Midlothian ISD Standards Based Report Card Rubric: Grade 2 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 Standard- Scored 4
	FIRST REPORTING PERIOD						
1st	**Data Analysis and Personal Financial Literacy**	2.5A determine the value of a collection of coins up to one dollar	Unit 2 & 3	The student determines the value of a collection of coins **up up to fifty cents** using pennies, nickels, dimes, and/or quarters and represents the value **in one way** using a cent symbol **OR** using a dollar sign with the decimal point **with teacher assistance.**	The student determines the value of a collection of coins up to **up to fifty cents** using pennies, nickels, dimes, and/or quarters and represents the value **in one way:** using a cent symbol **OR** using a dollar sign with the decimal point	The student determines the value of a collection of coins including pennies, nickels, dimes, and/or quarters **up to one dollar** and represents the value in **one way:** using a cent symbol **OR** using a dollar sign with the decimal point	Student determines the value of any mixture of coins including pennies, nickels, dimes, quarters, **and/or half dollars** up to one dollar **AND** represents the value in two ways: using a cent symbol **AND** using a dollar sign with the decimal point.
1st	**Numerical Representations and Relationships**	2.2B use standard, word, and expanded forms to represent numbers up to 1,200	Unit 1	The student uses standard, word, and expanded forms to represent numbers **up to 120 or with teacher assistance.**	The student uses standard, word, and expanded forms to represent numbers **between 120 to 500.**	The student uses standard, word, and expanded forms to represent numbers between **500 to 999.**	The student uses standard, word, and expanded forms to represent numbers **between 999 to 1,200.**
1st		2.2D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)	Unit 1 & Spiral	The student uses place value to compare and order whole numbers **up to 120** using comparative language, numbers, and symbols (<,>, or =) **or with teacher assistance.**	The student uses place value to compare and order whole numbers **between 120 to 500** using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers **between 500 to 999** using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers **between 999 to 1,200** using comparative language, numbers, and symbols (<,>, or =).
1st		2.4A recall basic facts to add and subtract within 20 with automaticity	Unit 2, 3, 6	The student recalls facts to **add within 10** with automaticity **or with teacher assistance**.	The student recalls facts to add **OR subtract** within 10 with automaticity.	The student recalls facts to add **OR** subtract **between 10 to 20** with automaticity.	The student recalls facts to add **AND** subtract between 10 to 20 with automaticity.
	SECOND REPORTING PERIOD						
2nd	**Algebraic Reasoning**	2.4B ~~Add up to four two-digit numbers and~~ **subtract** two-digit numbers using mental strategies ~~and algorithms~~ based on knowledge of place value and properties of operations. *Algorithm will be taught in the 3rd and 4th nine weeks.	Unit 3 & 6	The student **subtracts a 1-digit by 1-digit number** using mathmatical tool based on knowledge of place value and properties of operations or with teacher assistance.	The student **subtracts a 2-digit by 1-digit number** using mathmatical tools and mental strategies based on knowledge of place value and properties of operations.	The student **subtracts a 2-digit by 2-digit** number using mathematical tools **or** mental strategies based on knowledge of place value and properties of operations.	The student **subtracts 2-digit numbers** using mental strategies, **and explains** their thinking based on knowledge of place value and properties of operations.
2nd		2.4B **Add** up to four two-digit numbers and ~~subtract two-digit numbers~~ using mental strategies ~~and algorithms~~ based on knowledge of place value and properties of operations. *Algorithm will be taught in the 3rd and 4th nine weeks.	Unit 3 & 6	The student **adds a 2-digit and 1-digit number** using mathmatical tools, and mental strategies based on knowledge of place value and properties of operations **or with teacher assistance.**	The student **adds two 2-digit numbers** using mathmatical, and mental strategies based on knowledge of place value and properties of operations.	The student adds **three 2-digit numbers** using mathematical tools, **OR** mental strategies based on knowledge of place value and properties of operations.	The student **adds up to four 2-digit numbers** using mathematical tools and mental strategies **AND explains** their thinking based on knowledge of place value and properties of operations.
