Operations and Algebraic Thinking

Indicator: Knows addition and subtraction facts fluently				
Standard: 1.OA.6				
Performance Level	1	2	3	4
Trimester 1	Recalls from memory, with automaticity, few: ● Addition and subtraction facts within 5 (fewer than 13 problems/ 1 minute)	Recalls from memory, with automaticity: ● Addition and subtraction facts within 5 (13-16 problems/ 1 minute)	Consistently able to recall from memory, with automaticity: ● Addition and subtraction facts within 5 (17-20 problems/ 1 minute)	Consistently, accurately and independently able to recall from memory, with automaticity, all: ● Addition and subtraction facts within 10 (>20 problems/ 1 minute)
Trimester 2	Recalls from memory, with automaticity, few: ● Addition facts within 10 ● Subtraction facts within 5 (fewer than 13 problems/ 1 minute)	Recalls from memory, with automaticity: ● Addition facts within 10 ● Subtraction facts within 5 (13-16 problems/ 1 minute)	Consistently able to recall from memory, with automaticity: ● Addition facts within 10 ● Subtraction facts within 5 (17-20 problems/ 1 minute)	Consistently, accurately and independently able to recall from memory, with automaticity, all: ● Addition and subtraction facts within 10 (>20 problems/ 1 minute)

Trimester 3	Recalls from memory, with automaticity, few:	Recalls from memory, with automaticity:	Consistently able to recall from memory, with automaticity:	Consistently, accurately and independently able to recall from memory, with automaticity, all:
	● Addition and subtraction facts within 10 (fewer than 13 problems/ 1 minute)	● Addition and subtraction facts within 10 (13-16 problems/ 1 minute)	● Addition and subtraction facts within 10 (17-20 problems/ 1 minute)	● Addition and subtraction facts within 10 (>20 problems/ 1 minute)

Indicator: Demonstrates understanding of addition and subtraction				
Standard: 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8				
Performance Level	1	2	3	4
Trimester 1	Unable to add within 10 using strategies such as: ● Applying commutative property (2+6=6+2=8) ● Relating counting on to addition ● Knowing and applying number bonds	Requires teacher prompting and support to add within 10 using strategies such as: ● Applying commutative property (2+6=6+2=8) ● Relating counting on to addition ● Knowing and applying number bonds	Independently able to add within 10 using strategies **such as**: ● Applying commutative property (2+6=6+2=8) ● Relating counting on to addition ● Knowing and applying number bonds	Consistently, accurately and independently meets the criteria for a 3 and is able to apply and explain **multiple** strategies including: ● Applying commutative property (9+6=6+9=15) ● Applying associative property (2+6+4=2+10=12) ● Understanding subtraction as an unknown-addend problem (Solve 12-3 by thinking 3+?=12)

				- Relating counting on and back to addition and subtraction - Applying strategy "Make a Ten" (8+6=8+2+4=10+4=14) - Creating equivalent known sums (solve 6+7 by thinking 6+6+1=12+1=13) - Decomposing a number (13-4=13-3-1=10-1=9)
Trimester 2	Unable to add and subtract within 10 using strategies such as: - Applying commutative property (2+6=6+2=8) - Understanding subtraction as an unknown-addend problem (Solve 8-3 by thinking 3+?=8) - Relating counting on and back to addition and subtraction	Requires teacher prompting and support to add and subtract within 10 using strategies such as: - Applying commutative property (2+6=6+2=8) - Understanding subtraction as an unknown-addend problem (Solve 8-3 by thinking 3+?=8) - Relating counting on and back to addition and subtraction	Independently able to add and subtract within 10 using strategies **such as**: - Applying commutative property (2+6=6+2=8) - Understanding subtraction as an unknown-addend problem (Solve 8-3 by thinking 3+?=8) - Relating counting on and back to addition and subtraction	Consistently, accurately and independently meets the criteria for a 3 and is able to apply and explain **multiple** strategies including: - Applying commutative property (9+6=6+9=15) - Applying associative property (2+6+4=2+10=12) - Understanding subtraction as an unknown-addend problem (Solve 12-3 by thinking 3+?=12) - Relating counting on and back to addition and subtraction - Applying strategy "Make a Ten" (8+6=8+2+4=10+4=14)

