

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Solves word problems with unknown in all positions (1.OA.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Use addition and subtraction to solve word problems involving adding to and taking from when the start is unknown. <i>(Ex. by using objects, drawings, and situation equations and/or solution equations with a symbol for the unknown number to represent the problem.)</i>
3	<p>The student will:</p> <ul style="list-style-type: none"> • Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, <i>(Ex. by using objects, drawings, and situation equations and/or solution equations with a symbol for the unknown number to represent the problem.)</i>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • number bond, equal, symbols, addition, subtraction, part, whole, more, less, compose, decompose, add to take from, put together, take apart, compare, result unknown, change unknown, addend, start unknown <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Use addition and subtraction within 20 to solve word problems involving situations with result unknown in adding to, taken from, putting together, taking apart and addend unknown in put together and take apart, <i>(Ex. by using objects, drawings, and situation equations and/or solution equations with a symbol for the unknown number to represent the problem.)</i>
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Solves word problems with three addends (1.OA.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> • Solve word problems that call for addition of three whole numbers whose sum is more than 20
3	<p>The student will:</p> <ul style="list-style-type: none"> • Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, (<i>Ex. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</i>)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • number bond, equal, symbol for unknown, addition, subtraction, part, whole, more, less, compose, decompose, add to take from, put together, take apart, compare, result unknown, change unknown, addend, start unknown, sum, equation <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 10
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Apply properties to Add and Subtract (1.OA.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications, such as:</p> <ul style="list-style-type: none"> • Explain how you solved the problem by correctly naming each property of operation used • Explain with a model why subtraction is not commutative
3	<p>The student will:</p> <ul style="list-style-type: none"> • Apply (not necessary to name) properties of operations as strategies to add and subtract: including commutative, associative, and identity. <i>Ex: $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) To add 0 to any number, the answer is that number $7 + 0 = 7$ (Additive identity property of 0).</i>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • commutative, add, equal to or same as, expression, addend, part, total/whole, addition/equal signs, subtraction, take away, associative, combine, number bond, <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Able to apply (not necessary to name) the commutative property to solve a problem
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Subtraction as unknown addend problem (1.OA.4)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> • Explain why the number sentences are the same using mathematical reasoning and models
3	<p>The student will:</p> <ul style="list-style-type: none"> • Understand subtraction as an unknown-addend problem and record symbolically. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8 and record $8 + \underline{\quad} = 10$</i>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • subtraction, addend, bond, part, total/whole, inverse operation, fact family, <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Demonstrate the standard using concrete or representational modeling without recording with a number sentence
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Relate counting to addition and subtraction: Count on (1. OA.5)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Relate counting to addition and subtraction by counting on or counting back, not counting all with numbers whose sum is greater than 20.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Relate counting to addition and subtraction (<i>Ex. by counting on 2 to add 2, counting back 1 to subtract 1</i>). Note: adding & subtracting is within 20.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • counting on/back, addition, subtraction, addend <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Direct modeling by counting all objects each time within 20 • Relate counting to addition and subtraction by counting on or counting back, not counting all within 10.
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Add and Subtract within 20: Fluently within 10 (1.OA.6)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Add and subtract using mental strategies whose sum is more than 20
3	The student will: <ul style="list-style-type: none"> • Add and subtract within 20. Use strategies such as mentally <u>counting on</u>; <u>making ten</u> (e.g. $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); <u>decomposing a number leading to a ten</u> (e.g. $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); <u>using the relationship between addition and subtraction</u> (e.g. <i>knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$</i>); and <u>creating equivalent but easier or known sums</u> (Ex. <i>adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$</i>). • Fluently (efficiently, accurately, and flexibly) add and subtract within 10.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • strategy, commutative, associative, add on, take away, bond, total/whole, part, inverse operation, fact family, decompose, compose, equivalent, count on/back, fluency, making 10, The student will perform basic processes, such as: <ul style="list-style-type: none"> • Add and subtract within 10 but not fluently • Add and subtract within by 20 counting all
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Understand the equal sign (1.OA.7)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Create own balanced equations using a multitude of algorithms (e.g. $9+3=10+2$; $8+0=4+4$; $6-2=2+2$) • Can balance equations with sums over 20 (e.g. 4 tens 3 ones = 43 or $40+3=38+5$)
3	The student will: <ul style="list-style-type: none"> • Understand the meaning of the equal sign (the value is the same on both sides of the equal sign), and determine if equations involving addition and subtraction are true or false. $6 = 6$; $7 = 8 - 1$; $5 + 2 = 2 + 5$; $4 + 1 = 3 + 2$; $7 - 1 = 2 + 4$; $5 + 4 = 7 - 2$
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • same as/equal to, addition, subtraction, balance, equal/addition/subtraction sign, expression, sum, commutative, associative, not equal The student will perform basic processes, such as: <ul style="list-style-type: none"> • Only understands the traditional form of the equal sign $2+4=6$, interpreting it as the answer is _____. • Modeling or describing using manipulatives/pictures/bonds what the equal sign represent, but lacks making a connection when algorithms are written
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Determine unknown whole number in related addition and subtraction equations (1.OA.8)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain why the equations are related using mathematical reasoning and models • Create a fact family (or all related equations) for three given numbers
3	<p>The student will:</p> <ul style="list-style-type: none"> • Using related equations, determine the unknown whole number in an addition or subtraction equation. <i>For example, determine the unknown number that makes the equation true in each of the equations $_ - 3 = 7$; $7 + 3 = _$</i>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • addition, subtraction, total/whole, bond, unknown, equal to, addend, inverse operation, fact family, decompose, part/part/whole, related equations <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Given an equation with an unknown, students can place the numbers in the appropriate spot of a number bond or part-part-whole model to find the unknown, but can't write the related equation to help solve the problem.
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Extend the Counting Sequence to 120 (1.NBT.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Skip count by 2s or 5s or 10s to 120 • Can count backwards from a given number up to 120