2nd	**Data Analysis and Personal Financial Literacy**	2.5A determine the value of a collection of coins up to one dollar (ongoing in 4th 9 weeks)	Unit 2, 3	The student determines the value of a collection of coins **up up to fifty cents** using pennies, nickels, dimes, and/or quarters and represents the value **in one way** using a cent symbol **OR** using a dollar sign with the decimal point **with teacher assistance.**	The student determines the value of a collection of coins up to **up to fifty cents** using pennies, nickels, dimes, and/or quarters and represents the value **in one way:** using a cent symbol **OR** using a dollar sign with the decimal point	The student determines the value of a collection of coins including pennies, nickels, dimes, and/or quarters **up to one dollar** and represents the value in **one way:** using a cent symbol **OR** using a dollar sign with the decimal point	Student determines the value of any mixture of coins including pennies, nickels, dimes, quarters, **and/or half dollars** up to one dollar **AND** represents the value in two ways: using a cent symbol **AND** using a dollar sign with the decimal point.

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				Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
2nd	Numerical Representations and Relationships	2.2B use standard, word, and expanded forms to represent numbers up to 1,200	Unit 1	The student uses standard, word, and expanded forms to represent numbers **up to 120 or with teacher assistance.**	The student uses standard, word, and expanded forms to represent numbers **between 120 to 500.**	The student uses standard, word, and expanded forms to represent numbers between **500 to 999.**	The student uses standard, word, and expanded forms to represent numbers **between 999 to 1,200.**
2nd		2.2D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)	Unit 1	The student uses place value to compare and order whole numbers **up to 120** using comparative language, numbers, and symbols (<,>, or =) **or with teacher assistance.**	The student uses place value to compare and order whole numbers **between 120 to 500** using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers **between 500 to 999** using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers **between 999 to 1,200** using comparative language, numbers, and symbols (<,>, or =).
2nd		2.3A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words	Unit 5, 11	Students can partition objects into equal parts and name the parts, including halves and fourths **with teacher assistance.**	Students can partition objects into equal parts and name the parts including halves, fourths, **OR eighths.**	Students can partition objects into equal parts and name the parts including halves, fourths, **AND eighths.**	Students can partition objects into equal parts and names the parts, including halves, fourths, **AND eighths using mathematical language.**
2nd		2.4A recall basic facts to add and subtract within 20 with automaticity (taught in 2nd & 3rd, ongoing in 4th 9 weeks)	Unit 2, 3, 6	The student recalls facts to **add within 10** with automaticity **or with teacher assistance**.	The student recalls facts to add **OR subtract** within 10 with automaticity.	The student recalls facts to add **OR** subtract **between 10 to 20** with automaticity.	The student recalls facts to add **AND** subtract between 10 to 20 with automaticity.
	Third Reporting Period						
3rd	Algebraic Reasoning	2.4B ~~Add up to four two-digit numbers and~~ **subtract** two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Unit 3 & 6	The student **subtracts a 1-digit by 1-digit number** using mathmatical tool based on knowledge of place value and properties of operations or with teacher assistance.	The student **subtracts a 2-digit by 1-digit number** using mathmatical tools and mental strategies based on knowledge of place value and properties of operations.	The student **subtracts a 2-digit by 2-digit** number using mathematical tools, algorithms **OR** mental strategies based on knowledge of place value and properties of operations.	The student **subtracts 2-digit numbers** using mental strategies **AND** algorithms, **AND explains** their thinking based on knowledge of place value and properties of operations.
3rd		2.4B **Add** up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Unit 3 & 6	The student **adds a 2-digit and 1-digit number** using mathmatical tools, and mental strategies based on knowledge of place value and properties of operations **or with teacher assistance.**	The student **adds two 2-digit numbers** using mathmatical, and mental strategies based on knowledge of place value and properties of operations.	The student adds **three 2-digit numbers** using mathematical tools, algorithms, **OR** mental strategies based on knowledge of place value and properties of operations.	The student **adds up to four 2-digit numbers** using algorithms **AND** mental strategies based on knowledge of place value and properties of operations **AND explains** their thinking based on knowledge of place value and properties of operations.
