Operations and Algebraic Thinking

1) Represent and solve problems involving addition and subtraction. (OA1-2)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1	Exhibits little understanding of how to: ● Solve simple number stories involving addition and subtraction within 10. ● Solve and interpret number models for change-to-more and change-to-less stories within 10. ● Solve parts-and –total number stories within 10.	Requires considerable support to: ● Solve simple number stories involving addition and subtraction within 10. ● Solve and interpret number models for change-to-more and change-to-less stories within 10. ● Solve parts-and –total number stories within 10.	With minimal support can: ● Solve simple number stories involving addition and subtraction within 10. ● Solve and interpret number models for change-to-more and change-to-less stories within 10. ● Solve parts-and –total number stories within 10.	Can consistently and independently: ● Solve simple number stories involving addition and subtraction within 10. ● Solve and interpret number models for change-to-more and change-to-less stories within 10. ● Solve parts-and –total number stories within 10.
Tri 2	Exhibits little understanding of how to: ● Solve and write number models for number stories within 10. ● Solve number stories with three addends by first finding the combination of 10 or from two of the addends.	Requires considerable support to: ● Solve and write number models for number stories within 10. Solve number stories with three addends by first finding the combination of 10 or from two of the addends.	With minimal support can: ● Solve and write number models for number stories within 10. Solve number stories with three addends by first finding the combination of 10 or from two of the addends.	Can consistently and independently: ● Solve and write number models for number stories within 10. ● Solve number stories with three addends by first finding the combination of 10 or from two of the addends.

Tri 3	Exhibits little understanding of how to: ● Use addition and subtraction within 20 to solve word problems involving adding to, taking from, putting together, comparing by using objects, drawings, and equations.	Requires considerable support to: ● Use addition and subtraction within 20 to solve word problems involving adding to, taking from, putting together, comparing by using objects, drawings, and equations.	With minimal support can: ● Use addition and subtraction within 20 to solve word problems involving adding to, taking from, putting together, comparing by using objects, drawings, and equations.	Can consistently and independently: ● Use addition and subtraction within 20 to solve word problems involving adding to, taking from, putting together, comparing by using objects, drawings, and equations.

2) Understand properties of operations and the relationship between addition and subtraction. (OA3-4)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1				
Tri 2				
Tri 3	Exhibits little understanding of how to: ● Use the turn-around rules to generate fact families. ● Think addition to find the difference between two numbers.	Requires considerable support to: ● Use the turn-around rules to generate fact families. ● Think addition to find the difference between two numbers.	With minimal support can: ● Use the turn-around rules to generate fact families. ● Think addition to find the difference between two numbers.	Can consistently and independently: ● Use the turn-around rules to generate fact families. ● Think addition to find the difference between two numbers.

3) Add and subtract within 20. (OA5-6)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1	Exhibits little understanding of how to: ● Find a new number by counting up and back a number of spaces from a given number (less than 20) on a number grid or number line. ● Use addition and subtraction within 10 to solve simple number stories. ● Add and subtract within 10, including finding pairs of numbers that add to 10. ● Add and subtract on the number line to solve simple number stories and extend number patterns.	Requires considerable support to: ● Find a new number by counting up and back a number of spaces from a given number (less than 20) on a number grid or number line. ● Use addition and subtraction within 10 to solve simple number stories. ● Add and subtract within 10, including finding pairs of numbers that add to 10. ● Add and subtract on the number line to solve simple number stories and extend number patterns.	With minimal support can: ● Find a new number by counting up and back a number of spaces from a given number (less than 20) on a number grid or number line. ● Use addition and subtraction within 10 to solve simple number stories. ● Add and subtract within 10, including finding pairs of numbers that add to 10. ● Add and subtract on the number line to solve simple number stories and extend number patterns.	Can consistently and independently: ● Find a new number by counting up and back a number of spaces from a given number (less than 20) on a number grid or number line. ● Use addition and subtraction within 10 to solve simple number stories. ● Add and subtract within 10, including finding pairs of numbers that add to 10. ● Add and subtract on the number line to solve simple number stories and extend number patterns.
Tri 2	Exhibits little understanding of how to: ● Find and record facts within 10, including combinations of 10 and doubles facts.	Requires considerable support to: ● Find and record facts within 10, including combinations of 10 and doubles facts.	With minimal support can: ● Find and record facts within 10, including combinations of 10 and doubles facts.	Can consistently and independently: ● Find and record facts within 10, including combinations of 10 and doubles facts.

