Midlothian ISD Standards Based Report Card Rubric: Grade 1 Mathematics

	Report Card Section	Standards Assessed	TRS Unit	Learning Progression			
				Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Stadard - Scored 4
	FIRST REPORTING PERIOD						
1st	**Algebraic Reasoning**	1.5F Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	Unit 2, 5 & 15	Student can determine the **result unknown** in an addition or subtraction equation within 10 **with teacher assistance.** Ex. 6 = 4 = ___ Ex. 10 - 8 = ___	Student can determine the **result unknown** in an addition or subtraction equation within 10. Ex. 6 + 4 = ___ Ex. 10 - 8 = ___	Student can determine the **part unknown** in an addition or subtraction equation within 10. Ex. 6 + __ = 10 Ex. ___ - 8 = 2	Student can determine the unknown whole number in an addition **OR** subtraction equation when the **unknown may be any one of the three OR four terms** in the equation within 10. Ex. 3 + 3 = 6 **OR** 5 - 2 = 6 - 3 Ex. __ + 3 = 6 **OR** 5 - 2 = __ - 3 Ex. 3 + 3 = ___ **OR** ___ - 2 = 6 - 3
1st	**Numbers and Operations**	1.2B Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	Unit 4, 6, 8	*Student can compose numbers up to 20 ***in only one*** **way with teacher assistance** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers **up to 20 in only one way with teacher assistance** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 20 ***in only one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers up to 20 in **only one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 20 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers up to 20 in **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 20 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **AND** *Student can decompose numbers up to 20 in **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)
1st		1.2G Represent the comparison of two numbers to 120 using the symbols >, <, or =	Unit 4, 6, 8	Student can compare numbers less than 15. (verbally or by pointing)	Student can compare numbers up to 15. (verbally or by pointing)	Student can compare numbers up to 20. (verbally or by pointing)	Represent the comparison of two numbers to 20 using the symbols >, <, or =
1st		1.3D Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	Unit 2, 5, 10, 15	*Student can add **OR** subtract within 8 using basic fact strategies **with teacher assistance**.	*Student can add within 8 using basic fact strategies **OR** *Student can subtract within 8 using basic fact strategies	*Student can add within 10 using basic fact strategies **OR** *Student can subtract within 10 using basic fact strategies	*Student can add within 10 using basic fact strategies **AND** *Student can subtract within 10 using basic fact strategies
1st		1.3B, 1.3E, 1.3F Solve, explain, and generate problem situations with strategies up to 20.	Unit 2, 5, 10, 15	Student uses objects and pictorial models to solve word problems up to 10 **with teacher assistance**	Student uses objects and pictoral models to solve for an unknown in word problems up to 10	Student explains strategies used to solve word problems to 10	Student generates their own word problem when given an equation to 10
	SECOND REPORTING PERIOD						
2nd	**Algebraic Reasoning**	1.5 A Recite numbers forward and backward from any given number between 1 and 120	Unit 7 & 9	Students can rote count forward a number less than 50 starting from 1	A student can rote count forward **and** backwards to 50 starting from 1	* Students can count forward starting at any given number between 1-100 **OR** * Students can count backwards starting at any given number between 1-100	* Student can count forward from any given number up to 100 **AND** *Student can count backwards from any given number up to 100
2nd		1.5F Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	Unit 2, 5 & 15	Student can determine the **result unknown** in an addition or subtraction equation within 20 **with teacher assistance.** Ex. 14 + 3 = ___ Ex. 17 - 12 = ___	Student can determine the **result unknown** in an addition or subtraction equation within 20. Ex. 14 + 3 = ___ Ex. 17 - 12 = ___	Student can determine the **part unknown** in an addition or subtraction equation within 20. Ex. 6 + __ = 18 Ex. ___ - 12= 2	Student can determine the unknown whole number in an addition **OR** subtraction equation when the **unknown may be any one of the three OR four terms** in the equation within 20. ex. 13 + 3 = 16 **OR** 15 - 10 = 7 - 2 ex. __ + 3 = 16 **OR** 15 - 10 = __ - 2 ex. 13 + 3 = ___ **OR** ___ - 10 = 7- 2

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	Report Card Section	Standards Assessed	TRS Unit	Learning Progression			
				Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Stadard - Scored 4
	Data Analysis	1.8 A,B,& C Students will collect, sort, organize, data in up to three categories using models/representations such as tally marks or T-charts and use the data to draw conclusions, generate and solve problems as well as answer questions using information from picture and bar-type graphs.	Unit 1 & 10	Student collects, sorts, and organizes data up to 3 categories using tally marks or T-charts ***with teacher assistance***	Student collects, sorts, and organizes data up to 3 categories using tally marks or T-charts	Student collects, sorts, and organizes data up to 3 categories using tally marks or T-charts **AND** creates a picture graph to match the data.	Student collects, sorts, and organizes data up to 3 categories using tally marks or T-charts **AND** creates a bar type graph to match the data.
