

Operations and Algebraic Thinking

1) Represent and solve problems involving addition and subtraction. (OA1)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	Exhibits little understanding of how to: <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart using objects, drawings, or equations. 	Requires considerable support to: <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart using objects, drawings, or equations. 	With minimal support can: <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart using objects, drawings, or equations. 	Can consistently and independently: <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart using objects, drawings, or equations.
Tri 3	Exhibits little understanding of how to: <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving adding to, taking from, putting together, and comparing by using objects, drawings, and equations (1 step only). 	Requires considerable support to: <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving adding to, taking from, putting together, and comparing by using objects, drawings, and equations (1 step only). 	With minimal support can: <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving adding to, taking from, putting together, and comparing by using objects, drawings, and equations (1 step only). 	Can consistently and independently: <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving adding to, taking from, putting together, and comparing by using objects, drawings, and equations (1 step only).

2) *Add and subtract within 20. (OA2)*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Exhibits little understanding of how to: <ul style="list-style-type: none"> Know doubles and combinations of 10 in addition. 	Requires considerable support to: <ul style="list-style-type: none"> Know doubles and combinations of 10 in addition. 	With minimal support can: <ul style="list-style-type: none"> Know doubles and combinations of 10 in addition. 	Can consistently and independently: <ul style="list-style-type: none"> Know doubles and combinations of 10 in addition.
Tri 2	Exhibits little understanding of how to: <ul style="list-style-type: none"> Know doubles and combinations of 10 and apply strategies to solve all addition and subtraction facts. 	Requires considerable support to: <ul style="list-style-type: none"> Know doubles and combinations of 10 and apply strategies to solve all addition and subtraction facts. 	With minimal support can: <ul style="list-style-type: none"> Know doubles and combinations of 10 and apply strategies to solve all addition and subtraction facts. 	Can consistently and independently: <ul style="list-style-type: none"> Know doubles and combinations of 10 and apply strategies to solve all addition and subtraction facts.
Tri 3	Exhibits little understanding of how to: <ul style="list-style-type: none"> Add and subtract within 20. Know from memory all sums of 2 one-digit numbers 	Requires considerable support to: <ul style="list-style-type: none"> Add and subtract within 20. Know from memory all sums of 2 one-digit numbers 	With minimal support can: <ul style="list-style-type: none"> Add and subtract within 20. Know from memory all sums of 2 one-digit numbers 	Can consistently and independently: <ul style="list-style-type: none"> Add and subtract within 20. Know from memory all sums of 2 one-digit numbers

3) Work within equal groups of objects to gain foundations for multiplication. (OA3-4)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Exhibits little understanding of how to: <ul style="list-style-type: none"> Determine whether a group of objects (up to 20) has an even or odd number of members using manipulatives. 	Requires considerable support to: <ul style="list-style-type: none"> Determine whether a group of objects (up to 20) has an even or odd number of members using manipulatives. 	With minimal support can: <ul style="list-style-type: none"> Determine whether a group of objects (up to 20) has an even or odd number of members using manipulatives. 	Can consistently and independently: <ul style="list-style-type: none"> Determine whether a group of objects (up to 20) has an even or odd number of members using manipulatives.
Tri 2				
Tri 3	Exhibits little understanding of how to: <ul style="list-style-type: none"> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and columns. Write equations to express the totals of these as a sum of equal addends. 	Requires considerable support to: <ul style="list-style-type: none"> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and columns. Write equations to express the totals of these as a sum of equal addends. 	With minimal support can: <ul style="list-style-type: none"> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and columns. Write equations to express the totals of these as a sum of equal addends. 	Can consistently and independently: <ul style="list-style-type: none"> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and columns. Write equations to express the totals of these as a sum of equal addends.