	● Knowing and applying number bonds	● Knowing and applying number bonds	● Knowing and applying number bonds	● Creating equivalent known sums (solve 6+7 by thinking 6+6+1=12+1=13) ● Decomposing a number (13-4=13-3-1=10-1=9)
Trimester 3	Unable to add and subtract within 20 using strategies such as: ● Applying commutative property (9+6=6+9=15) ● Applying associative property (2+6+4=2+10=12) ● Understanding subtraction as an unknown-addend problem (Solve 12-3 by thinking 3+?=12) ● Relating counting on and back to addition and subtraction ● Applying strategy "Make a Ten" (8+6=8+2+4=10+4=14)	Requires teacher prompting and support to add and subtract within 20 using strategies such as: ● Applying commutative property (9+6=6+9=15) ● Applying associative property (2+6+4=2+10=12) ● Understanding subtraction as an unknown-addend problem (Solve 12-3 by thinking 3+?=12) ● Relating counting on and back to addition and subtraction ● Applying strategy "Make a Ten"	Independently able to add and subtract within 20 using strategies **such as**: ● Applying commutative property (9+6=6+9=15) ● Applying associative property (2+6+4=2+10=12) ● Understanding subtraction as an unknown-addend problem (Solve 12-3 by thinking 3+?=12) ● Relating counting on and back to addition and subtraction ● Applying strategy "Make a Ten"	Consistently, accurately and independently meets the criteria for a 3 and is able to apply and explain **multiple** strategies including: ● Applying commutative property (9+6=6+9=15) ● Applying associative property (2+6+4=2+10=12) ● Understanding subtraction as an unknown-addend problem (Solve 12-3 by thinking 3+?=12) ● Relating counting on and back to addition and subtraction ● Applying strategy "Make a Ten" (8+6=8+2+4=10+4=14) ● Creating equivalent known sums (solve 6+7 by thinking 6+6+1=12+1=13) ● Decomposing a number (13-4=13-3-1=10-1=9)

	● Creating equivalent known sums (solve 6+7 by thinking 6+6+1=12+1=13) ● Knowing and applying number bonds	(8+6=8+2+4=10+4 =14) ● Creating equivalent known sums (solve 6+7 by thinking 6+6+1=12+1=13) ● Knowing and applying number bonds	(8+6=8+2+4=10+4 =14) ● Creating equivalent known sums (solve 6+7 by thinking 6+6+1=12+1=13) ● Knowing and applying number bonds	

Indicator: Interprets, represents and solves addition and subtraction word problems				
Standard: 1.OA.1, 1.OA.2				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Interpret and solve word problems involving involving situations of adding to and putting together within 10 with unknowns in all positions using manipulatives, drawings, and simple equations	Requires teacher prompting and support to: ● Interpret and solve word problems involving involving situations of adding to and putting together within 10 with unknowns in all positions using manipulatives, drawings, and simple equations	Independently able to: ● Interpret and solve word problems involving situations of adding to and putting together of numbers within 10 with unknowns in all positions using manipulatives, drawings, and simple equations	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Interpret and solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing of numbers within 20 with unknowns in all positions

				- Use addition and subtraction strategies based on place value - Justify the reasonableness of a response using multiple strategies
Trimester 2	Unable to: Interpret and solve word problems involving situations of adding to, taking from, putting together and taking apart, and comparing of numbers within 10 with unknowns in all positions using manipulatives, drawings, and simple equations	Requires teacher prompting and support to: Interpret and solve word problems involving situations of adding to, taking from, putting together and taking apart, and comparing of numbers within 10 with unknowns in all positions using manipulatives, drawings, and simple equations	Independently able to: Interpret and solve word problems involving situations of adding to, taking from, putting together and taking apart, and comparing of numbers within 10 with unknowns in all positions using manipulatives, drawings, and simple equations	Consistently, accurately and independently meets the criteria for a 3 and is able to: - Interpret and solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing of numbers within 40 with unknowns in all positions - Use addition and subtraction strategies based on place value - Justify the reasonableness of a response using multiple strategies

Trimester 3	Unable to:	Requires teacher prompting and support to:	Independently able to:	Consistently, accurately and independently meets the criteria for a 3 and is able to:
	● Interpret and solve word problems involving situations of adding to, taking from, putting together and taking apart, and comparing of numbers within 20 with unknowns in all positions using manipulatives, drawings, and simple equations	● Interpret and solve word problems involving situations of adding to, taking from, putting together and taking apart, and comparing of numbers within 20 with unknowns in all positions using manipulatives, drawings, and simple equations	● Interpret and solve word problems involving situations of adding to, taking from, putting together and taking apart, and comparing of numbers within 20 with unknowns in all positions using manipulatives, drawings, and simple equations	● Interpret and solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing of numbers within 50 with unknowns in all positions ● Use addition and subtraction strategies based on place value ● Justify the reasonableness of a response using multiple strategies

