

ENGLISH SAMPLE

K-3 English 2017 Standards of Learning Achievement Record

Student Name: _____

School: _____ School Year: Grade K: _____ Grade 1: _____ Grade 2: _____ Grade 3: _____

Levels of Performance Scoring Rubric:

- 4 - Exceeds the Standard (Student demonstrated knowledge and skills 94-100% of the time.)
- 3 - Meets the Standard (Student demonstrated knowledge and skills 80-93% of the time.)
- 2 - Partially Meets the Standard (Student demonstrated knowledge and skills 70-79% of the time.)
- 1 - Inadequate or No Understanding of the Standard (Student demonstrated knowledge and skills less than 70% of the time.)

RECORD OF INTERVENTION / REMEDIATION SERVICES		
DATE	EXPLANATION OF SERVICES AND RESULTS	DURATION OF SERVICES

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Communication and Multimodal Literacies		◆ Communication and Multimodal Literacies		◆ Communication and Multimodal Literacies		◆ Communication and Multimodal Literacies	
K.1 The student will build oral communication skills.		1.1 The student will develop oral communication skills.		2.1 The student will use oral communication skills.		3.1 The student will use effective communication skills in a variety of settings.	
a) Listen actively and speak using agreed-upon rules for discussion.		a) Listen actively and speak using agreed-upon rules for discussion.		a) Listen actively and speak using appropriate discussion rules.		a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	
b) Express ideas in complete sentences and express needs through direct requests.		b) Initiate conversation with peers and adults.		b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.		b) Present accurate directions to individuals and small groups.	
c) Initiate conversations.		c) Adapt or change oral language to fit the situation.		c) Speak audibly with appropriate voice level, phrasing, and intonation.		c) Ask and respond to questions from teachers and other group members.	
d) Follow implicit rules for conversation, including taking turns and staying on topic.		d) Use appropriate voice, level, phrasing, and intonation.		d) Share information orally with appropriate facts and relevant details.		d) Orally summarize information expressing ideas clearly.	
e) Listen and speak in informal conversations with peers and adults.		e) Participate in collaborative and partner discussions about various texts and topics.		e) Use increasingly complex sentence structures in oral communication.		e) Use language appropriate for context and audience.	
f) Discuss various texts and topics collaboratively and with partners.		f) Follow rules for conversation using appropriate voice level in small-group settings.		f) Begin to self-correct errors in language use.		f) Increase listening and speaking vocabularies.	
g) Use voice level, phrasing, and intonation appropriate for various language situations.		g) Ask and respond to questions to seek help, get information, or clarify information.		g) Participate as a contributor and leader in collaborative and partner discussions.		g) Participate in collaborative discussions.	
h) Follow one- and two-step directions.		h) Restate and follow simple two-step oral directions.		h) Ask and answer questions to seek help, get information, or clarify information.		h) Work respectfully with others in pairs, diverse groups, and whole class settings.	

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Communication and Multimodal Literacies		◆ Communication and Multimodal Literacies		◆ Communication and Multimodal Literacies		◆ Communication and Multimodal Literacies	
i) Ask how and why questions to seek help, get information, or clarify information.		i) Give simple two-step oral directions.		i) Retell information shared by others.		3.2 The student will give oral presentations.	
j) Work respectfully with others.		j) Express ideas orally in complete sentences.		j) Restate and follow multi-step directions.		a) Speak clearly using appropriate volume.	
K.2 The student will demonstrate growth in oral, early literacy skills.		k) Work respectfully with others.		k) Give multi-step directions.		b) Speak at an understandable rate.	
a) Listen and respond to a variety of text and media.		l) Increase listening and speaking vocabularies.		l) Work respectfully with others and show value for individual contributions.		c) Make eye contact with the audience.	
b) Participate in a variety of oral language activities including choral and echo speaking and recitation.		1.2 The student will demonstrate growth in oral, early literacy skills.		m) Create a simple presentation using multimodal tools.		d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	
c) Tell stories orally.		a) Listen and respond to a variety of print and media materials.		2.2 The student will demonstrate growth an understanding of oral early literacy skills.		e) Use contextually appropriate language and specific vocabulary to communicate ideas.	
d) Participate in creative dramatics.		b) Tell and retell stories and events in sequential order.		a) Create oral stories to share with others.		f) Use multimodal tools to create presentations and enhance communication.	
		c) Participate in a variety of oral language activities, including choral speaking and recitation.		b) Create and participate in oral dramatic activities.			
		d) Participate in creative dramatics.		c) Participate in a variety of oral language activities, including choral speaking and recitation.			

