,	seven, eight, or nine	blocks		
		eight, or nine hundreds	seven, eight, or nine	hundreds			
		OR	hundreds	AND	Consistently and		
		Counts within 1000; skip	OR	Counts within 1000; skip	independently does all of		
		count by 5s, 10s, and 100s	Counts within 1000; skip	count by 5s, 10s, and 100s	meets and can do the		
		OR	count by 5s, 10s, and	AND	same with numbers		
		Read and write numbers to	100s	Reads and writes numbers	beyond one thousand		
		1000 using base-ten	OR	to 1000 using base-ten	,		
		numerals, number names,	Reads and writes	numerals, number names,			
		and expanded form	numbers to 1000 using	and expanded form			
		OR	base-ten numerals,	AND			
		Represent numbers using a	number names, and	Represents numbers using			
		variety of models,	expanded form	a variety of models,			
		diagrams, strategies and	OR	diagrams, and number s			
		number sentences	Represents numbers				
			using a variety of				
			strategies, models,				
			diagrams, and number				
			sentences				



Compares three digit numbers using symbol (>, <, =)	NBT4	Student compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons	Student compares two three-digit numbers, with teacher assistance, based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons	Student compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons	Student demonstrates mastery of everything in "proficient learner" AND is able to compare four-digit and five-digit numbers based on meanings of the ten thousands, thousands, hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons	See NBT Assessment Folder	Q1* Q2, Q3, Q4
Add and subtract within 100 using strategies	NBT5	Student cannot fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	Student inconsistently demonstrate understanding of adding and subtracting within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. The student has not yet acquired fluency and flexibility with the use of strategies to compute.	Student independently and consistently uses fluency and comprehension of quantity to add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (See Number Talks gradelevel specific strategies)	Student independently and consistently demonstrates mastery of everything in the "proficient learner" column AND Use at least two different mental strategies to solve addition or subtraction problems with two-digit whole numbers	Fluency is not about how fast a student is, but how flexible he/she is with strategies used to compute	Q2* Q3, Q4
Add up to four two- digit numbers using strategies based on place value and properties of operations.	NBT6	Student can add two two- digit numbers using strategies based on place value and properties of operations OR student cannot add two-digit numbers using strategies based on place value and properties of operations of operations	Student can add three two-digit numbers using strategies based on place value and properties of operations.	Student can add four two- digit numbers using strategies based on place value and properties of operations.	Student independently and consistently demonstrates mastery of everything in the "proficient learner" column AND can add three- digit numbers using strategies based on place value and properties of operations.	See NBT Assessment Folder	Q3* Q4
Uses place value & properties of operations to add & subtract within 1000	NBT7 NBT8 NBT9	Student demonstrated limited understanding OR does not understand the following:	Student independently and consistently demonstrates TWO of the following:	Student independently and consistently demonstrates ALL of the following:	Student independently and consistently demonstrates mastery of everything in the	See NBT Assessment Folder	Q3* Q4



 				1
1) Add and subtract within	1) Add and subtract	1) Add and subtract within	"proficient learner"	
1000, using concrete	within 1000, using	1000, using concrete	column AND	
models, drawings and	concrete models,	models, drawings and	use at least two different	
strategies based on place	drawings and strategies	strategies based on place	mental strategies to solve	
value, properties of	based on place value,	value, properties of	problems involving	
operations, and/or the	properties of operations,	operations, and/or the	addition and subtraction	
relationship between	and/or the relationship	relationship between	beyond 1000	
addition and subtraction;	between addition and	addition and subtraction;		
relate the strategy to the	subtraction; relate the	relate the strategy to the		
written method. OR	strategy to the written	written method. AND		
2) Understand that in	method. OR	2) Understand that in		
adding or subtracting	2) Understand that in	adding or subtracting		
three-digit numbers, one	adding or subtracting	three-digit numbers, one		
adds or subtracts hundreds	three-digit numbers, one	adds or subtracts AND		
and hundreds, tens and	adds or subtracts OR	hundreds and hundreds,		
tens, ones and ones; and	hundreds and hundreds,	tens and tens, ones and		
sometimes it is necessary	tens and tens, ones and	ones; and sometimes it is		
to compose or decompose	ones; and sometimes it is	necessary to compose or		
tens or hundreds. OR	necessary to compose or	decompose tens or		
3) Mentally add 10 to 100	decompose tens or	hundreds. AND		
to a given numbers 100	hundreds. OR	3) Mentally add 10 to 100		
through 900, and mentally	3) Mentally add 10 to	to a given numbers 100		
subtract 10 or 100 from a	100 to a given numbers	through 900, and mentally		
given number 100 through	100 through 900, and	subtract 10 or 100 from a		
900. OR	mentally subtract 10 or	given number 100		
47) Explain why addition	100 from a given number	through 900. AND		
and subtraction strategies	100 through 900. OR	4) Explain why addition		
work, using place value	4) Explain why addition	and subtraction strategies		
and the properties of	and subtraction	work, using place value		
operations	strategies work, using	and the properties of		
	place value and the	operations		
	properties of operations			