Numbers and Operations in Base Ten

Indicator: Counts, reads and writes numerals				
Standard: 1.NBT.1				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Count up to 100 by 1s and 10s ● Count forward from a given number greater than 1, up to 20 ● Identify numbers up to 20 ● Represent a number of objects/drawings with a written numeral up to 20	Requires teacher prompting and support to: ● Count up to 100 by 1s and 10s ● Count forward from a given number greater than 1, up to 20 ● Identify numbers up to 20 ● Represent a number of objects/drawings with a written numeral up to 20	Independently able to: ● Count up to 100 by 1s and 10s ● Count forward from a given number greater than 1, up to 20 ● Identify numbers up to 20 ● Represent a number of objects/drawings with a written numeral up to 20	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Count to 100 by 1s, 5s and 10s ● Count forward from a given number greater than 1, up to 120 ● Represent a number of objects/drawings with a written numeral up to 100
Trimester 2	Unable to: ● Count up to 100 by 1s and 10s ● Count forward from a given number greater than 1, up to 100	Requires teacher prompting and support to: ● Count up to 100 by 1s and 10s ● Count forward from a given number greater than 1, up to 100	Independently able to: ● Count up to 100 by 1s and 10s ● Count forward from a given number greater than 1, up to 100	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Count within 200 by 1s, 5s and 10s ● Count forward from a given number

	1	2	3	4
	● Represent a number of objects/drawings with a written numeral up to 40	● Represent a number of objects/drawings with a written numeral up to 40	● Represent a number of objects/drawings with a written numeral up to 40	greater than 1, up to 200 ● Write numerals within 200
Trimester 3	Unable to: ● Count up to 120 by 1s and 10s ● Count forward from a given number greater than 1, up to 120 ● Represent a number of objects/drawings with a written numeral up to 120	Requires teacher prompting and support to: ● Count up to 120 by 1s and 10s ● Count forward from a given number greater than 1, up to 120 ● Represent a number of objects/drawings with a written numeral up to 120	Independently able to: ● Count up to 120 by 1s and 10s ● Count forward from a given number greater than 1, up to 120 ● Represent a number of objects/drawings with a written numeral up to 120	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Count within 200 by 1s, 2s, 5s and 10s ● Count forward from a given number greater than 1, up to 200 ● Represent a number of objects/drawings with a written numeral up to 200

Indicator: Demonstrates understanding of place value				
Standard: 1.NBT.2, 1.NBT2a, 1.NBT2b, 1.NBT.2c, 1.NBT.3				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	Unable to: ● Understand 10 ones can be called a "ten"	Requires teacher prompting and support to:	Independently able to: ● Understand 10 ones can be called a "ten"	Consistently, accurately and independently meets the criteria for a 3 and is able to:

	• Understand the numbers 11-19 are composed of a ten and ones	• Understand 10 ones can be called a "ten" • Understand the numbers 11-19 are composed of a ten and ones	• Understand the numbers 11-19 are composed of a ten and ones	• Understand that the digits of a 3-digit number represent amounts of hundreds, tens and ones • Understand 10 ones can be called a "ten" and 10 tens can be called a "hundred" • Compare two 2-digit numbers using understanding of place value
Trimester 3	Unable to: • Understand that the two digits of a 2-digit number represent amounts of tens and ones • Understand 10 ones can be called a "ten" • Understand the numbers 11-19 are composed of a ten and ones • Understand the numbers 10, 20…90	Requires teacher prompting and support to: • Understand that the two digits of a 2-digit number represent amounts of tens and ones • Understand 10 ones can be called a "ten" • Understand the numbers 11-19 are composed of a ten and ones • Understand the numbers 10, 20…90	Independently able to: • Understand that the two digits of a 2-digit number represent amounts of tens and ones • Understand 10 ones can be called a "ten" • Understand the numbers 11-19 are composed of a ten and ones • Understand the numbers 10, 20…90	Consistently, accurately and independently meets the criteria for a 3 and is able to: • Understand that the digits of a 3-digit number represent amounts of hundreds, tens and ones • Understand 10 ones can be called a "ten" and 10 tens can be called a "hundred" • Compare two 3-digit numbers using

	refer to one, two…..nine tens and 0 ones ● Compare two 2-digit numbers based on tens and ones-digits ● Use symbols >,<,and = to represent comparisons	refer to one, two…..nine tens and 0 ones ● Compare two 2-digit numbers based on tens and ones-digits ● Use symbols >,<,and = to represent comparisons	refer to one, two…..nine tens and 0 ones ● Compare two 2-digit numbers based on tens and ones-digits ● Use symbols >,<,and = to represent comparisons	understanding of place value