	Geometry	1.6A, 1.6B, 1.6C,1.6D,1.6F Identify, classify, and create 2-dimensional figures; distinguish attributes that define a 2-dimensional figure and attributes that do not define the shape.	Unit 11, 13	Identify 2D shapes (circles, triangles, rectangles, squares (as a special rectangle), rhombus, hexagaon **AND** describe their attributes ***with teacher assistance.***	Identify 2D shapes (circles, triangles, rectangles, squares (as a special rectangle), rhombus, hexagaon **AND** describe their attributes	Students create 2D shapes **AND** describe their attributes using formal geometric language	Student can distinguish between defining and non-defining attributes of 2D shapes by classifying and sorting regular and irregular 2D shapes based on those attributes **AND** Describe the shapes atributes using formal geometric language.
2nd	Numbers and Operations	1.2B Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	Unit 4, 6, 8	*Student can compose numbers up to 20 ***in more than one* way with teacher assistance** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers **up to 20 in more than one way with teacher assistance** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 20 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers up to 20 in **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 99 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers up to 99 **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 99 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **AND** *Student can decompose numbers up to 99 in **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)
2nd		1.2G Represent the comparison of two numbers to 100 using the symbols >, <, or =	Unit 4, 6, 8	Student can compare numbers less than 50. (verbally or by pointing)	Student can compare numbers up to 50. (verbally or by pointing)	Student can compare numbers up to 75. (verbally or by pointing)	Represent the comparison of two numbers to 99 using the symbols >, <, or =
2nd		1.3D Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	Unit 2, 5, 10, 15	*Student can add **OR** subtract within 15 using basic fact strategies **with teacher assistance**.	*Student can add within 15 using basic fact strategies **OR** *Student can subtract within 15 using basic fact strategies	*Student can add within 20 using basic fact strategies **OR** *Student can subtract within 20 using basic fact strategies	*Student can add within 20 using basic fact strategies **AND** *Student can subtract within 20 using basic fact strategies
2nd		1.3B, 1.3E, 1.3F Solve, explain, and generate problem situations with strategies up to 20.	Unit 2, 5, 10, 15	Student uses objects and pictorial models to solve word problems up to 20 **with teacher assistance**	Student uses objects and pictoral models to solve for an unknown in word problems up to 20	Student explains strategies used to solve word problems to 20	Student generates their own word problem when given an equation to 20
	THIRD REPORTING PERIOD						
3rd	ing	1.5 A Recite numbers forward and backward from any given number between 1 and 120	Unit 7 & 9	Students can rote count forward to a number less than 100 starting from 1	A student can rote count forward **and** backwards to 100 starting from 1	* Students can count forward starting at any given number between 1-120 **OR** * Students can count backwards starting at any given number between 1-120	* Student can count forward from any given number up to 120 **AND** *Student can count backwards from any given number up to 120

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				Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Stadard - Scored 4
3rd	Algebraic Reason	1.5B Skip by twos, fives, and tens to determine the total number of objects up to 120 in a set.	Unit 7 & 9	Student can count objects by 2s, 5s, **OR** 10s up to 100 ***with teacher assistance***	Student can count objects by 10s **AND** 2s, **OR** 5s up to 100	Student can count objects by 2s, 5s, **AND** 10s up to 100	Student can count objects by 2s, 5s, **AND** 10s up to 120
3rd		1.5F Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	Unit 2, 5 & 15	Student can determine the **result unknown** in an addition or subtraction equation within 20 **with teacher assistance.** Ex. 14 + 3 = ___ Ex. 17 - 12 = ___	Student can determine the **result unknown** in an addition or subtraction equation within 20. Ex. 14 + 3 = ___ Ex. 17 - 12 = ___	Student can determine the **part unknown** in an addition or subtraction equation within 20. Ex. 6 + __ = 18 Ex. ___ - 12= 2	Student can determine the unknown whole number in an addition **OR** subtraction equation when the **unknown may be any one of the three OR four terms** in the equation within 20. ex. 13 + 3 = 16 **OR** 15 - 10 = 7 - 2 ex. __ + 3 = 16 **OR** 15 - 10 = __ - 2 ex. 13 + 3 = ___ **OR** ___ - 10 = 7- 2
3rd	Data Analysis	1.8 A,B,& C Students will collect, sort, organize, data in up to three categories using models/representations such as tally marks or T-charts and use the data to draw conclusions, generate and solve problems as well as answer questions using information from picture and bar-type graphs.	Unit 1 & 10	Student collects, sorts, and organizes data up to 3 categories using tally marks or T-charts AND creates a bar and/or picture graph to match the data ***with teacher assistance.***	Student collects, sorts, and organizes data up to 3 categories using tally marks or T-charts **AND** creates a bar type and/or picture graph to match the data.	Student draws conclusions and answers questions using information from picture and bar-type graphs.	Student **generates** and answers questions using information from picture and bar-type graphs.