◆ Reading		◆ Reading		◆ Reading		◆ Reading	
K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.		1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.		2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.		3.3 The student will word analysis skills when reading.	
a) Begin to discriminate between spoken sentences, words, and syllables.		a) Create rhyming words.		a) Count phonemes within one-syllable words.		a) Use knowledge of regular and irregular vowel patterns.	
b) Identify and produce words that rhyme.		b) Count phonemes (sounds) in one-syllable words.		b) Blend sounds to make one-syllable words.		b) Decode regular multisyllabic words.	
c) Blend and segment multisyllabic words at the syllable level.		c) Blend sounds to make one-syllable words.		c) Segment one-syllable words into phonemes.		3.4 The student will expand vocabulary when reading.	
d) Blend and segment one-syllable words into phonemes including onset and rime.		d) Segment one-syllable words into individual phonemes.		d) Add or delete phonemes to make words.		a) Use knowledge of homophones.	
e) Identify words according to shared beginning and/or ending sounds.		e) Add or delete phonemes to make new words.		e) Blend and segment multisyllabic words at the syllable level.		b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.	
f) Blend sounds to make one-syllable words.		f) Blend and segment multisyllabic words at the syllable level.		2.4 The student will use phonetic strategies when reading and spelling.		c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.	
g) Segment one-syllable words into individual phonemes.		1.4 The student will apply knowledge of how print is organized and read.		a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.		d) Use context to clarify meaning of unfamiliar words.	
K.4 The student will understand how print is organized and read.		a) Read from left to right and from top to bottom.		b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.		e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.	
a) Hold print materials in the correct position.		b) Match spoken words with print.		c) Decode regular multisyllabic words.		f) Use vocabulary from other content areas.	

◆ Reading	◆ Reading	◆ Reading	◆ Reading
b) Identify the front cover, back cover, and title page of a book.	c) Identify letters, words, sentences, and ending punctuation.	d) Apply decoding strategies to confirm or correct while reading.	g) Use word-reference resources including the glossary, dictionary, and thesaurus.
c) Distinguish between print and pictures.	1.5 The student will apply phonetic principles to read and spell.	2.5 The student will use semantic clues and syntax to expand vocabulary when reading.	3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
d) Follow words from left to right and from top to bottom on a printed page.	a) Use initial and final consonants to decode and spell one-syllable words.	a) Use information and context clues in the story to read words.	a) Set a purpose for reading.
e) Match voice with print.	b) Use two-letter consonant blends to decode and spell one-syllable words.	b) Use knowledge of sentence structure to determine the meaning of unknown words.	b) Make connections between reading selections.
K.5 The student will demonstrate an understanding that print conveys meaning.	c) Use consonant digraphs to decode and spell one-syllable words.	2.6 The student will expand vocabulary and use of word meanings.	c) Make, confirm, and revise predictions.
a) Identify common signs and logos.	d) Use short vowel sounds to decode and spell one-syllable words.	a) Use knowledge of homophones.	d) Compare and contrast settings, characters, and plot events.
b) Explain that printed materials provide information.	e) Blend initial, medial, and final, sounds to recognize and read words.	b) Use knowledge of prefixes and suffixes.	e) Summarize plot events.
c) Read and explain own writing and drawings.	f) Use word patterns to decode unfamiliar words.	c) Use knowledge of antonyms and synonyms.	f) Identify the narrator of a story.
d) Read his/her name and commonly used high frequency words.	g) Read and spell simple two-syllable compound words.	d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.	g) Ask and answer questions about what is read.
K.6 The student will develop an understanding of basic phonetic principles.	h) Read and spell commonly used sight words.	e) Use word-reference materials including dictionaries, glossaries, and indices.	h) Draw conclusions using the text for support.
a) Identify and name the capital and lowercase letters of the alphabet.	1.6 The student will use semantic clues and syntax for support when reading.	f) Use vocabulary from other content areas.	i) Identify the conflict and resolution.
b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	a) Use words, phrases, and sentences.	2.7 The student will read and demonstrate comprehension of fictional texts.	j) Identify the theme.