Indicator: Applies strategies based on place value to add and subtract				
Standard: 1.NBT.4, 1.NBT.5, NBT.6				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Mentally add/subtract10 from a two-digit number Use concrete models, drawings **or** strategies based on place value, properties of operations, and/or the relationship	Requires teacher prompting and support to: ● Mentally add/subtract10 from a two-digit number Use concrete models, drawings **or** strategies based on place value, properties of operations, and/or the relationship	Independently able to: ● Mentally add/subtract10 from a two-digit number Use concrete models, drawings **or** strategies based on place value, properties of operations, and/or the relationship	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Use concepts of place value (applying basic facts, using number bonds to make a 10 and adding tens and ones) to solve addition and

	between addition and subtraction to:	between addition and subtraction to:	between addition and subtraction to:	subtraction problems of two 2-digit numbers
	- Add within 100, including adding a 2-digit number and a 1-digit number, and adding a 2-digit number and a multiple of 10 - Subtract multiples of 10 (10-0) from multiples of 10 (10-90) , - Understand that in adding a 2-digit number, one adds tens and tens, ones and ones - Regroup to make a ten when you have 10 or more ones	- Add within 100, including adding a 2-digit number and a 1-digit number, and adding a 2-digit number and a multiple of 10 - Subtract multiples of 10 (10-0) from multiples of 10 (10-90) , - Understand that in adding a 2-digit number, one adds tens and tens, ones and ones - Regroup to make a ten when you have 10 or more ones	- Add within 100, including adding a 2-digit number and a 1-digit number, and adding a 2-digit number and a multiple of 10 - Subtract multiples of 10 (10-0) from multiples of 10 (10-90) , - Understand that in adding a 2-digit number, one adds tens and tens, ones and ones - Regroup to make a ten when you have 10 or more ones	Use **mental math** strategies to add and subtract two 2-digit numbers

Measurement and Data

Indicator: Measures the lengths of objects				
Standard: 1.MD.1, 1.MD.2				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Measure the length of an object using length units with no gaps ● Order three objects by length ● Compare the lengths of two objects indirectly by using a third object	Requires teacher prompting and support to: ● Measure the length of an object using length units with no gaps ● Order three objects by length ● Compare the lengths of two objects indirectly by using a third object	Independently able to: ● Measure the length of an object using length units with no gaps ● Order three objects by length ● Compare the lengths of two objects indirectly by using a third object	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen ● Estimate length of objects using different length units

Indicator: Organizes, represents, and interprets data				
Standard: 1.MD.4				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Organize, represent, and interpret data with up to three categories ● Answer questions about the data, such as "how many?", "how many more/less?"	Requires teacher prompting and support to: ● Organize, represent, and interpret data with up to three categories ● Answer questions about the data, such as "how many?", "how many more/less?"	Independently able to: ● Organize, represent, and interpret data with up to three categories ● Answer questions about the data, such as "how many?", "how many more/less?"	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Create questions and problems using the data

Indicator: Tells and writes time				
Standard: 1.MD.3				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Tell and write time to the hour and half	Requires teacher prompting and support to:	Independently able to: ● Tell and write time to the hour and half	Consistently, accurately and independently meets

	hour using analog and digital clocks	● Tell and write time to the hour and half hour using analog and digital clocks	hour using analog and digital clocks	the criteria for a 3 and is able to: ● Tell time to the quarter hour from both analog and digital clocks.

Indicator: Knows coin names and values				
Standard: 1.MD.3				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Identify coin names ● Identify coin values	Requires teacher prompting and support to: ● Identify coin names ● Identify coin values	Independently able to: ● Identify coin names ● Identify coin values	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Add and subtract to solve problems involving quarters, dimes, nickels, and pennies using $ and ¢ symbols with values up to $1.00.