3rd	Geometry & Measurement	1.6A, 1.6B, 1.6C,1.6D,1.6F Identify, classify, and create 2-dimensional figures; distinguish attributes that define a 2-dimensional figure and attributes that do not define the shape.	Unit 11, 13	Identify 2D shapes (circles, triangles, rectangles, squares (as a special rectangle), rhombus, hexagaon **AND** describe their attributes ***with teacher assistance.***	Identify 2D shapes (circles, triangles, rectangles, squares (as a special rectangle), rhombus, hexagaon **AND** describe their attributes	Students create 2D shapes **AND** describe their attributes using formal geometric language	Student can distinguish between defining and non-defining attributes of 2D shapes by classifying and sorting regular and irregular 2D shapes based on those attributes **AND** Describe the shapes atributes using formal geometric language.
3rd		1.6B, 1.6E, Identify 3-dimensional figures; distinguish attributes that define a 3-dimensional figure and attributes that do not define the shape.	Unit 11, 13	Student identifies between defining attributes of 3D shapes by classifying and sorting 3D shapes based on those attributes ***with teacher assistance***.	Student identifies between **defining attributes** of 3D shapes by classifying and sorting 3D shapes based on those attributes	Student identifies between **defining and non-defining attributes** of 3D shapes by classifying and sorting 3D shapes based on those attributes.	Student identifies 3D shapes (spheres, cones, cylinders, rectangular prisms (including cubes), and traingular prisms.) **AND** describes the shapes' attributes using formal geometric language.
3rd		1.6G, Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.	Unit 12	Student can identify fair and unfair shares, or equal parts ***with teacher assistance.***	Student can identify **fair and unfair shares, or equal parts**	Students can **partition** 2D figures into halves and fourths.	Students can partition 2D figures into halves and fourths **AND** students can describe the parts **using mathematical language.**
3rd		1.7A, 1.7B, 1.7C, 1.7D Use measuing tools to illustrate, describe, and measure length with non-standard units; Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.	Unit 14	Student illustrates that the length of an object is the number of same size units of length, that when laid end to end with no gaps or overlaps, reach from one end of the object to the other **with teacher assistance.**	Student illustrates that the length of an object is the number of same size units of length, that when laid end to end with no gaps or overlaps, reach from one end of the object to the other.	Student describes a length to the nearest whole unit using a number **and a unit.**	Student measures the same object/distance with units of two different lengths and describes how and why the measurements differ.