3rd	Data Analysis and Personal Financial Literacy	2.5A determine the value of a collection of coins up to one dollar 2.5B Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.	Unit 2 & 3	The student determines the value of a collection of coins **up up to fifty cents** using pennies, nickels, dimes, and/or quarters and represents the value **in one way** using a cent symbol **OR** using a dollar sign with the decimal point **with teacher assistance.**	The student determines the value of a collection of coins up to **up to fifty cents** using pennies, nickels, dimes, and/or quarters and represents the value **in one way:** using a cent symbol **OR** using a dollar sign with the decimal point	The student determines the value of a collection of coins including pennies, nickels, dimes, and/or quarters **up to one dollar** and represents the value in **one way:** using a cent symbol **OR** using a dollar sign with the decimal point	Student determines the value of any mixture of coins including pennies, nickels, dimes, quarters, **and/or half dollars** up to one dollar **AND** represents the value in two ways: using a cent symbol **AND** using a dollar sign with the decimal point.

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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 Standard- Scored 4
3rd	Geometry and Measurement	2.8 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. 2.8 D compose two-dimensional shapes and three-dimensional solids with given properties or attributes.	Unit 4	The student composes two-dimensional figures up to 12 sides **OR** three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties **with teacher assistance.**	The student composes two-dimensional figures up to 12 sides **OR** three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties.	The student composes two-dimensional figures up to 12 sides **OR** three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties, **AND** explains the attributes of the new figure.	The student composes two-dimensional figures up to 12 sides **AND** three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties, **AND** explains the attributes of the new figure. *** see TRS TEK clarification for specific examples.**
3rd		2.8 E Decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.	Unit 4	The student decomposes 2-dimentional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts **with teacher assistance.**	The student decomposes 2-dimentional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts**.**	The student decomposes 2-dimentional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts **AND explains the process.**	The student decomposes 2-dimentional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts **AND explains the process and the resulting attributes.**
		2.9E determine a solution to a problem involving length, including estimating lengths	Unit 9	The student determines a solution to a single **OR** multi-step problem involving addition **OR** subtraction of length, including estimating lengths **with teacher assistance.**	The student determines a solution to a single **OR** multi-step problem involving addition **OR** subtraction of length, including estimating lengths.	The student determines a solution to a single **AND** multi-step problem involving addition **OR** subtraction of length, including estimating lengths.	The student determines a solution to a single **AND** multi-step problem involving addition **AND** subtraction of length, including estimating lengths.
3rd		2.9G read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m	Unit 8	The student reads **AND** writes time to the **hour, half hour, and nearest five-minute** increment using analog and digital clocks, and the student gives examples of activities done during a.m. **OR** p.m. **with teacher assistance.**	The student reads **AND** writes time to the **hour, half hour, and nearest five-minute** increment using analog and digital clocks, and the student gives examples of activities done during a.m. **OR** p.m.	The student reads **AND** writes time to the hour, half hour, **quarter past/til** and nearest 5 minute using analog and digital clocks, and the student gives examples of activities done during a.m. **AND** p. m.	The student reads **AND** writes time to the hour, half hour, quarter past/til **and nearest one-minute increment** using analog and digital clocks, and the student gives examples of activities done during a.m. **AND** p.m.
3rd	s and Relationships	2.2B use standard, word, and expanded forms to represent numbers up to 1,200.	Unit 1	The student uses standard, word, and expanded forms to represent numbers **up to 120 or with teacher assistance.**	The student uses standard, word, and expanded forms to represent numbers **between 120 to 500.**	The student uses standard, word, and expanded forms to represent numbers between **500 to 999.**	The student uses standard, word, and expanded forms to represent numbers **between 999 to 1,200.**
3rd		2.2D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	Unit 1	The student uses place value to compare and order whole numbers **up to 120** using comparative language, numbers, and symbols (<,>, or =) **or with teacher assistance.**	The student uses place value to compare and order whole numbers **between 120 to 500** using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers **between 500 to 999** using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers **between 999 to 1,200** using comparative language, numbers, and symbols (<,>, or =).

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				Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
3rd	Numerical Representations	2.3A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.	Unit 5, 11	Students can partition objects into equal parts and name the parts, including halves and fourths **with teacher assistance.**	Students can partition objects into equal parts and name the parts including halves, fourths, **OR eighths.**	Students can partition objects into equal parts and name the parts including halves, fourths, **AND eighths.**	Students can partition objects into equal parts and names the parts, including halves, fourths, **AND eighths using mathematical language.** * see TRS TEK clarification for specific examples.