Geometry

Indicator: Identifies attributes of and composes shapes				
Standard: 1.G.1, 1.G.2				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Identify shapes: rectangle, square, circle, hexagon, trapezoid, triangle, half-circle, quarter-circle, cube, sphere, rectangular prism, cone, cylinder ● Identify defining attributes of shapes (number of sides, corners, straight/curved lines) ● Identify non-defining attributes of shapes (color, orientation, size)	Requires teacher prompting and support to: ● Identify shapes: rectangle, square, circle, hexagon, trapezoid, triangle, half-circle, quarter-circle, cube, sphere, rectangular prism, cone, cylinder ● Identify defining attributes of shapes (number of sides, corners, straight/curved lines) ● Identify non-defining attributes of shapes (color, orientation, size)	Independently able to: ● Identify shapes: rectangle, square, circle, hexagon, trapezoid, triangle, half-circle, quarter-circle, cube, sphere, rectangular prism, cone, cylinder ● Identify defining attributes of shapes (number of sides, corners, straight/curved lines) ● Identify non-defining attributes of shapes (color, orientation, size)	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast shapes based on their attributes

	• Build and draw shapes • combine two and three dimensional shapes to create a composite shape	• build and draw shapes • combine two and three dimensional shapes to create a composite shape	• Build and draw shapes • combine two and three dimensional shapes to create a composite shape	

Indicator: Partitions circles and rectangles into equal shares				
Standard: 1.G.3				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: • Partition circles and rectangles in two and four equal shares • Use the words "halves, fourths, quarters" in describing the shares • Understand the whole as two of, or four of the shares	Requires teacher prompting and support to: • Partition circles and rectangles in two and four equal shares • Use the words "halves, fourths, quarters" in describing the shares • Understand the whole as two of, or four of the shares	Independently able to: • Partition circles and rectangles in two and four equal shares • Use the words "halves, fourths, quarters" in describing the shares • Understand the whole as two of, or four of the shares	Consistently, accurately and independently meets the criteria for a 3 and is able to: • Show more than one way to partition shapes into halves and fourths

| | ● Understand that decomposing the shape into more equal shares creates smaller shares | ● Understand that decomposing the shape into more equal shares creates smaller shares | ● Understand that decomposing the shape into more equal shares creates smaller shares | |

Mathematical Practices

Indicator: Makes sense of problems and perseveres in solving them				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Attempt to solve the problem ● Persevere in solving the problem (does not give up)	Requires teacher prompting and support to: ● Attempt to solve the problem ● Persevere in solving the problem (does not give up)	Independently able to: ● Attempt to solve the problem ● Persevere in solving the problem (does not give up)	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Think about the problem ● Make a plan to solve the problem ● Stick with it even if it is hard ● If stuck, think if there is another way to solve the problem and try again ● Check answers by asking, "Does this make sense?"

Trimester 2	Unable to: ● Attempt to solve the problem ● Persevere in solving the problem (does not give up)	Requires teacher prompting and support to: ● Attempt to solve the problem ● Persevere in solving the problem (does not give up)	Independently able to: ● Attempt to solve the problem ● Persevere in solving the problem (does not give up)	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Think about the problem ● Make a plan to solve the problem ● Stick with it even if it is hard ● If stuck, think if there is another way to solve the problem and try again ● Check answers by asking, "Does this make sense?"
Trimester 3	Unable to: ● Attempt to solve the problem ● Persevere in solving the problem (does not give up)	Requires teacher prompting and support to: ● Attempt to solve the problem ● Persevere in solving the problem (does not give up)	Independently able to: ● Attempt to solve the problem ● Persevere in solving the problem (does not give up)	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Think about the problem ● Make a plan to solve the problem ● Stick with it even if it is hard ● If stuck, think if there is another way

				to solve the problem and try again ● Check answers by asking, "Does this make sense?"

Indicator: Clearly communicates mathematical thinking and reasoning				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Requires teacher prompting and support to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Independently able to: ● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies ● Listen to solutions of others and comment appropriately
Trimester 2	Unable to: ● Make and present solutions by using objects, drawings, diagrams and	Requires teacher prompting and support to: ● Make and present solutions by using objects, drawings,	Independently able to: ● Make and present solutions by using objects, drawings, diagrams and/or	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast

	equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	various solution strategies with peers ● Identify the various weaknesses and strengths of strategies ● Listen to solutions of others and comment appropriately
Trimester 3	Unable to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Requires teacher prompting and support to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Independently able to: ● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies ● Listen to solutions of others and comment appropriately