	● Use doubles facts and combinations of 10 to help solve other addition and subtraction facts within 20.	● Use doubles facts and combinations of 10 to help solve other addition and subtraction facts within 20.	● Use doubles facts and combinations of 10 to help solve other addition and subtraction facts within 20.	● Use doubles facts and combinations of 10 to help solve other addition and subtraction facts within 20.
Tri 3	Exhibits little understanding of how to: ● Use think addition, counting up, and counting back strategies to solve subtraction facts. ● Solve addition and subtraction facts within 10. ● Add and subtract within 20 using strategies.	Requires considerable support to: ● Use think addition, counting up, and counting back strategies to solve subtraction facts. ● Solve addition and subtraction facts within 10. ● Add and subtract within 20 using strategies.	With minimal support can: ● Use think addition, counting up, and counting back strategies to solve subtraction facts. ● Solve addition and subtraction facts within 10. ● Add and subtract within 20 using strategies.	Can consistently and independently: ● Use think addition, counting up, and counting back strategies to solve subtraction facts. ● Solve addition and subtraction facts within 10. ● Add and subtract within 20 using strategies.

4) Work with subtraction and addition equations. (OA7-8)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1				
Tri 2	Exhibits little understanding of how to: ● Explain the meaning of the equal sign and identify true and false number sentences containing addition and subtraction. ● Find equivalent names for numbers.	Requires considerable support to: ● Explain the meaning of the equal sign and identify true and false number sentences containing addition and subtraction. ● Find equivalent names for numbers.	With minimal support can: ● Explain the meaning of the equal sign and identify true and false number sentences containing addition and subtraction. ● Find equivalent names for numbers.	Can consistently and independently: ● Explain the meaning of the equal sign and identify true and false number sentences containing addition and subtraction. ● Find equivalent names for numbers.
Tri 3	Exhibits little understanding of how to: ● Find an unknown rule (including a number and an operation) relating two numbers and describe that relationship with a number sentence.	Requires considerable support to: ● Find an unknown rule (including a number and an operation) relating two numbers and describe that relationship with a number sentence.	With minimal support can: ● Find an unknown rule (including a number and an operation) relating two numbers and describe that relationship with a number sentence.	Can consistently and independently: ● Find an unknown rule (including a number and an operation) relating two numbers and describe that relationship with a number sentence.

Numbers and Operations in Base Ten

1) Extend the counting sequence. (NBT1)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Exhibits little understanding of how to: ● Count up by 1s on a number grid or number line (starting at any number < 100) ● Count a number of objects (<20), including tally marks. ● Count and represent a number of objects (<20) with a written numeral. ● Use skip counting to add and subtract on the number line and extent number patterns to 100.	Requires considerable support to: ● Count up by 1s on a number grid or number line (starting at any number < 100) ● Count a number of objects (<20), including tally marks. ● Count and represent a number of objects (<20) with a written numeral. ● Use skip counting to add and subtract on the number line and extent number patterns to 100.	With minimal support can: ● Count up by 1s on a number grid or number line (starting at any number < 100) ● Count a number of objects (<20), including tally marks. ● Count and represent a number of objects (<20) with a written numeral. ● Use skip counting to add and subtract on the number line and extent number patterns to 100.	Can consistently and independently: ● Count up by 1s on a number grid or number line (starting at any number < 100) ● Count a number of objects (<20), including tally marks. ● Count and represent a number of objects (<20) with a written numeral. ● Use skip counting to add and subtract on the number line and extent number patterns to 100.
Tri 2	Exhibits little understanding of how to: ● Count to 120, starting at any number less than 120. ● In this range, read and write numerals and represent a number of	Requires considerable support to: ● Count to 120, starting at any number less than 120. ● In this range, read and write numerals and represent a number of	With minimal support can: ● Count to 120, starting at any number less than 120. ● In this range, read and write numerals and represent a number of	Can consistently and independently: ● Count to 120, starting at any number less than 120. ● In this range, read and write numerals and represent a number of

	objects within a written numeral.	objects within a written numeral.	objects within a written numeral.	objects within a written numeral.
Tri 3	Exhibits little understanding of how to: ● Count to 120, starting at any number less than 120. ● In this range, read and write numerals and represent a number of objects within a written numeral.	Requires considerable support to: ● Count to 120, starting at any number less than 120. ● In this range, read and write numerals and represent a number of objects within a written numeral.	With minimal support can: ● Count to 120, starting at any number less than 120. ● In this range, read and write numerals and represent a number of objects within a written numeral.	Can consistently and independently: ● Count to 120, starting at any number less than 120. ● In this range, read and write numerals and represent a number of objects within a written numeral.