◆ Reading		◆ Reading		◆ Reading		◆ Reading	
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar texts that includes words with more than one syllable.		b) Use titles and pictures.		a) Make and confirm predictions.		k) Use reading strategies to monitor comprehension throughout the reading process.	
d) Identify initial consonant sounds in one-syllable words.		c) Use information in the story to read words.		b) Connect previous experiences to new texts.		l) Differentiate between fiction and nonfiction.	
e) Identify final consonant sounds in one-syllable words.		d) Use knowledge of sentence structure.		c) Ask and answer questions using the text for support.		m) Read with fluency, accuracy, and meaningful expression.	
K.7 The student will expand vocabulary and use of word meanings.		e) Reread and self-correct.		d) Describe characters, setting, and plot events in fiction and poetry.		3.6 The student will read and demonstrate comprehension of nonfiction texts.	
a) Discuss meanings of words.		1.7 The student will expand vocabulary and use of word meanings.		e) Identify the conflict and resolution.		a) Identify the author's purpose.	
b) Increase vocabulary by listening to a variety of texts read aloud.		a) Discuss meanings of words in context.		f) Identify the theme.		b) Use prior and background knowledge as context for new learning.	
c) Use vocabulary from other content areas.		b) Develop vocabulary by listening to and reading a variety of texts.		g) Summarize stories and events with beginning, middle, and end in the correct sequence.		c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.	
d) Ask about words not understood.		c) Ask for meaning of unknown words and make connections to familiar words.		h) Draw conclusions based on the text.		d) Ask and answer questions about what is read using the text for support.	
e) Use number words.		d) Use text clues such as words of pictures to discern meanings of unknown words.		i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.		e) Draw conclusions using the text for support.	
f) Use nouns to identify and name people, places, and things.		e) Use vocabulary from other content areas.		2.8 The student will read and demonstrate comprehension of nonfiction texts.		f) Summarize information found in nonfiction texts.	
g) Use adjectives to describe location, size, color, and shape.		f) Use singular and plural nouns.		a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.		g) Identify the main idea.	
h) Use verbs to identify actions.		g) Use adjectives to describe nouns.		b) Make and confirm predictions.		h) Identify supporting details.	

◆ Reading		◆ Reading		◆ Reading		◆ Reading	
K.8 The student will demonstrate comprehension of fictional texts.		h) Use verbs to identify actions.		c) Use prior and background knowledge as context for new learning.		i) Use reading strategies to monitor comprehension throughout the reading process.	
a) Identify the role of an author and an illustrator.		1.8 The student will use simple reference materials.		d) Set purpose for reading.		j) Read with fluency, accuracy, and meaningful expression.	
b) Relate previous experiences to what is read.		a) Use knowledge of alphabetical order by first letter.		e) Ask and answer questions using the text as support.			
c) Use pictures to make predictions.		b) Use a picture dictionary to find meanings of unfamiliar words.		f) Identify the main idea.			
d) Ask and answer questions about what is read.		1.9 The student will read and demonstrate comprehension of a variety of fictional texts.		g) Draw conclusions based on the text.			
e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.		a) Preview the selection.		h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.			
K.9 The student will demonstrate comprehension of nonfiction texts.		b) Set a purpose for reading.					
a) Use pictures to identify topic and make predictions.		c) Relate previous experiences to what is read.					
b) Identify text features specific to the topic, such as titles, headings, and pictures.		d) Make and confirm predictions.					
c) Ask and answer questions about what is read.		e) Ask and answer who, what, when, where, why, and how questions about what is read.					
		f) Identify characters, setting, and important events.					

◆ Reading		◆ Reading		◆ Reading		◆ Reading	
		g) Retell stories and events, using beginning, middle, and end in a sequential order.					
		h) Identify theme.					
		i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.					
		1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.					
		a) Preview the selection.					
		b) Use prior and background knowledge as context for new learning.					
		c) Set a purpose for reading.					
		d) Identify text features such as pictures, headings, charts, and captions.					
		e) Make and confirm predictions.					
		f) Ask and answer who, what, where, why, and how questions about what is read.					
		g) Identify the main idea.					
		h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.					