•	Domain: Operations and Algebraic Thinking									
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed			
Represents & solves	OA1	Student use addition and	With teacher assistance,	Student use addition and	Student use addition and	See OA Assessment	Q2*			
problems involving		subtraction within 100 to	student use addition and	subtraction within 100 to	subtraction within 1000 to	Folder	Q3, Q4			
addition/ subtraction		solve one- and two-step	subtraction within 100 to	solve one- and two-step	solve one- and two-step					
within 100		word problems involving	solve one- and two-step	word problems involving	word problems with					
		situations of adding to,	word problems involving	situations of adding to,	unknowns in all positions					
		taking from, putting	situations of adding to,	taking from, putting	(NOTE: situations of					
		together, taking apart, and	taking from, putting	together, taking apart,	adding to, taking from,					
		comparing, with unknowns	together, taking apart,	and comparing, with	putting together, taking					
		in all positions	and comparing, with	unknowns in all positions	apart, and comparing)					
			unknowns in all positions							
Add and subtract	OA2	Student cannot add and	Student adds or	Student adds and	Uses two or more mental	See OA Assessment	Q2*			
within 20 using mental		subtract within 20 using	subtracts within 20 using	subtracts within 20 using	strategies (as defined in	Folder	Q3, Q4			
math strategies		mental strategies. The	mental strategies. The	at least two mental	Number Talks strategy					
		student has limited mental	student is not flexible	strategies (as defined in	descriptions) to add and					
		strategies to add or	with the use of strategies	Number Talks strategy	subtract a one-digit					
		subtract within 20	to compute within 20.	descriptions)	number with a two-digit					
					numbers					
Works with equal	OA3	Student demonstrated	Student independently	Student independently	Student independently	See OA Assessment	Q4*			
groups of objects and	OA4	limited understanding OR	and consistently	and consistently	and consistently	Folder				
rectangular arrays to		does not understand the	demonstrates ONE of	demonstrates ALL of the	demonstrates mastery of					
gain foundations for		following:	the following:	following:	everything in the					
multiplication		(4) Determine out of the con-	(1) Determine whether	(4) Data was in a sub at large	"proficient learner"					
		(1) Determine whether a	(1) Determine whether a	(1) Determine whether a	column AND					
		group of objects (up to 20) has an odd or even number	group of objects (up to 20) has an odd or even	group of objects (up to 20) has an odd or even	(1) Determine whether a					
		of members OR (2) use	number of members	number of members AND	group of objects (up to					
		addition to find the total	AND (2) use addition to	(2) use addition to find	100) has an odd or even					
		number of objects	find the total number of	the total number of	number of members AND					
		arranged by rectangular	objects arranged by	objects arranged by	(2) use addition to find					
		arrays with up to 5 rows	rectangular arrays with	rectangular arrays with up	the total number of					
		and up to 5 columns OR 3)	up to 5 rows and up to 5	to 5 rows and up to 5	objects arranged by					
		write an equation to	columns AND 3) write an	columns AND 3) write an	rectangular arrays with up					
		express an even number as	equation to express an	equation to express an	to 10 rows and up to 10					
		a sum of two equal	even number as a sum of	even number as a sum of	columns AND 3) write an					
		addends	two equal addends	two equal addends	equation to express an					
					even number as a sum of					
					two equal addends					