2) Understand place value. (NBT2-3)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1	Exhibits little understanding of how to: ● Compare the value of two numbers (<20)	Requires considerable support to: ● Compare the value of two numbers (<20)	With minimal support can: ● Compare the value of two numbers (<20)	Can consistently and independently: ● Compare the value of two numbers (<20)
Tri 2	Exhibits little understanding of how to: ● Identify the two-digit number represented by base-10 blocks. ● Use <, =, and < to record comparisons. ● Tell the value of each digit in a two-digit number.	Requires considerable support to: ● Identify the two-digit number represented by base-10 blocks. ● Use <, =, and < to record comparisons. ● Tell the value of each digit in a two-digit number.	With minimal support can: ● Identify the two-digit number represented by base-10 blocks. ● Use <, =, and < to record comparisons. ● Tell the value of each digit in a two-digit number.	Can consistently and independently: ● Identify the two-digit number represented by base-10 blocks. ● Use <, =, and < to record comparisons. ● Tell the value of each digit in a two-digit number.
Tri 3	Exhibits little understanding of how to: ● Apply place-value understanding to solve number number-grid puzzles. ● Identify the number of tens and ones in a two-digit number and the value of the digit in each place.	Requires considerable support to: ● Apply place-value understanding to solve number number-grid puzzles. ● Identify the number of tens and ones in a two-digit number and the value of the digit in each place.	With minimal support can: ● Apply place-value understanding to solve number number-grid puzzles. ● Identify the number of tens and ones in a two-digit number and the value of the digit in each place.	Can consistently and independently: ● Apply place-value understanding to solve number number-grid puzzles. ● Identify the number of tens and ones in a two-digit number and the value of the digit in each place.

	● Use place value understanding to record comparisons of two-digit numbers using < , =, and > symbols.	● Use place value understanding to record comparisons of two-digit numbers using < , =, and > symbols.	● Use place value understanding to record comparisons of two-digit numbers using < , =, and > symbols.	● Use place value understanding to record comparisons of two-digit numbers using < , =, and > symbols.

3) Use place value understanding and properties of operations to add and subtract. (NBT4-6)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1				
Tri 2	Exhibits little understanding of how to: ● Use a number grid to find 10 more or 10 less than a number. ● Add a two-digit and one-digit number using tools. ● Add within 100 using tools. ● Subtract 2-digit multiples of 10 from other 2-digit multiples of 10 using tools.	Requires considerable support to: ● Use a number grid to find 10 more or 10 less than a number. ● Add a two-digit and one-digit number using tools. ● Add within 100 using tools. ● Subtract 2-digit multiples of 10 from other 2-digit multiples of 10 using tools.	With minimal support can: ● Use a number grid to find 10 more or 10 less than a number. ● Add a two-digit and one-digit number using tools. ● Add within 100 using tools. ● Subtract 2-digit multiples of 10 from other 2-digit multiples of 10 using tools.	Can consistently and independently: ● Use a number grid to find 10 more or 10 less than a number. ● Add a two-digit and one-digit number using tools. ● Add within 100 using tools. ● Subtract 2-digit multiples of 10 from other 2-digit multiples of 10 using tools.
Tri 3	Exhibits little understanding of how to: ● Mentally find 10 more or 10 less than a two-digit number. ● Add within 100 and explain strategies. ● Subtract multiples of 10 from multiples of 10 within 100 and explain strategies.	Requires considerable support to: ● Mentally find 10 more or 10 less than a two-digit number. ● Add within 100 and explain strategies. ● Subtract multiples of 10 from multiples of 10 within 100 and explain strategies.	With minimal support can: ● Mentally find 10 more or 10 less than a two-digit number. ● Add within 100 and explain strategies. ● Subtract multiples of 10 from multiples of 10 within 100 and explain strategies.	Can consistently and independently: ● Mentally find 10 more or 10 less than a two-digit number. ● Add within 100 and explain strategies. ● Subtract multiples of 10 from multiples of 10 within 100 and explain strategies.