Numbers and Operations in Base Ten

1) Understand place value. (NBT1-4)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	<p>Exhibits little understanding of how to:</p> <ul style="list-style-type: none"> Compare numbers to at least 99 and record comparisons using $<$, $>$, and $=$. Understand that the two digits of a 2-digit number represent amounts of tens and ones. Count by 1's past 120 and skip count by 5s and 10s to at least 200. Read and write numbers to at least 120 using base-10 numerals and numbers to 20 using number names. 	<p>Requires considerable support to:</p> <ul style="list-style-type: none"> Compare numbers to at least 99 and record comparisons using $<$, $>$, and $=$. Understand that the two digits of a 2-digit number represent amounts of tens and ones. Count by 1's past 120 and skip count by 5s and 10s to at least 200. Read and write numbers to at least 120 using base-10 numerals and numbers to 20 using number names. 	<p>With minimal support can:</p> <ul style="list-style-type: none"> Compare numbers to at least 99 and record comparisons using $<$, $>$, and $=$. Understand that the two digits of a 2-digit number represent amounts of tens and ones. Count by 1's past 120 and skip count by 5s and 10s to at least 200. Read and write numbers to at least 120 using base-10 numerals and numbers to 20 using number names. 	<p>Can consistently and independently:</p> <ul style="list-style-type: none"> Compare numbers to at least 99 and record comparisons using $<$, $>$, and $=$. Understand that the two digits of a 2-digit number represent amounts of tens and ones. Count by 1's past 120 and skip count by 5s and 10s to at least 200. Read and write numbers to at least 120 using base-10 numerals and numbers to 20 using number names.
Tri 2	<p>Exhibits little understanding of how to:</p> <ul style="list-style-type: none"> Read and write numbers to at least 120 using base 10 numerals 	<p>Requires considerable support to:</p> <ul style="list-style-type: none"> Read and write numbers to at least 120 using base 10 numerals 	<p>With minimal support can:</p> <ul style="list-style-type: none"> Read and write numbers to at least 120 using base 10 numerals 	<p>Can consistently and independently:</p> <ul style="list-style-type: none"> Read and write numbers to at least 120 using base 10 numerals and

	<p>and numbers to 20 using number names.</p> <ul style="list-style-type: none"> • Understand that three nonzero digits of a 3-digit number represents amounts of 100s, 10s and 1s. 	<p>and numbers to 20 using number names.</p> <ul style="list-style-type: none"> • Understand that three nonzero digits of a 3-digit number represents amounts of 100s, 10s and 1s. 	<p>and numbers to 20 using number names.</p> <ul style="list-style-type: none"> • Understand that three nonzero digits of a 3-digit number represents amounts of 100s, 10s and 1s. 	<p>numbers to 20 using number names.</p> <ul style="list-style-type: none"> • Understand that three nonzero digits of a 3-digit number represents amounts of 100s, 10s and 1s.
Tri 3	<p>Exhibits little understanding of how to:</p> <ul style="list-style-type: none"> • Compare two 3-digit numbers with nonzero digits based on meanings of 100s, 10s, and 1s, using $<$, $>$, and $=$ symbols. • Count within a 1000; skip count by 5s, 10s, and 100s. • Read and write numbers to 1000 using base-ten numerals, number names, and expanded form • Understand that the 3 digits of a three-digit number represent amounts of hundreds, tens, and ones. 	<p>Requires considerable support to:</p> <ul style="list-style-type: none"> • Compare two 3-digit numbers with nonzero digits based on meanings of 100s, 10s, and 1s, using $<$, $>$, and $=$ symbols. • Count within a 1000; skip count by 5s, 10s, and 100s. • Read and write numbers to 1000 using base-ten numerals, number names, and expanded form • Understand that the 3 digits of a three-digit number represent amounts of hundreds, tens, and ones. 	<p>With minimal support can:</p> <ul style="list-style-type: none"> • Compare two 3-digit numbers with nonzero digits based on meanings of 100s, 10s, and 1s, using $<$, $>$, and $=$ symbols. • Count within a 1000; skip count by 5s, 10s, and 100s. • Read and write numbers to 1000 using base-ten numerals, number names, and expanded form • Understand that the 3 digits of a three-digit number represent amounts of hundreds, tens, and ones. 	<p>Can consistently and independently:</p> <ul style="list-style-type: none"> • Compare two 3-digit numbers with nonzero digits based on meanings of 100s, 10s, and 1s, using $<$, $>$, and $=$ symbols. • Count within a 1000; skip count by 5s, 10s, and 100s. • Read and write numbers to 1000 using base-ten numerals, number names, and expanded form • Understand that the 3 digits of a three-digit number represent amounts of hundreds, tens, and ones.

