

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



IndicatorStandard1 – Beginner Learner2 – Developing Learner3 – Proficient Learner4 – Distinguished LearnerEvidenceAssessedUnderstands fractionsNF1Student and consistentlyStudent independentlyStudent independentlyN/ASee NF AssessmentQ3*	omain: Numbers and Operations - Fractions										
Understands fractions NF1 Student and consistently Student independently Student independently N/A See NF Assessment Q3*	Learner Evidence Assessed										
	See NF Assessment Q3*										
as numbers (i.e. part to demonstrates ALL of the and consistently and consistently Q4	Folder Q4										
whole) following with scaffolding: demonstrates ONE of demonstrates ALL of the											
the following: following:											
Represent a fraction 1/b as											
the quantity formed by 1 Represent a fractions Represent a fraction 1/b											
part when a whole is 1/b as the quantity as the quantity formed by											
partitioned into b equal formed by 1 part when a 1 part when a whole is											
AND b oguel parts using parts											
AND D Equal parts using parts											
the guantity formed by a parts of a whole:											
narts of size 1/b OR as the quantity formed by											
Bepresent a fraction a/b a parts of size 1/b											
*(limited to fractions with as the quantity formed											
denominators of 2, 3, 4, 6, by a parts of size 1/b *(limited to fractions with											
and 8) denominators of 2, 3, 4, 6,											
*(limited to fractions and 8)											
with denominators of 2,											
3, 4, 6, and 8)											
Represents fractions NF2 Student independently and Student independently Student independently N/A See NF Assessment Q3*	See NF Assessment Q3*										
using a number line to consistently demonstrates and consistently and consistently Q4	Folder Q4										
locate/identify given ONE of the following: demonstrates TWO of demonstrates ALL of the											
numerals the following: following:											
Represent fractions (1/b)											
on a number line by Represent fractions (1/b) Represent fractions (1/b)											
defining interval from 0 to on a number line by on a number line by											
1 and recognize that each defining interval from 0 defining interval from 0 to											
part has size 1/b and that to 1 and recognize that 1 and recognize that each											
the endpoint of the part each part has size 1/b part has size 1/b and that the endpoint of the part											
based at 0 locates the and that the endpoint of the endpoint of the endpoint of the part											
line											
OR on the number line number line											
Represent fractions (1/b) OB AND											
by partitioning it into b Represent fractions (1/b) Represent fractions (1/b)											
equal parts by partitioning it into b by partitioning it into b											
OR equal parts equal parts											
Represent a fraction a/b on OR AND											
a number line diagram by											



		marking off a lengths 1/b from 0 <b>OR</b> 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 <b>OR</b> 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 <b>AND</b> 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 <b>TWO</b> of the following: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. <b>OR</b> 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. <b>OR</b> 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 <b>FOUR</b> of the following: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. <b>OR</b> 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. <b>OR</b> Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples:	Student independently and consistently demonstrates <b>ALL</b> of the following: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. <b>AND</b> 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. <b>AND</b> 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



the same point of a	Express 3 in the form	6/1 = 6; locate 4/4 and			
number line diagram.	3 = 3/1; recognize that	1 at the same point of a			
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			
iustify the conclusions.	same whole.	symbols >. =. or <. and			
e.g., by using a visual	OR	iustify the conclusions.			
fraction model.	Record the results of	e.g., by using a visual			
	comparisons with the	fraction model.			
	symbols $>$ =. or <. and				
	justify the conclusions.				
	e g by using a visual				
	fraction model.				
	the same point of a number line diagram. <b>OR</b> Compare two fractions with the same numerator or the same denominator by reasoning about their size. <b>OR</b> Recognize that comparisons are valid only when the two fractions refer to the same whole. <b>OR</b> Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	the same point of a number line diagram.Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.ORORdenominator by reasoning about their size.ORORORORCompare two fractions with the same numerator or the same denominator by reasoning about their size.ORORORORCompare two fractions with the same numerator or the same denominator by reasoning about their size.ORORComparisons are valid denominator by reasoning about their size.ORORRecognize that comparisons are valid only when the two fractions refer to the same whole.ORORRecord the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.ORORRecord the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.OR	the same point of a number line diagram.Express 3 in the form $3 = 3/1$ ; recognize that $6/1 = 6$ ; locate 4/4 and 1 at the same point of a number line diagram. $6/1 = 6$ ; locate 4/4 and 1 at the same point of a number line diagram.OR denominator by reasoning about their size.OR Compare two fractions with the same numerator or the same only when the two fractions refer to the same whole. $6/1 = 6$ ; locate 4/4 and 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. $OR$ Recognize that comparisons are valid only when the two fractions refer to the same whole. $6/1 = 6$ ; locate 4/4 and 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. $OR$ Recognize that comparisons are valid only when the two fractions refer to the same whole. $OR$ Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. $OR$ Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. $AND$	the same point of a number line diagram.Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a numerator or the same denominator by reasoning about their size.6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.OR reasoning about their size.OR ractions with the same numerator or fractions refer to the same whole.6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.OR reasoning about their size.OR ractions with the size.Compare two fractions with the size.AND comparisons are valid only when the two fractions refer to the same whole.ANDOR reasoning about fielOR reasoning about their size.AND comparisons are valid only when the two fractions refer to the same whole.AND reasoning about their size.OR record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.AND record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	the same point of a number line diagram.Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.OR reasoning about their size.OR fractions with the same numerator or the same fractions refer to the same whole.OR Compare two fractions refer to the same whole.OR Recognize that comparisons are valid only when the two fractions refer to the same whole.AND Recognize that comparisons are valid only when the two fractions refer to the same whole.OR Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.GR Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.GR Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.GR Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.GR Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.GR Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.GR Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.