Measurement and Data

1) Measure lengths indirectly and by iterating length units. (MD1-2)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1				
Tri 2	Exhibits little understanding of how to: ● Directly order three objects by length. ● Measure a length with base 10 cubes	Requires considerable support to: ● Directly order three objects by length. ● Measure a length with base 10 cubes	With minimal support can: ● Directly order three objects by length. ● Measure a length with base 10 cubes	Can consistently and independently: ● Directly order three objects by length. ● Measure a length with base 10 cubes
Tri 3	Exhibits little understanding of how to: ● Measure the length of an object with same size units. ● Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end, with no overlap or gaps.	Requires considerable support to: ● Measure the length of an object with same size units. ● Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end, with no overlap or gaps.	With minimal support can: ● Measure the length of an object with same size units. ● Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end, with no overlap or gaps.	Can consistently and independently: ● Measure the length of an object with same size units. ● Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end, with no overlap or gaps.

2) Tell and write time. (MD3)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1				
Tri 2	Exhibits little understanding of how to: ● Tell time to the hour on an hour-hand-only analog clock.	Requires considerable support to: ● Tell time to the hour on an hour-hand-only analog clock.	With minimal support can: ● Tell time to the hour on an hour-hand-only analog clock.	Can consistently and independently: ● Tell time to the hour on an hour-hand-only analog clock.
Tri 3	Exhibits little understanding of how to: ● Show time to the hour on an analog clock with both the hour and minute hands. ● Tell and write time to the half- hour on digital and analog clock.	Requires considerable support to: ● Show time to the hour on an analog clock with both the hour and minute hands. ● Tell and write time to the half- hour on digital and analog clock.	With minimal support can: ● Show time to the hour on an analog clock with both the hour and minute hands. ● Tell and write time to the half- hour on digital and analog clock.	Can consistently and independently: ● Show time to the hour on an analog clock with both the hour and minute hands. ● Tell and write time to the half- hour on digital and analog clock.

3) Represent and interpret data. (MD4)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1	Exhibits little understanding of how to: ● Read the number of data points in each category of a tally chart. ● Answer simple questions about a tally chart.	Requires considerable support to: ● Read the number of data points in each category of a tally chart. ● Answer simple questions about a tally chart.	With minimal support can: ● Read the number of data points in each category of a tally chart. ● Answer simple questions about a tally chart.	Can consistently and independently: ● Read the number of data points in each category of a tally chart. ● Answer simple questions about a tally chart.
Tri 2	Exhibits little understanding of how to: ● Answer questions about the total number of data points in one or several categories of a tally chart or bar graph.	Requires considerable support to: ● Answer questions about the total number of data points in one or several categories of a tally chart or bar graph.	With minimal support can: ● Answer questions about the total number of data points in one or several categories of a tally chart or bar graph.	Can consistently and independently: ● Answer questions about the total number of data points in one or several categories of a tally chart or bar graph.
Tri 3	Exhibits little understanding of how to: ● Represent and answer questions about data in bar graphs and tally charts.	Requires considerable support to: ● Represent and answer questions about data in bar graphs and tally charts.	With minimal support can: ● Represent and answer questions about data in bar graphs and tally charts.	Can consistently and independently: ● Represent and answer questions about data in bar graphs and tally charts.

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: ● Name defining attributes of two- and three-dimensional shapes. ● Construct composite shapes from two-and three-dimensional shapes to possess attributes. ● Partition shapes into two or four equal shares, describe the shares using words halves, fourths, and quarters. ● Understand that making more equal shares results in smaller shares. ● Distinguish between attributes defining and non-defining attributes.	Requires considerable support to: ● Name defining attributes of two- and three-dimensional shapes. ● Construct composite shapes from two-and three-dimensional shapes to possess attributes. ● Partition shapes into two or four equal shares, describe the shares using words halves, fourths, and quarters. ● Understand that making more equal shares results in smaller shares. ● Distinguish between attributes defining and non-defining attributes.	With minimal support can: ● Name defining attributes of two- and three-dimensional shapes. ● Construct composite shapes from two-and three-dimensional shapes to possess attributes. ● Partition shapes into two or four equal shares, describe the shares using words halves, fourths, and quarters. ● Understand that making more equal shares results in smaller shares. ● Distinguish between attributes defining and non-defining attributes.	Can consistently and independently: ● Name defining attributes of two- and three-dimensional shapes. ● Construct composite shapes from two-and three-dimensional shapes to possess attributes. ● Partition shapes into two or four equal shares, describe the shares using words halves, fourths, and quarters. ● Understand that making more equal shares results in smaller shares. ● Distinguish between attributes defining and non-defining attributes.