3	<p>The student will:</p> <ul style="list-style-type: none"> • Count to 120 (recognizing growth and repeating patterns), starting at any number less than 120. • Within 120, read and write and represent a number of objects with a written numeral.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • count, numerals, skip count, forward/backward <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Student can count to 120 beginning at 0 • Read, write and represent a number of objects from 0-100 with a written numeral
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Composes/Decomposes numbers (1.NBT.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Decompose a three digit number between 100-120 in multiple ways including the representation of hundreds, tens and ones (ex. 117 = 1 hundred 1 ten 7 ones, 1 hundred 17 ones, 11 tens 7 ones.)
3	<p>The student will:</p> <ul style="list-style-type: none"> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <ol style="list-style-type: none"> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 1.NBT.2c Show flexibility in composing and decomposing tens and ones (<i>ex. 20 can be composed from 2 tens or 1 ten and 10 ones, or 20 ones.</i>) 1.NBT.2d
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> digit, place value (ones, tens, hundreds), hundreds chart, teens, compose, decompose, same as <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.1.NBT.2b 10 can be thought of as a grouping of ten ones—called a “ten.” 1.NBT.2a
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Compare two 2-digit numbers (1.NBT.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Justify given comparisons with values greater than 20 by using mathematical language and models to explain thinking (Ex. $42 < 45$. 42 has 4 tens and 2 ones and 45 has 4 tens and 5 ones. They both have the same number of tens but 45 has more ones)
3	<p>The student will:</p> <ul style="list-style-type: none"> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the relational symbols $>$, $<$, $=$, and \neq.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> greater/less than, equal to or same as, not equal, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Compare numbers that have the same digit in the tens place or same digit in the ones place Compare numbers by stating equal or not equal, but can't determine greater than or less than when not equal
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Adds 2-digit and 1 digit numbers (1.NBT.4a)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Shows flexibility when adding numbers within 100 by demonstrating different strategies to solve the same problem and explaining the reasoning for each method. • Add a two digit number to a digit number (that requires regrouping) mentally and explain how they did it
3	<p>The student will:</p> <ul style="list-style-type: none"> • Add a two-digit number and a one-digit number within 100 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compose, drawings, strategy, digit, ones/tens, place value, addition, subtraction, equal to, regrouping, decompose <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Add a two- digit number and a one-digit number within 100 without regrouping using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten 1.NBT	
Score	Description: Add two 2-digit numbers (1.NBT.4b&c)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Shows flexibility when adding numbers within 100 by demonstrating different strategies to solve the same problem and explaining the reasoning for each method. • Add two 2-digit numbers mentally and explain how they did it
3	<p>The student will:</p> <ul style="list-style-type: none"> • Add within 100 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used including: <ul style="list-style-type: none"> • Adding a two-digit number and a multiple of 10 (1.NBT.4b) • Understanding that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1.NBT.4c)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compose, drawings, strategy, digit, ones/tens, place value, addition, subtraction, equal to, regrouping, decompose <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Add two two-digit numbers within 100 (<u>without regrouping</u>) using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used including: <ul style="list-style-type: none"> • Adding a two-digit number and 10 • Understanding that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Mentally adds/subtract 10 (1.NBT.5)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Given a two-digit number, mentally finds a number when given multiples of ten more or ten less (Ex. 20 more than 32 is 52; 30 less than 65 is 35), without having to count and explains the reasoning used.
3	<p>The student will:</p> <ul style="list-style-type: none"> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count, and explain the reasoning used.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> more, less, digit, count up, count back, count on, count down, add, subtract <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Counts up or back by ones to get ten more or ten less Can find 10 more or 10 less but only using a number chart or drawing
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Subtracts multiples of 10 (1.NBT.6)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Finds the answer in a situation equation (ex. $80 - \underline{\quad} = 30$) that requires subtracting multiples and explains their reasoning.
3	<p>The student will:</p> <ul style="list-style-type: none"> Subtract multiples of 10 in the range 10 to 90 from multiples of 10 in the range 10 to 90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction Relate the strategy to a written method and explain the reasoning used
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> place value, tens, strategy, subtraction, same as/equal to <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Student counts back by ones to take out tens Student subtracts by a ten but not multiples of ten (Ex. $30-10=20$; $40-10=30$; $20-10=10$)
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Ordering and comparing length (1.MD.1)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Order four objects by length, compare the lengths of three objects indirectly by using a fourth object and explain their reasoning
3	The student will: <ul style="list-style-type: none"> • Order three objects by length • Compare the lengths of two objects indirectly by using a third object.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • length, longer than, shorter than, endpoint, unit, measure, compare The student will perform basic processes: <ul style="list-style-type: none"> • Compares the lengths of two objects to each other
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
core	Description: Measures using non-standard units (1.MD.2)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Explain why there are more units when using a smaller units to measure an object of the same length. • Use a variety of non-standard units when measuring objects
3	The student will: <ul style="list-style-type: none"> • Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end • Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • length unit, measure, endpoint, centimeter cube, height, length, gap, overlap, space, standard unit, non-standard unit The student will perform basic processes: <ul style="list-style-type: none"> • Can iterate an object to measure length, but does not begin/end at proper endpoints OR has gaps/overlaps
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Reads/writes time (1.MD.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Apply the concept of elapsed time • Tell and write time in quarter-hour using analog and/or digital clocks
3	<p>The student will:</p> <ul style="list-style-type: none"> • Tell and write time in hours and half-hours using analog and digital clocks.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • digital clock, analog clock, half hour, hour, hour hand, minute, minute hand, o'clock, half past <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Tell and/or write time in hours using analog or digital clocks
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Represents/interprets data (1.MD.4)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Collects own data and creates graph using the data, creates questions that can be answered by the data • Organize, represent, and interpret data with more than 3 categories
3	<p>The student will:</p> <ul style="list-style-type: none"> • Organize, represent, and interpret data with up to three categories • Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • data, more than, less than, graph, table, poll (survey), tally mark, total, compare, fewer, organize data, represent data, interpret data <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Read or create a graph or table of data, but unable to compare data points (interpret data) • Read a graph to pose or answer questions about how many or total number, but cannot create or organize the data in a graph
1	No understanding of the standard is demonstrated