2) Use place value understanding and properties of operations to add and subtract. (NBT5-9)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	<p>Exhibits little understanding of how to:</p> <ul style="list-style-type: none"> ● Mentally add 10 and subtract 10 from a 2-digit number. ● Use concrete models to add and subtract for “What’s My Rule?” problems. ● Explain why addition and subtraction strategies work. 	<p>Requires considerable support to:</p> <ul style="list-style-type: none"> ● Mentally add 10 and subtract 10 from a 2-digit number. ● Use concrete models to add and subtract for “What’s My Rule?” problems. ● Explain why addition and subtraction strategies work. 	<p>With minimal support can:</p> <ul style="list-style-type: none"> ● Mentally add 10 and subtract 10 from a 2-digit number. ● Use concrete models to add and subtract for “What’s My Rule?” problems. <p>Explain why addition and subtraction strategies work.</p>	<p>Can consistently and independently:</p> <ul style="list-style-type: none"> ● Mentally add 10 and subtract 10 from a 2-digit number. ● Use concrete models to add and subtract for “What’s My Rule?” problems. ● Explain why addition and subtraction strategies work.
Tri 2	<p>Exhibits little understanding of how to:</p> <ul style="list-style-type: none"> ● Mentally add or subtract 10 from any 2- or 3-digit number. ● Add and subtract numbers at least within 100 using strategies. ● Understand that in adding 3-digit numbers, add the same place values and that it may be necessary to compose or 	<p>Requires considerable support to:</p> <ul style="list-style-type: none"> ● Mentally add or subtract 10 from any 2- or 3-digit number. ● Add and subtract numbers at least within 100 using strategies. ● Understand that in adding 3-digit numbers, add the same place values and that it may be necessary to compose or 	<p>With minimal support can:</p> <ul style="list-style-type: none"> ● Mentally add or subtract 10 from any 2- or 3-digit number. ● Add and subtract numbers at least within 100 using strategies. ● Understand that in adding 3-digit numbers, add the same place values and that it may be necessary to compose or 	<p>Can consistently and independently:</p> <ul style="list-style-type: none"> ● Mentally add or subtract 10 from any 2- or 3-digit number. ● Add and subtract numbers at least within 100 using strategies. ● Understand that in adding 3-digit numbers, add the same place values and that it may be necessary to compose or

	<p>decompose 10s and 100s.</p> <ul style="list-style-type: none"> • Add three or more 2-digit numbers (up to 20) with the use of paper and pencil strategy, a number grid, or a number line. 	<p>decompose 10s and 100s.</p> <ul style="list-style-type: none"> • Add three or more 2-digit numbers (up to 20) with the use of paper and pencil strategy, a number grid, or a number line. 	<p>decompose 10s and 100s.</p> <ul style="list-style-type: none"> • Add three or more 2-digit numbers (up to 20) with the use of paper and pencil strategy, a number grid, or a number line. 	<p>decompose 10s and 100s.</p> <ul style="list-style-type: none"> • Add three or more 2-digit numbers (up to 20) with the use of paper and pencil strategy, a number grid, or a number line.
Tri 3	<p>Exhibits little understanding of how to:</p> <ul style="list-style-type: none"> • Explain why addition and subtraction strategies work. • Add and subtract within 100 using strategies. • Add and subtract within 1000 using concrete models or drawings and strategies. 	<p>Requires considerable support to:</p> <ul style="list-style-type: none"> • Explain why addition and subtraction strategies work. • Add and subtract within 100 using strategies. • Add and subtract within 1000 using concrete models or drawings and strategies. 	<p>With minimal support can:</p> <ul style="list-style-type: none"> • Explain why addition and subtraction strategies work. • Add and subtract within 100 using strategies. • Add and subtract within 1000 using concrete models or drawings and strategies. 	<p>Can consistently and independently:</p> <ul style="list-style-type: none"> • Explain why addition and subtraction strategies work. • Add and subtract within 100 using strategies. • Add and subtract within 1000 using concrete models or drawings and strategies.