Domain: Operations and	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 demonstrated	Student independently	Student independently	Student independently	See OA Assessment	Q2*				
problems involving	OA2	limited understanding OR	and consistently	and consistently	and consistently	Folder	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						
		<b>ONE</b> of the following			parts described in the						
			Interpret products of	Interpret products of	"proficient learner"						
		Interpret products of	whole numbers <b>OR</b>	whole numbers <b>OR</b>	column AND understands,						
		whole numbers <b>OR</b>			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 <b>OR</b>	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. <b>AND</b> Fluently divides within 100 using strategies or properties of operations.	Student independently and consistently demonstrates <b>ONE</b> of the following: Fluently multiplies within 100 using strategies or properties of operations. <b>AND</b> Fluently divides within 100 using strategies or properties of operations.	Student independently and consistently demonstrates <b>ALL</b> of the following: Fluently multiplies within 100 using strategies or properties of operations. <b>AND</b> 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 <b>AND</b> Fluently multiply with numbers greater than 100 using strategies or properties of operations. <b>AND</b> Fluently divides numbers greater than 100 using strategies or properties of operations.	See OA Assessment Folder	Q2* Q3, Q4
Solves two-step word problems involving the four operations	OA8	Student independently and consistently demonstrates <b>ONE</b> of the following: Solves two-step word problems using the four operations. <b>AND</b> Represents problems using equations with a letter standing for the unknown quantity. <b>AND</b> Uses mental computation and estimation strategies including rounding to assess the reasonableness of answers.	Student independently and consistently demonstrates <b>TWO</b> of the following: Solves two-step word problems using the four operations. <b>AND</b> Represents problems using equations with a letter standing for the unknown quantity. <b>AND</b> Uses mental computation and estimation strategies including rounding to assess the reasonableness of answers.	Student independently and consistently demonstrates <b>ALL</b> of the following: Solves two-step word problems using the four operations. <b>AND</b> Represents problems using equations with a letter standing for the unknown quantity. <b>AND</b> Uses mental computation and estimation strategies including rounding to assess the reasonableness of answers.	N/A	See OA Assessment Folder	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	nd 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 <b>OR</b> independently and consistently demonstrates the following: Tells, writes, and measures time to the nearest minute.	Tells, writes, and measures time to the nearest minute. <b>AND</b> 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 <b>ALL</b> of the following: Tells, writes, and measures time to the nearest minute. <b>AND</b> 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 <b>AND</b> 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 <b>ONE</b> of the following: Measures and estimates liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (I). <b>OR</b> 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 (I). 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 <b>AND</b> solves multi- step word problems involving masses or volumes that are given in the same units.	See MD Assessment Folder	Q3* Q4