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Writing		◆ Writing		◆ Writing		◆ Writing	
K.10 The student will print in manuscript.		1.11 The student will print legibly in manuscript.		2.9 The student will maintain legible printing and begin to make the transition to cursive.		3.7 The student will write legibly in cursive.	
a) Print capital and lowercase letters of the alphabet independently.		a) Form letters accurately.		a) Begin to write capital and lowercase letters of the alphabet.		a) Write capital and lowercase letters of the alphabet.	
b) Print his/her first and last names.		b) Space words within sentences.		b) Begin to sign his/her first and last names.		b) Sign his/her first and last names.	
K.11 The student will write in a variety of forms to include narrative and descriptive.		1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.		2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.		3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.	
a) Differentiate pictures from writing.		a) Identify audience and purpose.		a) Understand writing as a process.		a) Engage in writing as a process.	
b) Use prewriting activities to generate ideas including drawing pictures.		b) Use prewriting activities to generate ideas.		b) Identify audience and purpose.		b) Identify audience and purpose.	
c) Use letters to phonetically spell words that describe pictures or experiences.		c) Focus on one topic.		c) Use prewriting strategies to generate ideas before writing.		c) Use a variety of prewriting strategies.	
d) Write left to right and top to bottom.		d) Organize writing to suit purpose.		d) Use strategies for organization according to the type of writing.		d) Use organizational strategies to structure writing according to type.	
e) Compose simple sentences.		e) Revise by adding descriptive words when writing about people, place, things, and events.		e) Organize writing to include a beginning, middle, and end.		e) Write a clear topic sentence focusing on main idea.	
f) Begin each sentence with a capital letter and use ending punctuation.		f) Write to express an opinion and give a reason.		f) Write facts about a subject to support a main idea.		f) Elaborate writing by including supporting details.	

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Writing		◆ Writing		◆ Writing		◆ Writing	
g) Share writing with others.		g) Use letters to phonetically spell words.		g) Write to express an opinion and provide a reason for support.		g) Use transition words to vary sentence structure.	
		h) Share writing with others.		h) Expand writing to include descriptive detail.		h) Express an opinion about a topic and provide fact-based reasons for support.	
		1.13 The student will edit writing for capitalization, punctuation, and spelling.		i) Revise writing for clarity.		i) Write a well-developed paragraph focusing on the main idea.	
		a) Use complete sentences.		2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.		j) Revise writing for clarity of content using specific vocabulary and information.	
		b) Begin each sentence with a capital letter and use ending punctuation.		a) Recognize and use complete sentences.		3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.	
		c) Use correct spelling for commonly used sight words and phonetically regular words.		b) Use and punctuate declarative, interrogative, and exclamatory sentences.		a) Use complete sentences.	
		1.13 The student will edit writing for capitalization, punctuation, and spelling.		c) Capitalize all proper nouns and the word I.		b) Use the word I in compound subjects.	
		a) Use complete sentences.		d) Use singular and plural nouns and pronouns.		c) Use past and present verb tense.	
		b) Begin each sentence with a capital letter and use ending punctuation.		e) Use apostrophes in contractions and possessives.		d) Use adjectives correctly.	
		c) Use correct spelling for commonly used sight words and phonetically regular words.		f) Use contractions and singular possessives.		e) Use singular possessives.	
				g) Use knowledge of simple abbreviations.		f) Use commas in a simple series.	

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Writing		◆ Writing		◆ Writing		◆ Writing	
				h) Use correct spelling for commonly used sight words, including compound words and regular plurals.		g) Use simple abbreviations.	
				i) Use commas in salutation and closing of a letter.		h) Use apostrophes in contractions with pronouns and in possessives.	
				j) Use past and present verbs.		i) Use the articles a, an, and the correctly.	
				k) Use adjectives correctly.		j) Use correct spelling including irregular plurals.	
						k) Indicate paragraphing by indenting or skipping a line.	

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Research		◆ Research		◆ Research		◆ Research	
K.12 The student will conduct research to answer questions or solve problems using available resources.		1.14 The student will conduct research to answer questions or solve problems using available resources		2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.		3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.	
a) Generate topics of interest.		a) Generate topics of interest.		a) Generate topics of interest.		a) Construct questions about the topic	
b) Generate questions to gather information.		b) Generate questions to gather information.		b) Generate questions to gather information.		b) Access appropriate resources.	
c) Identify pictures, texts, or people as sources of information.		c) Identify pictures, texts, or people as sources of information.		c) Identify pictures, texts, or people as sources of information.		c) Collect and organize information about the topic.	
d) Find information from provided sources.		d) Find information from provided sources.		d) Find information from provided sources.		d) Evaluate the relevance of the information.	
		e) Record information.		e) Organize information in writing or a visual display.		e) Avoid plagiarism and use own words.	
				f) Describe difference between plagiarism and using own words.		f) Demonstrate ethical use of the Internet.	