3rd		2.4A recall basic facts to add and subtract within 20 with automaticity.	Unit 2, 3, 6	The student recalls facts to **add within 10** with automaticity **or with teacher assistance**.	The student recalls facts to add **OR subtract** within 10 with automaticity.	The student recalls facts to add **OR** subtract **between 10 to 20** with automaticity.	The student recalls facts to add **AND** subtract between 10 to 20 with automaticity.
	Fourth Grading Period						
4th	Algebraic Reasoning	2.4B ~~Add up to four two-digit numbers and~~ **subtract** two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Unit 3, 6	The student **subtracts a 1-digit by 1-digit number** using mathmatical tool based on knowledge of place value and properties of operations or with teacher assistance.	The student **subtracts a 2-digit by 1-digit number** using mathmatical tools and mental strategies based on knowledge of place value and properties of operations.	The student **subtracts a 2-digit by 2-digit** number using mathematical tools, algorithms **OR** mental strategies based on knowledge of place value and properties of operations.	The student **subtracts 2-digit numbers** using mental strategies **AND** algorithms, **AND explains** their thinking based on knowledge of place value and properties of operations.
4th		2.4B **Add** up to four two-digit numbers ~~and subtract two-digit numbers~~ using mental strategies and algorithms based on knowledge of place value and properties of operations.	Unit 3, 6	The student **adds a 2-digit and 1-digit number** using mathmatical tools, and mental strategies based on knowledge of place value and properties of operations **or with teacher assistance.**	The student **adds two 2-digit numbers** using mathmatical, and mental strategies based on knowledge of place value and properties of operations.	The student adds **three 2-digit numbers** using mathematical tools, algorithms, **OR** mental strategies based on knowledge of place value and properties of operations.	The student **adds up to four 2-digit numbers** using algorithms **AND** mental strategies based on knowledge of place value and properties of operations **AND explains** their thinking based on knowledge of place value and properties of operations.
4th		2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms	Unit 3 & 6	The student solves **one-step** word problems involving **addition and subtraction within 120 or less** using a variety of strategies based on place value (ex. hundreds chart or manipulatives based on place value.)	The student solves **one-step** word problems involving **addition and subtraction within 500** using a variety of strategies based on place value (ex. hundred chart, base ten blocks, and mental strategies such as splitting)	The student solves **one-step AND multi-step** word problems involving **addition and subtraction within 500** using a variety of strategies based on place value **including algorithms**. (ex. base ten blocks, mental strategies such as splitting, and algorithms)	The student solves **one-step AND multi-step** word problems involving **addition and subtraction within 1,000** using a variety of strategies based on place value, **including algorithms.**
4th		2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000	Unit 3, 6	The student **generates a problem situation** for a given mathematical number sentence involving addition **within 120 or with teacher assistance.**	The student **generates a problem situation** for a given mathematical number sentence involving addition and subtraction **up to 500.**	The student **generates AND solves** a problem situation for a given mathematical number sentence involving addition and subtraction **up to 500.**	The student generates **AND** solves problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers **between 500 and 1,000.**
4th	nd Personal Literacy	2.10C write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one or more	Unit 7	The student **solves one-step** word problems involving **addition** using data represented within pictographs and bargraphs with intervals of one **with teacher assistance.**	The student **solves one-step** word problems involving **addition** using data represented within pictographs and bargraphs with intervals of one.	The student **solves one-step** word problems involving addition **AND subtraction** using data represented within pictographs and bar graphs with intervals of one.	The student **writes AND solves** one-step word problems involving addition **AND subtraction** using data represented within pictographs and bar graphs with intervals of one.

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				Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
4th	Data Analysis a Financial L	2.5A determine the value of a collection of coins up to one dollar 2.5B Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.	Unit 2, 3	The student determines the value of a collection of coins **up up to fifty cents** using pennies, nickels, dimes, and/or quarters and represents the value **in one way** using a cent symbol **OR** using a dollar sign with the decimal point **with teacher assistance.**	The student determines the value of a collection of coins up to **up to fifty cents** using pennies, nickels, dimes, and/or quarters and represents the value **in one way:** using a cent symbol **OR** using a dollar sign with the decimal point	The student determines the value of a collection of coins including pennies, nickels, dimes, and/or quarters **up to one dollar** and represents the value in **one way:** using a cent symbol **OR** using a dollar sign with the decimal point	Student determines the value of any mixture of coins including pennies, nickels, dimes, quarters, **and/or half dollars** up to one dollar **AND** represents the value in two ways: using a cent symbol **AND** using a dollar sign with the decimal point.