Geometry

Topic: Geometry	
Score	Description: Distinguishes defining attributes (1.G.1)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> Distinguish what two-dimensional shapes are within a three-dimensional shape (faces of 3D shapes)
3	The student will: <ul style="list-style-type: none"> Distinguish between defining attributes (<i>e.g. triangles are closed and three-sided</i>) versus non-defining attributes (<i>e.g. color, orientation, overall size</i>) Build and draw shapes that possess defining attributes.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> attributes, closed, open, sides, faces, vertices(corners), triangle, square, rectangle, trapezoid, circle, rhombus, cube, cylinder, sphere, rectangular prism, angles, length, edges The student will perform basic processes: <ul style="list-style-type: none"> Identify and name 2-dimensional shapes (square, rectangle, triangle, trapezoid, circle, rhombus)
1	No understanding of the standard is demonstrated

Geometry

Topic: Geometry	
Score	Description: Decomposes/composes shapes (1.G.2)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> Decompose two-dimensional or three-dimensional composite shapes
3	The student will: <ul style="list-style-type: none"> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape. Compose new shapes from the composite shape. Students do not need to learn formal names such as “right rectangular prism.”
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> three-dimensional shapes, cone, rectangular prism, cube, cylinder, sphere, two-dimensional shapes, circle, rhombus, trapezoid, hexagon, rectangle, square, triangle The student will perform basic processes: <ul style="list-style-type: none"> Compose two-dimensional shapes only to create a composite shape
1	No understanding of the standard is demonstrated.

Geometry

Topic: Geometry	
Score	Description: Partition Circles and Rectangles into equal parts (1.G.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Partition other shapes into two and four equal shares using more than one strategy for the same shape • Describe that the more you partition the shape, the size of the equal shares becomes smaller
3	<p>The student will:</p> <ul style="list-style-type: none"> • Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Note: fraction notation ($\frac{1}{2}$, $\frac{1}{4}$) is not expected at this grade level. • Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • half of, fourth of, quarter of, halves, fourths, quarters, whole, partition <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify equal shares or unequal shares • Can identify how many parts in a partitioned shape
1	No understanding of the standard is demonstrated