Measurement and Data

1) Measure and estimate lengths in standard units. (MD1-4)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	<p>Exhibits little understanding of how to:</p> <ul style="list-style-type: none"> Estimate lengths using units of feet. Select appropriate measuring tools and measure the length of an object or distance to the nearest inch, foot, or centimeter. <p>Measure the length of an object in both inches and centimeters (or in two different units of length) and describe how the two measurements relate to the size of the unit chosen.</p>	<p>Requires considerable support to:</p> <ul style="list-style-type: none"> Estimate lengths using units of feet. Select appropriate measuring tools and measure the length of an object or distance to the nearest inch, foot, or centimeter. <p>Measure the length of an object in both inches and centimeters (or in two different units of length) and describe how the two measurements relate to the size of the unit chosen.</p>	<p>With minimal support can:</p> <ul style="list-style-type: none"> Estimate lengths using units of feet. Select appropriate measuring tools and measure the length of an object or distance to the nearest inch, foot, or centimeter. <p>Measure the length of an object in both inches and centimeters (or in two different units of length) and describe how the two measurements relate to the size of the unit chosen.</p>	<p>Can consistently and independently:</p> <ul style="list-style-type: none"> Estimate lengths using units of feet. Select appropriate measuring tools and measure the length of an object or distance to the nearest inch, foot, or centimeter. Measure the length of an object in both inches and centimeters (or in two different units of length) and describe how the two measurements relate to the size of the unit chosen.
Tri 3				

2) *Work with time and money. (MD7-8)*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Exhibits little understanding of how to: <ul style="list-style-type: none"> • Solve problems involving pennies and dimes. 	Requires considerable support to: <ul style="list-style-type: none"> • Solve problems involving pennies and dimes. 	With minimal support can: <ul style="list-style-type: none"> • Solve problems involving pennies and dimes. 	Can consistently and independently: <ul style="list-style-type: none"> • Solve problems involving pennies and dimes.
Tri 2	Exhibits little understanding of how to: <ul style="list-style-type: none"> • Tell and write time using analog and digital clocks to the nearest ½ hour. • Solve problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1. 	Requires considerable support to: <ul style="list-style-type: none"> • Tell and write time using analog and digital clocks to the nearest ½ hour. • Solve problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1. 	With minimal support can: <ul style="list-style-type: none"> • Tell and write time using analog and digital clocks to the nearest ½ hour. • Solve problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1. 	Can consistently and independently: <ul style="list-style-type: none"> • Tell and write time using analog and digital clocks to the nearest ½ hour. • Solve problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1.
Tri 3	Exhibits little understanding of how to: <ul style="list-style-type: none"> • Tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using symbols appropriately. 	Requires considerable support to: <ul style="list-style-type: none"> • Tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using symbols appropriately. 	With minimal support can: <ul style="list-style-type: none"> • Tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using symbols appropriately. 	Can consistently and independently: <ul style="list-style-type: none"> • Tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using symbols appropriately.

4) Represent and interpret data. (MD9-10)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	Exhibits little understanding of how to: <ul style="list-style-type: none"> • Generate measurement data by making repeated measurement of the same object. • Draw a picture graph using a tally chart. 	Requires considerable support to: <ul style="list-style-type: none"> • Generate measurement data by making repeated measurement of the same object. • Draw a picture graph using a tally chart. 	With minimal support can: <ul style="list-style-type: none"> • Generate measurement data by making repeated measurement of the same object. • Draw a picture graph using a tally chart. 	Can consistently and independently: <ul style="list-style-type: none"> • Generate measurement data by making repeated measurement of the same object. • Draw a picture graph using a tally chart.
Tri 3	Exhibits little understanding of how to: <ul style="list-style-type: none"> • Answer simple questions about the data on a graph. 	Requires considerable support to: <ul style="list-style-type: none"> • Answer simple questions about the data on a graph. 	With minimal support can: <ul style="list-style-type: none"> • Answer simple questions about the data on a graph. 	Can consistently and independently: <ul style="list-style-type: none"> • Answer simple questions about the data on a graph.

Geometry

1) Reason with shapes and their attributes. (G1-3)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2				
Tri 3	Exhibits little understanding of how to: <ul style="list-style-type: none"> Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into 2 or 4 rows and columns of same size squares and count to find total. Partition circles and rectangles into 2, 3, or 4 equal shares. Describe shares using the words halves, thirds, fourths. 	Requires considerable support to: <ul style="list-style-type: none"> Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into 2 or 4 rows and columns of same size squares and count to find total. Partition circles and rectangles into 2, 3, or 4 equal shares. Describe shares using the words halves, thirds, fourths. 	With minimal support can: <ul style="list-style-type: none"> Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into 2 or 4 rows and columns of same size squares and count to find total. Partition circles and rectangles into 2, 3, or 4 equal shares. Describe shares using the words halves, thirds, fourths. 	Can consistently and independently: <ul style="list-style-type: none"> Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into 2 or 4 rows and columns of same size squares and count to find total. Partition circles and rectangles into 2, 3, or 4 equal shares. Describe shares using the words halves, thirds, fourths.