			are given in the same	are given in the same			
			units using drawings to	units using drawings to			
			represent the problem.	represent the problem.			
Draw and interpret	MD3	Student demonstrated	Student demonstrated	Student independently	Student independently	See MD Assessment	Q1*
scaled picture and bar		limited understanding OR	limited understanding	and consistently	and consistently	Folder	Q2, Q3, Q4
graphs to represent		independently and	<b>OR</b> independently and	demonstrates ALL of the	demonstrates		
data to solve problems		consistently demonstrates	consistently	following:	understanding in all five		
		<b>ONE</b> of the following:	demonstrates <b>TWO</b> of		parts described in the		
			the following:	Draw a scaled picture	"proficient learner"		
		Draw a scaled picture		graph and bar graph to	column AND		
		graph and bar graph to	Draw a scaled picture	represent a data set with			
		represent a data set with	graph and bar graph to	several categories	Generates measurement		
		several categories	represent a data set with	AND	data by measuring lengths		
		OR	several categories	Solves one and two step	to nearest 1/6 and 1/8		
		Solves one and two step	OR	word problems using	inch.		
		word problems using	Solves one and two step	information from graphs	AND		
		information from graphs	word problems using	AND	Show data by making a		
		OR	information from graphs	Generate measurement	line plot marked off in		
		Generate measurement	OR	data by measuring lengths	wholes, halves, quarters,		
		data by measuring lengths	Generate measurement	to nearest ¼ inch	sixths or eighths.		
		to nearest ¼ inch	data by measuring	AND			
		OR	lengths to nearest ¼ inch	Show data by making a			
		Show data by making a line	OR	line plot marked off in			
		plot marked off in wholes,	Show data by making a	wholes, halves, or			
		halves, or quarters	line plot marked off in	quarters			
			wholes, halves, or				
			quarters				
Measure lengths	MD4	Student demonstrated	Student demonstrated	Student independently	Student independently	See MD Assessment	Q1*
(including ½ and ¼) and		limited understanding <b>OR</b>	limited understanding	and consistently	and consistently	Folder	Q2, Q3, Q4
represent on a line plot		independently and	<b>OR</b> independently and	demonstrates ALL of the	demonstrates		
		consistently demonstrates	consistently	following:	understanding in all five		
		<b>ONE</b> of the following:	demonstrates <b>TWO</b> of		parts described in the		
			the following:	Generates measurement	"proficient learner"		
		Generates measurement		data by measuring lengths	column AND generates		
		data by measuring lengths	Generates measurement	using rulers marked with	measurement data by		
		using rulers marked with	data by measuring	halves.	measuring lengths using		
		halves.	lengths using rulers	AND	rulers marked with		
		OR	marked with halves.	Generates measurement	eighths.		
		Generates measurement	UK	data by measuring lengths			
		data by measuring lengths	Generates measurement	using rulers marked with			
		using rulers marked with	data by measuring	fourths.			
		tourths.		AND			



		OR Create a line plot with appropriate units across the horizontal axis to show the data.	lengths using rulers marked with fourths. <b>OR</b> Create a line plot with appropriate units across the horizontal axis to show the data.	Create a line plot with appropriate units across the horizontal axis to show the data.			
Understands concepts of area & relates area to multiplication & addition	MD5 MD6 MD7	Student demonstrated limited understanding <b>OR</b> independently and consistently demonstrates <b>TWO</b> of the following: Recognizes area as an attribute of plane figures and understand concepts of area measurement. <b>OR</b> Measures area by counting unit squares. <b>OR</b> Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. <b>OR</b> Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle. <b>OR</b> Uses tiling to represent the distributive property. <b>OR</b> Uses area models to represent the distributive property.	Student demonstrated limited understanding <b>OR</b> independently and consistently demonstrates <b>FOUR</b> of the following: Recognizes area as an attribute of plane figures and understand concepts of area measurement. <b>OR</b> Measures area by counting unit squares. <b>OR</b> Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. <b>OR</b> Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle. <b>OR</b> Uses tiling to represent the distributive property. <b>OR</b> Uses area models to represent the distributive property.	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 Uses tiling to represent the distributive property. AND Uses area models to represent the distributive property.	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column <b>AND</b> 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



Recognizes perimeter	MD8	Student demonstrated	Student demonstrated	Student independently	Student independently	See MD Assessment	04*
as an attribute of plane		limited understanding <b>OR</b>	limited understanding	and consistently	and consistently	Folder	
figures		independently and	<b>OR</b> independently and	demonstrates <b>ALL</b> of the	demonstrates		
		consistently demonstrates	consistently	following:	understanding in all five		
		<b>ONE</b> of the following:	demonstrates TWO of	Solves real world and	parts described in the		
		5	the following:	mathematical problems	, "proficient learner"		
		Solves real world and		involving perimeters of	column AND solves real		
		mathematical problems	Solves real world and	polygons given the	world multi-step		
		involving perimeters of	mathematical problems	measure of all sides.	mathematical problems		
		polygons given the	involving perimeters of	AND	involving perimeters of		
		measure of all sides.	polygons given the	Solves real world and	polygons given the		
		OR	measure of all sides.	mathematical problems	measure of all sides.		
		Solves real world and	OR	involving perimeters of			
		mathematical problems	Solves real world and	polygons given the			
		involving perimeters of	mathematical problems	measure of some of the			
		polygons given the	involving perimeters of	sides.			
		measure of some of the	polygons given the	AND			
		sides.	measure of some of the	Solves real world and			
		OR	sides.	mathematical problems			
		Solves real world and	OR	involving perimeters of			
		mathematical problems	Solves real world and	rectangles with the same			
		involving perimeters of	mathematical problems	perimeter and different			
		rectangles with the same	involving perimeters of	area measures.			
		perimeter and different	rectangles with the same	AND			
		area measures.	perimeter and different	Solves real world and			
		OR	area measures.	mathematical problems			
		Solves real world and	OR	involving perimeters of			
		mathematical problems	Solves real world and	rectangles with the same			
		involving perimeters of	mathematical problems	area measures and			
		rectangles with the same	involving perimeters of	different perimeter			
		area measures and	rectangles with the same	measures.			
		different perimeter	area measures and				
		measures.	different perimeter				
			measures.				