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3rd		1.7E Tell time to the hour and half hour using analog and digital clocks. Tell time to the hour and half hour	Unit 12	Tell time to the **hour and half hour** on an digital clock **with teacher assistance**	Tell time to the **hour and half hour** on an **digital clock**	Tell time to the **hour** on a digital **AND analog clock**	Tell time to the **hour and half hour** on a digital **AND analog clock**
3rd	Numbers and Operations	1.2B Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	Unit 4, 6, 8	*Student can compose numbers up to 20 ***in more than one*** **way with teacher assistance** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers **up to 20 in more than one way with teacher assistance** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 20 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers up to 20 in **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 99 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers up to 99 **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 99 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **AND** *Student can decompose numbers up to 99 in **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)
3rd		1.2G Represent the comparison of two numbers to 100 using the symbols >, <, or =	Unit 4, 6, 8	Student can compare numbers less than 75. (verbally or by pointing)	Student can compare numbers up to 75. (verbally or by pointing)	Student can compare numbers up to 100. (verbally or by pointing)	Represent the comparison of two numbers to 100 using the symbols >, <, or =
3rd		1.3D Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	Unit 2, 5, 10, 15	*Student can add **OR** subtract within 15 using basic fact strategies **with teacher assistance**.	*Student can add within 15 using basic fact strategies **OR** *Student can subtract within 15 using basic fact strategies	*Student can add within 20 using basic fact strategies **OR** *Student can subtract within 20 using basic fact strategies	*Student can add within 20 using basic fact strategies **AND** *Student can subtract within 20 using basic fact strategies
3rd		1.3B, 1.3E, 1.3F Solve, explain, and generate problem situations with strategies up to 20.	Unit 2, 5, 10, 15	Student uses objects and pictorial models to solve word problems up to 20 **with teacher assistance**	Student uses objects and pictoral models to solve for an unknown in word problems up to 20	Student explains strategies used to solve word problems to 20	Student generates their own word problem when given an equation to 20
	FOURTH REPORTING PERIOD						
4th	c Reasoning	1.5 A Recite numbers forward and backward from any given number between 1 and 120	Unit 7 & 9	Students can rote count forward to a number less than 120 starting from 1	A student can rote count forward and backwards to 120 starting from 1	* Students can count forward starting at any given number between 1-120 **OR** * Students can count backwards starting at any given number between 1-120	* Student can count forward from any given number up to 120 **AND** *Student can count backwards from any given number up to 120
4th		1.5B Skip by twos, fives, and tens to determine the total number of objects up to 120 in a set.	Unit 7 & 9	Student can count objects by 2s, 5s, **OR** 10s up to 100 ***with teacher assistance***	Student can count objects by 10s **AND** 2s, **OR** 5s up to 100	Student can count objects by 2s, 5s, **AND** 10s up to 100	Student can count objects by 2s, 5s, **AND** 10s up to 120

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4th	Algebraic	1.5F Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	Unit 2, 5 & 15	Student can determine the **result unknown** in an addition or subtraction equation within 20 **with teacher assistance.** Ex. 14 + 3 = ___ Ex. 17 - 12 = ___	Student can determine the **result unknown** in an addition or subtraction equation within 20. Ex. 14 + 3 = ___ Ex. 17 - 12 = ___	Student can determine the **part unknown** in an addition or subtraction equation within 20. Ex. 6 + __ = 18 Ex. ___ - 12= 2	Student can determine the unknown whole number in an addition **OR** subtraction equation when the **unknown may be any one of the three OR four terms** in the equation within 20. ex. 13 + 3 = 16 **OR** 15 - 10 = 7 - 2 ex. __ + 3 = 16 **OR** 15 - 10 = __ - 2 ex. 13 + 3 = ___ **OR** ___ - 10 = 7- 2
4th	Data Analysis	1.8 A,B,& C Students will collect, sort, organize, data in up to three categories using models/representations such as tally marks or T-charts and use the data to draw conclusions, generate and solve problems as well as answer questions using information from picture and bar-type graphs.	Unit 1 & 10	Student collects, sorts, and organizes data up to 3 categories using tally marks or T-charts AND creates a bar and/or picture graph to match the data ***with teacher assistance.***	Student collects, sorts, and organizes data up to 3 categories using tally marks or T-charts **AND** creates a bar type and/or picture graph to match the data.	Student draws conclusions and answers questions using information from picture and bar-type graphs.	Student **generates** and answers questions using information from picture and bar-type graphs.
4th	Geometry & Measurement	1.6A, 1.6B, 1.6C,1.6D,1.6F Identify, classify, and create 2-dimensional figures; distinguish attributes that define a 2-dimensional figure and attributes that do not define the shape.	Unit 11, 13	Identify 2D shapes (circles, triangles, rectangles, squares (as a special rectangle), rhombus, hexagaon **AND** describe their attributes ***with teacher assistance.***	Identify 2D shapes (circles, triangles, rectangles, squares (as a special rectangle), rhombus, hexagaon **AND** describe their attributes	Students create 2D shapes **AND** describe their attributes using formal geometric language	Student can distinguish between defining and non-defining attributes of 2D shapes by classifying and sorting regular and irregular 2D shapes based on those attributes **AND** Describe the shapes atributes using formal geometric language.