4th	Geometry and Measurement	2.8 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. 2.8 D compose two-dimensional shapes and three-dimensional solids with given properties or attributes.	Unit 4	The student composes two-dimensional figures up to 12 sides **OR** three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties **with teacher assistance.**	The student composes two-dimensional figures up to 12 sides **OR** three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties.	The student composes two-dimensional figures up to 12 sides **OR** three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties, **AND** explains the attributes of the new figure.	The student composes two-dimensional figures up to 12 sides **AND** three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties, **AND** explains the attributes of the new figure. *** see TRS TEK clarification for specific examples.**
4th		2.8 E Decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.	Unit 4	The student decomposes 2-dimentional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts **with teacher assistance.**	The student decomposes 2-dimentional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts**.**	The student decomposes 2-dimentional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts **AND explains the process.**	The student decomposes 2-dimentional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts **AND explains the process and the resulting attributes.**
4th		2.9E determine a solution to a problem involving length, including estimating lengths	Unit 9	The student determines a solution to a single **OR** multi-step problem involving addition **OR** subtraction of length, including estimating lengths **with teacher assistance.**	The student determines a solution to a single **OR** multi-step problem involving addition **OR** subtraction of length, including estimating lengths.	The student determines a solution to a single **AND** multi-step problem involving addition **OR** subtraction of length, including estimating lengths.	The student determines a solution to a single **AND** multi-step problem involving addition **AND** subtraction of length, including estimating lengths.
4th		2.9G read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p. m	Unit 8	The student reads **AND** writes time to the **hour, half hour, and nearest five-minute** increment using analog and digital clocks, and the student gives examples of activities done during a.m. **OR** p.m. **with teacher assistance.**	The student reads **AND** writes time to the **hour, half hour, and nearest five-minute** increment using analog and digital clocks, and the student gives examples of activities done during a.m. **OR** p.m.	The student reads **AND** writes time to the hour, half hour, **quarter past/til** and nearest 5 minute using analog and digital clocks, and the student gives examples of activities done during a.m. **AND** p. m.	The student reads **AND** writes time to the hour, half hour, quarter past/til **and nearest one-minute increment** using analog and digital clocks, and the student gives examples of activities done during a.m. **AND** p.m.
4th	ionships	2.2B use standard, word, and expanded forms to represent numbers up to 1,200.	Unit 1	The student uses standard, word, and expanded forms to represent numbers **up to 120 or with teacher assistance.**	The student uses standard, word, and expanded forms to represent numbers **between 120 to 500.**	The student uses standard, word, and expanded forms to represent numbers between **500 to 999.**	The student uses standard, word, and expanded forms to represent numbers **between 999 to 1,200.**

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4th	Numerical Representations and Relati	2.2D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	Unit 1	The student uses place value to compare and order whole numbers **up to 120** using comparative language, numbers, and symbols (<,>, or =) **or with teacher assistance.**	The student uses place value to compare and order whole numbers **between 120 to 500** using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers **between 500 to 999** using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers **between 999 to 1,200** using comparative language, numbers, and symbols (<,>, or =).
4th		2.3A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words	Unit 5, 11	Students can partition objects into equal parts and name the parts, including halves and fourths **with teacher assistance.**	Students can partition objects into equal parts and name the parts including halves, fourths, **OR eighths.**	Students can partition objects into equal parts and name the parts including halves, fourths, **AND eighths.**	Students can partition objects into equal parts and names the parts, including halves, fourths, **AND eighths using mathematical language.** * see TRS TEK clarification for specific examples.
4th		2.4A recall basic facts to add and subtract within 20 with automaticity.	Unit 2, 3, 6	The student recalls facts to **add within 10** with automaticity **or with teacher assistance**.	The student recalls facts to add **OR subtract** within 10 with automaticity.	The student recalls facts to add **OR** subtract **between 10 to 20** with automaticity.	The student recalls facts to add **AND** subtract between 10 to 20 with automaticity.