Domain: Measurement a	nd Data						
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Measures & estimates	MD1	Student demonstrated	Student independently	Student independently	N/A	See MD Assessment	Q2*
lengths in standard	MD2	limited understanding OR	and consistently	and consistently		Folder	Q3, Q4
units using appropriate	MD3	does not understand the	demonstrates TWO of	demonstrates ALL of the			
tools	MD4	following:	the following:	following:			
		Measure the length of an	Measure the length of an	Measure the length of an			
		object by selecting and	object by selecting and	object by selecting and			
		using appropriate tools	using appropriate tools	using appropriate tools			
		1) Measure the length of	1) Measure the length of	1) Measure the length of			
		an object twice, using	an object twice, using	an object twice, using			
		length units of different	length units of different	length units of different			
		lengths for the two	lengths for the two	lengths for the two			
		measurements.	measurements.	measurements.			
		2) Estimate lengths using	2) Estimate lengths using	2) Estimate lengths using			
		units of inches, feet,	units of inches, feet,	units of inches, feet,			
		centimeters, and meters.	centimeters, and meters.	centimeters, and meters.			
		3) Measure to determine	3) Measure to determine	3) Measure to determine			
		how much longer one	how much longer one	how much longer one			
		object is than another,	object is than another,	object is than another,			
		expressing the length	expressing the length	expressing the length			
		difference in terms of a	difference in terms of a	difference in terms of a			
		standard length unit.	standard length unit.	standard length unit.			
		4) Generate measurement	4) Generate	4) Generate measurement			
		data by measuring lengths	measurement data by	data by measuring lengths			
		of several objects to the	measuring lengths of	of several objects to the			
		nearest whole unit or by	several objects to the	nearest whole unit or by			
		making repeated	nearest whole unit or by	making repeated			
		measurements of the same	making repeated	measurements of the			
		object.	measurements of the	same object.			
			same object.				
Relates addition &	MD5	Student demonstrated	Student independently	Student independently	Student independently	See MD Assessment	Q2*
subtraction to length	MD6	limited understanding OR	and consistently	and consistently	and consistently	Folder	Q3, Q4
		does not understand the	demonstrates ONE of	demonstrates ALL of the	demonstrates mastery of		
		following:	the following:	following:	everything in the		
		Use addition and	:	Use addition and	"proficient learner"		
		subtraction within 100 to	Use addition and	subtraction within 100 to	column AND		
		solve word problems	subtraction within 100 to	solve word problems	Use addition and		
		involving lengths that are	solve word problems	involving lengths that are	subtraction within 200 to		



		given in the same units using drawings and equations OR represent whole numbers as lengths on 0 – 100 in intervals (0, 1, 2) of 1 on a number diagram	involving lengths that are given in the same units using drawings and equations OR represent whole numbers as lengths on 0 – 100 in intervals (0, 1, 2) of 1 on a number diagram	given in the same units using drawings and equations AND represent whole numbers as lengths on 0 – 100 in intervals (0, 1, 2) of 1 on a number diagram	solve word problems involving lengths that are given in the same units using drawings and equations AND represent whole numbers as lengths on 0 – 200 in intervals of 2 and 5 (0, 2, 4 AND 0, 5, 10) on a number diagram		
Tells & writes analog & digital time to the nearest five minutes (am & pm)	MD7	Student demonstrated limited or minimal ability to tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	With teacher assistance, student tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Student consistently and independently tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Student consistently and independently tells and writes time from analog and digital clocks to the nearest minute (by ones), using a.m. and p.m.	See MD Assessment Folder	Q2* Q3, Q4
Solves word problems involving money including bills & coins (using \$ and ¢ symbols)	MD8	Student demonstrated limited understanding OR does not understand the following: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies with manipulatives OR Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately	Student independently and consistently demonstrates ONE of the following: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies with manipulatives OR Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately	Student independently and consistently demonstrates ALL of the following: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies with manipulatives AND Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately	N/A	See MD Assessment Folder	Q2* Q3, Q4
Represents & interprets data with line plots, picture graphs, and bar graphs	MD9 MD10	Student demonstrated limited understanding OR does not understand the following: Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated	Student independently and consistently demonstrates TWO of the following: Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making	Student independently and consistently demonstrates ALL of the following: Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated	N/A	See MD Assessment Folder	Q1* Q2, Q3, Q4



measurements of the same	repeated measurements	measurements of the		
object.	of the same object.	same object.		
OR	OR	OR		
Show the measurements	Show the measurements	Show the measurements		
by making a line plot	by making a line plot	by making a line plot		
OR	OR	OR		
Draw a picture graph and a	Draw a picture graph	Draw a picture graph and		
bar graph to represent a	and a bar graph to	a bar graph to represent a		
data set with up to four	represent a data set with	data set with up to four		
categories.	up to four categories.	categories.		
OR	OR	OR		
Solve simple put-together,	Solve simple put-	Solve simple put-together,		
take-apart, and compare	together, take-apart, and	take-apart, and compare		
problems using	compare problems using	problems using		
information presented in a	information presented in	information presented in		
bar graph.	a bar graph.	a bar graph.		