4th		1.6B, 1.6E, Identify 3-dimensional figures; distinguish attributes that define a 3-dimensional figure and attributes that do not define the shape.	Unit 11, 13	Student identifies between defining attributes of 3D shapes by classifying and sorting 3D shapes based on those attributes ***with teacher assistance***.	Student identifies between **defining attributes** of 3D shapes by classifying and sorting 3D shapes based on those attributes	Student identifies between **defining and non-defining attributes** of 3D shapes by classifying and sorting 3D shapes based on those attributes.	Student identifies 3D shapes (spheres, cones, cylinders, rectangular prisms (including cubes), and traingular prisms.) **AND** describes the shapes' attributes using formal geometric language.
4th		1.6G, Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.	Unit 12	Student can identify fair and unfair shares, or equal parts ***with teacher assistance.***	Student can identify **fair and unfair shares, or equal parts**	Students can **partition** 2D figures into halves and fourths.	Students can partition 2D figures into halves and fourths **AND** students can describe the parts **using mathematical language.**
4th		1.7A, 1.7B, 1.7C, 1.7D Use measuing tools to illustrate, describe, and measure length with non-standard units; Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.	Unit 14	Student illustrates that the length of an object is the number of same size units of length, that when laid end to end with no gaps or overlaps, reach from one end of the object to the other **with teacher assistance.**	Student illustrates that the length of an object is the number of same size units of length, that when laid end to end with no gaps or overlaps, reach from one end of the object to the other.	Student describes a length to the nearest whole unit using a number **and a unit.**	Student measures the same object/distance with units of two different lengths and describes how and why the measurements differ.
4th		1.7E Tell time to the hour and half hour using analog and digital clocks. Tell time to the hour and half hour	Unit 12	Tell time to the **hour and half hour** on an digital clock **with teacher assistance**	Tell time to the **hour and half hour** on an **digital clock**	Tell time to the **hour** on a digital **AND analog clock**	Tell time to the **hour and half hour** on a digital **AND analog clock**

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4th	Numbers and Operations	1.2B Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	Unit 4, 6, 8	*Student can compose numbers up to 99 in ***more than one way with teacher assistance*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers up to 99 in ***more than one way with teacher assistance*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 99 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers up to 99 in **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 120 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **OR** *Student can decompose numbers up to 120 in **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)	*Student can compose numbers up to 120 in ***more than one way*** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc) **AND** *Student can decompose numbers up to 120 in **more than one way** (base ten blocks, linking cubes, bundle sticks, number lines, place value disks, pictoral model, etc)
4th		1.2G Represent the comparison of two numbers to 100 using the symbols >, <, or =	Unit 4, 6, 8	Student can compare numbers less than 75. (verbally or by pointing)	Student can compare numbers up to 75. (verbally or by pointing)	Student can compare numbers up to 100. (verbally or by pointing)	Represent the comparison of two numbers to 100 using the symbols >, <, or =
4th		1.3D Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	Unit 2, 5, 10, 15	*Student can add **OR** subtract within 15 using basic fact strategies **with teacher assistance**.	*Student can add within 15 using basic fact strategies **OR** *Student can subtract within 15 using basic fact strategies	*Student can add within 20 using basic fact strategies **OR** *Student can subtract within 20 using basic fact strategies	*Student can add within 20 using basic fact strategies **AND** *Student can subtract within 20 using basic fact strategies
4th		1.3B, 1.3E, 1.3F Solve, explain, and generate problem situations with strategies up to 20.	Unit 2, 5, 10, 15	Student uses objects and pictorial models to solve word problems up to 20 **with teacher assistance**	Student uses objects and pictoral models to solve for an unknown in word problems up to 20	Student explains strategies used to solve word problems to 20	Student generates their own word problem when given an equation to 20
4th		1.4A Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them.	Unit 9	Student identifies less than 3 of the 4 coins by value	Student identifies 3 out of the 4 coins by value	Student identifies U.S. coins, including pennies, nickels, dimes, and quarters by value	Student identifies U.S. coins, including pennies, nickels, dimes, and quarters by value **AND** describes the relationships among them
4th		1.4C Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	Unit 9	Determine by the value of a collection of any mixture of pennies, nickels and/or dimes to 50 cents by counting them by twos, fives, and tens as appropriate ***with teacher assistance.***	Determine by the value of a collection of any mixture of pennies, nickels and/or dimes to 50 cents by counting them by twos, fives, and tens as appropriate.	Determine by the value of a collection of any mixture of pennies, nickels and/or dimes to 75 cents by counting them by twos, fives, and tens as appropriate.	Determine by the value of a collection of any mixture of pennies, nickels and/or dimes to 99 cents by counting them by twos, fives, and tens as appropriate.