Domain: Geometry	omain: 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 and	N/A	See G	Q4*				
compares, & contrasts		limited understanding OR	limited understanding OR	consistently demonstrates		Assessment					
characteristics of		independently and	independently and	ALL of the following:		Folder					
quadrilaterals		consistently demonstrates	consistently demonstrates								
		<b>ONE</b> of the following:	TWO of the following:	Understands the properties							
				of quadrilaterals and							
		Identifies examples of	Understands the	subcategories of							
		quadrilaterals and the	properties of	quadrilaterals.							
		subcategories of	quadrilaterals and	AND							
		quadrilaterals.	subcategories of	Recognizes and sorts							
		OR	quadrilaterals.	examples of quadrilaterals							
		Recognizes examples of	AND	that have shared attributes							
		quadrilaterals that have	Recognizes and sorts	can define a larger							
		shared attributes and that	examples of quadrilaterals	category.							
		the shared attributes can	that have shared	AND							
		define a larger category.	attributes can define a	Draws examples and non-							
			larger category.	examples of quadrilaterals							
			AND	with specific attributes.							
			Draws examples of								
			quadrilaterals with								
			specific attributes.								
Partitions shapes into	G2	Student demonstrated	Student demonstrated	Student independently and	N/A	See G	Q3*				
parts with equal areas		limited understanding OR	limited understanding OR	consistently demonstrates		Assessment	Q4				
		independently and	independently and	ALL of the following:		Folder					
		consistently demonstrates	consistently demonstrates								
		<b>ONE</b> of the following:	<b>TWO</b> of the following:	Partitions shapes into parts							
				the correct amount of parts							
		Partitions shapes into parts	Partitions shapes into	to represent the whole.							
		the correct amount of	parts the correct amount	AND							
		parts to represent the	of parts to represent the	Each of the parts of the							
		whole.	whole.	whole is represented with							
		OR	OR	equal areas.							
		Each of the parts of the	Each of the parts of the	AND							
		whole is represented with	whole is represented with	Expresses the area as a unit							
		equal areas.	equal areas.	fraction of the whole							
		OR	OR								
		Expresses the area as a	Expresses the area as a								
		unit fraction of the whole	unit fraction of the whole								



Domain: Standards for 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 the		Q2, Q3, Q4					
persevere in solving		meaning of a problem and	himself/herself the	meaning of a problem and	problem make sense to him/her							
them.		is rarely able to	meaning of a problem	determines an	using prior knowledge. The							
		independently determine	and/or is inconsistently	appropriate strategy/ tool	student can determine an							
		an appropriate	able to independently	to use to solve grade-level	appropriate strategy to use to							
		strategy/tool to use to	determine an	appropriate problems.	solve grade-level appropriate							
		solve the problem.	appropriate strategy to		problems. Student can explain							
			use to solve problems.		the meaning of a problem and							
		Constant teacher	Student needs		look for ways to solve it. The							
		prompting is usually	prompting by the		student may use concrete							
		required.	teacher on a regular		objects or pictures to help them							
			basis.		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 symbol							
		demonstrate a clear	connect a quantity to a	a clear understanding of	and demonstrates a clear							
		understanding of the	written symbol and	the meaning of quantity	understanding of the meaning							
		meaning of quantity as	demonstrate a clear	as represented using	of quantity as represented using							
		represented in a problem	understanding of the	objects, pictures,	objects, pictures, drawings or							
		solved using objects,	meaning of quantity as	drawings or actions.	actions. Student recognizes that							
		pictures, drawings or	represented using		a number represents a specific							
		actions.	objects, pictures,		quantity and connects the							
			drawings or actions		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 his/her		Q2, Q3, Q4					
the reasoning of others		mathematical reasoning	mathematical reasoning	mathematical reasoning	mathematical reasoning and							
		and/or respond to others'	and/or respond to	and responds to others'	responds to others' thinking.							
		thinking. Student is rarely	others' thinking.	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 represents		Q1*					
mathematics		problem situations in	represents problem	represents problem	problem situations in multiple		Q2, Q3, Q4					
		multiple ways. Including	situations in multiple	situations in multiple	ways. Including numbers, words,							
		numbers, words, drawing	ways. Including	ways. Including numbers,	drawing pictures, using objects,							



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