MATHEMATICS SAMPLE

K-3 Mathematics 2016 Standards of Learning Achievement Record

Student Name: _____

School: _____ School Year: Grade K: _____ Grade 1: _____ Grade 2: _____ Grade 3: _____

Levels of Performance Scoring Rubric:

- 4 - Exceeds the Standard (Student demonstrated knowledge and skills 94-100% of the time.)
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RECORD OF INTERVENTION / REMEDIATION SERVICES		
DATE	EXPLANATION OF SERVICES AND RESULTS	DURATION OF SERVICES

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Number & Number Sense		◆ Number & Number Sense		◆ Number & Number Sense		◆ Number & Number Sense	
<p>K.1 The student will</p> <ul style="list-style-type: none"> a) tell how many are in a given set of 20 or fewer objects by counting orally; and b) read, write, and represent numbers from 0 through 20. 		<p>1.1 The student will</p> <ul style="list-style-type: none"> a) count forward orally by ones to 110, starting at any number between 0 and 110; b) write the numerals 0 to 110 in sequence and out-of-sequence; c) count backward orally by ones when given any number between 1 and 30; and d) count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110. 		<p>2.1 The student will</p> <ul style="list-style-type: none"> a) read, write, and identify the place and value of each digit in a three-digit numeral, with and without models; b) identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999; c) compare and order whole numbers between 0 and 999; and d) round two-digit numbers to the nearest ten. 		<p>3.1 The student will</p> <ul style="list-style-type: none"> a) read, write, and identify the place and value of each digit in a six-digit whole number, with and without models; b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and c) compare and order whole numbers, each 9,999 or less. 	
<p>K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will</p> <ul style="list-style-type: none"> a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and b) compare and order sets from least to greatest and greatest to least. 		<p>1.2 The student, given up to 110 objects, will</p> <ul style="list-style-type: none"> a) group a collection into tens and ones and write the corresponding numeral; b) compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words <i>greater than</i>, <i>less than</i> or <i>equal to</i>; and c) order three or fewer sets from least to greatest and greatest to least. 		<p>2.2 The student will</p> <ul style="list-style-type: none"> a) count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10; b) count backward by tens from 120; and c) use objects to determine whether a number is even or odd. 		<p>3.2 The student will</p> <ul style="list-style-type: none"> a) name and write fractions and mixed numbers represented by a model; b) represent fractions and mixed numbers with models and symbols; and c) compare fractions having like and unlike denominators, using words and symbols ($>$, $<$, $=$, or \neq), with models. 	

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Number & Number Sense		◆ Number & Number Sense		◆ Number & Number Sense		◆ Number & Number Sense	
<p>K.3 The student will</p> <ul style="list-style-type: none"> a) count forward orally by ones from 0 to 100; b) count backward orally by ones when given any number between 1 and 10; c) identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and d) count forward by tens to determine the total number of objects to 100. 		<p>1.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth.</p>		<p>2.3 The student will</p> <ul style="list-style-type: none"> a) count and identify the ordinal positions first through twentieth, using an ordered set of objects; and b) write the ordinal numbers 1st through 20th. 			
<p>K.4 The student will</p> <ul style="list-style-type: none"> a) recognize and describe with fluency part-whole relationships for numbers up to 5; and b) investigate and describe part-whole relationships for numbers up to 10. 		<p>1.4 The student will</p> <ul style="list-style-type: none"> a) represent and solve practical problems involving equal sharing with two or four sharers; and b) represent and name fractions for halves and fourths, using models. 		<p>2.4 The student will</p> <ul style="list-style-type: none"> a) name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths; b) represent fractional parts with models and with symbols; and 			

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Number & Number Sense		◆ Number & Number Sense		◆ Number & Number Sense		◆ Number & Number Sense	
K.5 The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers.		1.5 The student, given a familiar problem situation involving magnitude, will a) select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500); and b) explain the reasonableness of the choice.		c) compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.			

◆ Computation & Estimation		◆ Computation & Estimation		◆ Computation & Estimation		◆ Computation & Estimation	
K.6 The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.		1.6 The student will create and solve single-step story and picture problems using addition and subtraction within 20.		2.5 The student will a) recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and b) demonstrate fluency with addition and subtraction within 20.		3.3 The student will a) estimate and determine the sum or difference of two whole numbers; and b) create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.	
		1.7 The student will a) recognize and describe with fluency part-whole relationships for numbers up to 10; and b) demonstrate fluency with addition and subtraction within 10.		2.6 The student will a) estimate sums and differences; b) determine sums and differences, using various methods; and c) create and solve single-step and two-step practical problems involving addition and subtraction.		3.4 The student will a) represent multiplication and division through 10×10 , using a variety of approaches and models; b) create and solve single-step practical problems that involve multiplication and division through 10×10 ; c) demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and d) solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less.	
						3.5 The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less.	