Domain: Geometry										
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed			
Recognizes and draws shapes by their attributes	G1	Student demonstrated limited understanding OR does not recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces OR can identify, compare and contrast triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student independently and consistently demonstrates ONE of the following: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces OR can identify, compare and contrast triangles, quadrilaterals, pentagons, hexagons, and cubes. pentagons, hexagons, and cubes.	Student independently and consistently recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces AND can identify, compare and contrast triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student independently and consistently demonstrates mastery of everything in the "proficient learner" column AND recognize and draw with shapes other polyhedrons beyond a cube AND can identify, compare and contrast 2D shapes with more than 6 sides and other polyhedrons.	See G Assessment Folde	Q4*			
Partitions & describes shapes using halves, thirds, fourths, & wholes	G2 G3	Student demonstrated limited understanding OR does not understand the following: Partitions a rectangle into rows and columns of samesize squares and counts to find the total number of them OR Partitions circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths OR Recognizes that equal shares of identical wholes need not have the same shape	Student independently and consistently demonstrates ONE of the following: Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them OR Partitions circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths OR Recognizes that equal shares of identical wholes need not have the same shape	Student independently and consistently demonstrates ALL of the following: Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them AND Partitions circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths AND Recognizes that equal shares of identical wholes need not have the same shape	Student independently and consistently demonstrates mastery of everything in the "proficient learner" column AND extends understanding of halves, thirds, and fourths of shapes to fifths, sixths,, nths. The student also demonstrates this understanding with any shape, including trapezoids, octagons, pentagons, rhombi, hexagons.	See G Assessment Folder	Q4*			



Domain: Standards of N	_		2 – Sometimes	2 Hanally	4 Abusaya	Fuidones	Assessed
Indicator	Standard	1 – Rarely		3 – Usually	4 – Always	Evidence	Assessed O1*
Make sense of	SMP.1	Student is rarely able (or	Student inconsistently	Student usually explains	Student self-starts and is		
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	objects, pictures,	as represented using		
		solved using objects,	meaning of quantity as	drawings or actions.	objects, pictures,		
		pictures, drawings or	represented using		drawings or actions.		
		actions.	objects, pictures,		Student recognizes that a		
			drawings or actions		number represents a		
					specific quantity and		
					connects the quantity to		
					written symbols.		
Construct viable	SMP.3	Student is rarely able to	Student is inconsistently	Student can usually	Student consistently and		Q1*
arguments and critique		explain his/her	able to explain his/her	explains his/her	independently explains		Q2, Q3, Q4
the reasoning of others		mathematical reasoning	mathematical reasoning	mathematical reasoning	his/her mathematical		
-		and/or respond to others'	and/or respond to	and responds to others'	reasoning and responds to		
		thinking. Student is rarely	others' thinking.	thinking.	others' thinking.		
		able to explain his/her			_		



		thinking or participate in mathematical discussions.				
Model with	SMP.4	Student rarely represents	Student sometimes	Student usually	Student consistently	Q1*
mathematics	3.4	problem situations in	represents problem	represents problem	represents problem	Q2, Q3, Q4
mathematics		multiple ways. Including	situations in multiple	situations in multiple	situations in multiple	α2, α3, α+
		numbers, words, drawing	ways. Including	ways. Including numbers,	ways. Including numbers,	
		pictures, using objects,	numbers, words,	words, drawing pictures,	words, drawing pictures,	
		acting out, making a chart,	drawing pictures, using	using objects, acting out,	using objects, acting out,	
		list, or graph, etc. Teacher	objects, acting out,	making a chart, list, or	making a chart, list, or	
		prompting is usually	making a chart, list, or	graph, etc. Teacher	graph, etc. Teacher	
		required.	graph, etc. Teacher	prompting is sometimes	prompting is rarely	
		required.	prompting is frequently	required.	necessary.	
			required.	required.	necessary.	
Use appropriate tools	SMP.5	Student is rarely able to	Student sometimes	Student usually considers	Student consistently and	Q1*
strategically		consider strategies and	considers available tools	available tools and	independently considers	Q2, Q3, Q4
,		tools available to solve a	and strategies available	strategies when solving a	available tools and	, , , , ,
		problem or decide which	to solve a problem with	problem and decides	strategies (including	
		tool/ strategy would be	teacher prompting or	which tools/strategies	estimation) when solving	
		helpful.	examples and decides	might be helpful.	a problem and decides	
		· '	which tools/strategies		which tools/strategies	
			might be helpful.		might be helpful.	
Attend to precision	SMP.6	Student begins to explain	Student is sometimes	Student inconsistently	Student is able to	Q1*
		their mathematical	able to communicate	communicates	consistently communicate	Q2, Q3, Q4
		reasoning with others but	mathematical reasoning	mathematical reasoning	mathematical reasoning	
		does not use clear and	using clear and precise	using clear and precise	using clear and precise	
		precise language, or	language.	language.	language.	
		student is unable to				
		communicate				
		mathematical reasoning.				
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?"	