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Measurement & Geometry		◆ Measurement & Geometry		◆ Measurement & Geometry		◆ Measurement & Geometry	
K.7 The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.		1.8 The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.		2.7 The student will a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and b) use the cent symbol, dollar symbol, and decimal point to write a value of money.		3.6 The student will a) determine the value of a collection of bills and coins whose total value is \$5.00 or less; b) compare the value of two sets of coins or two sets of coins and bills; and c) make change from \$5.00 or less.	
K.8 The student will investigate the passage of time by reading and interpreting a calendar.		1.9 The student will investigate the passage of time and a) tell time to the hour and half-hour, using analog and digital clocks; and b) read and interpret a calendar.		2.8 The student will estimate and measure a) length to the nearest inch; and b) weight to the nearest pound.		3.7 The student will estimate and use U.S. Customary and metric units to measure a) length to the nearest $\frac{1}{2}$ inch, inch, foot, yard, centimeter, and meter; and b) liquid volume in cups, pints, quarts, gallons, and liters.	
K.9 The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).		1.10 The student will use nonstandard units to measure and compare length, weight, and volume.		2.9 The student will tell time and write time to the nearest five minutes, using analog and digital clocks.		3.8 The student will estimate and a) measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and b) count the number of square units needed to cover a given surface in order to determine its area.	

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Measurement & Geometry		◆ Measurement & Geometry		◆ Measurement & Geometry		◆ Measurement & Geometry	
K.10 The student will a) identify and describe plane figures (circle, triangle, square, and rectangle); b) compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and c) describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.		1.11 The student will a) identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles; and b) identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.		2.10 The student will a) determine past and future days of the week; and b) identify specific days and dates on a given calendar.		3.9 The student will a) tell time to the nearest minute, using analog and digital clocks; b) solve practical problems related to elapsed time in one-hour increments within a 12-hour period; and c) identify equivalent periods of time and solve practical problems related to equivalent periods of time.	
				2.11 The student will read temperature to the nearest 10 degrees.		3.10 The student will read temperature to the nearest degree.	
				2.12 The student will a) draw a line of symmetry in a figure; and b) identify and create figures with at least one line of symmetry.		3.11 The student will identify and draw representations of points, lines, line segments, rays, and angles.	

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Measurement & Geometry		◆ Measurement & Geometry		◆ Measurement & Geometry		◆ Measurement & Geometry	
				2.13 The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).		3.12 The student will a) define polygon; b) identify and name polygons with 10 or fewer sides; and c) combine and subdivide polygons with three or four sides and name the resulting polygon(s).	
						3.13 The student will identify and describe congruent and noncongruent figures.	
◆ Probability & Statistics		◆ Probability & Statistics		◆ Probability & Statistics		◆ Probability & Statistics	
K.11 The student will a) collect, organize, and represent data; and b) read and interpret data in object graphs, picture graphs, and tables.		1.12 The student will a) collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and b) read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary <i>more, less, fewer, greater than, less than, and equal to</i> .		2.14 The student will use data from probability experiments to predict outcomes when the experiment is repeated.		3.14 The student will investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event.	
				2.15 The student will a) collect, organize, and represent data in pictographs and bar graphs; and b) read and interpret data represented in pictographs and bar graphs.		3.15 The student will a) collect, organize, and represent data in pictographs or bar graphs; and b) read and interpret data represented in pictographs and bar graphs.	

Grade K	Score	Grade 1	Score	Grade 2	Score	Grade 3	Score
◆ Patterns, Functions & Algebra		◆ Patterns, Functions & Algebra		◆ Patterns, Functions & Algebra		◆ Patterns, Functions & Algebra	
K.12 The student will sort and classify objects according to one attribute.		1.13 The student will sort and classify concrete objects according to one or two attributes.		2.16 The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.		3.16 The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables.	
K.13 The student will identify, describe, extend, create, and transfer repeating patterns.		1.14 The student will identify, describe, extend, create, and transfer growing and repeating patterns.		2.17 The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.		3.17 The student will create equations to represent equivalent mathematical relationships.	
		1.15 The student will demonstrate an understanding of equality through the use of the equal symbol.					