



Subject Area and Standard/Indicator Number: NE MA 1.1.1.f		
Topic: Number Sense- Comparison		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: <ul style="list-style-type: none"> <li>• ___ is greater than ___ based on the visual provided including hundreds blocks, tens rods, and ones</li> <li>• Given two three digit numbers (180_126) the student can use the correct sign</li> </ul>
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	The student will: <ul style="list-style-type: none"> <li>• <b>Compare two two-digit numbers by using symbols &lt;, =, and&gt;</b> <ul style="list-style-type: none"> <li>○ Compare based on the number of tens and ones (using tens and ones)</li> <li>○ Compare between two written numbers</li> </ul> </li> </ul>	Sample Activities: <ul style="list-style-type: none"> <li>• ___ is greater than ___ based on the visual provided including tens rods and ones</li> <li>• Given two numbers (80_26) the student can use the correct sign</li> </ul>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	Student will recognize or recall specific vocabulary, such as: greater than (>), less than(<), more, fewer, equal to (=), true (e.g., $6 = 7 - 1$ )  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>• Compare 1 digit numbers using symbols &lt;, =, and &gt;</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"> <li>• Shown a symbol (&lt;, &gt;, =) the student can name it</li> </ul>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



Subject Area and Standard/Indicator Number: NE MA1.1.2.b		
Topic: Number Sense- Computation		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: <ul style="list-style-type: none"> <li>● Successfully completing 8-10 problems on the second grade L to J fluency assessment</li> </ul>
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	The student will: <ul style="list-style-type: none"> <li>● Add and subtract within 20, using a variety of strategies (MA 1.1.2.b)</li> </ul>	Sample Activities: <ul style="list-style-type: none"> <li>● L to J weekly fluency assessments</li> <li>● Counting on, making 10 to add, using doubles, manipulatives, number line</li> </ul>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	Student will recognize or recall specific vocabulary, such as: addition, subtraction, minus, difference, plus, part, whole, sum, subtraction number sentence, addition number sentence  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>● Add and subtract within 10</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"> <li>● Count on to make a ten</li> <li>● Simple addition within 10</li> <li>● Part, part, whole activities</li> </ul>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



Subject Area and Standard/Indicator Number: NE MA 1.4.2.a		
Topic: Data- Data Analysis		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	<p>Sample Activities:</p> <ul style="list-style-type: none"> <li>● Student can create their own graph by collecting their own data, sorting, representing the data, and can ask and answer questions about their individual data set.</li> <li>● Given a key to a graph student can determine the value of each category (one book represents five in total).</li> </ul>
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Ask questions using a picture graph. (MA 1.4.2.a)               <ul style="list-style-type: none"> <li>○ How many in each category?</li> <li>○ How many more/fewer?</li> <li>○ How many in all? (the total number of data points)</li> </ul> </li> <li>● Answer questions using a picture graph. (MA 1.4.2.a )               <ul style="list-style-type: none"> <li>○ How many in each category?</li> <li>○ How many more/fewer?</li> <li>○ How many in all? (the total number of data points)</li> </ul> </li> </ul>	<p>Sample Activities:</p> <ul style="list-style-type: none"> <li>● Given a completed or self constructed picture graph, the student can ask a different question (written or verbally) Student may ask <b>example: how many more...., what is the total number of.... Etc.</b></li> <li>● Can answer questions given a completed graph such as how many more, what is the total of, etc.</li> </ul>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: data, graph</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>● Identify, sort and group objects based on common attributes.</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>Sample Activities:</p> <ul style="list-style-type: none"> <li>● Give students various objects (attribute blocks). Have them sort objects. Example: Students can sort by size, shape, color, etc.</li> </ul>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



Subject Area and Standard/Indicator Number: NE MA 1.3.1.a		
Topic: Geometry		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	<p>Sample Activities:</p> <ul style="list-style-type: none"> <li>● Student can name defining and non- defining attributes of three dimensional shapes</li> <li>● Can explain, how changing one or more attributes can make a new shape by defining the similarities and differences of those shapes.</li> </ul>
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Determine defining attributes of two-dimensional shapes (circles, squares, rectangles, triangles, trapezoids) (MA 1.3.1.a)</li> <li>● Build and draw shapes that match the given definition. (circles, squares, rectangles, triangles, trapezoids) (MA 1.3.1.a)</li> </ul>	<p>Sample Activities:</p> <ul style="list-style-type: none"> <li>● Define attributes of shapes, for example, triangles: closed three-sided; three vertices, etc.</li> <li>● Share non-defining attributes include color, orientation, and overall size. For example: circle the small, yellow triangle.</li> <li>● Student can look at a shape and state how many sides and vertices of a given shape</li> <li>● I am a two-dimensional shape that has 3 sides and 3 vertices, what shape am I?</li> </ul>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: vertex, side, two-dimensional shape(s),</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>● <b>Identify two dimensional shapes</b></li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>Sample Activities:</p> <ul style="list-style-type: none"> <li>● Show a shape and have students name it</li> <li>● Say the name of a shape and have students hold it up</li> </ul>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



Subject Area and Standard/Indicator Number: NE MA 1.3.3.a		
Topic: Geometry- Money		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: <ul style="list-style-type: none"> <li>• Make trades with coins to add or subtract.               <ul style="list-style-type: none"> <li>○ You have 43 ¢ you spend 28 ¢ how much money would you have now?</li> </ul> </li> <li>• Create word problems involving money.</li> <li>• Solve real-world problems using coins up to a dollar</li> </ul>
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	The student will: <ul style="list-style-type: none"> <li>• Solve real-world problems involving dimes and pennies (MA 1.3.3.a)</li> <li>• Relate dimes and pennies to the concept of “tens” and “ones” (MA 1.3.3.a)</li> </ul>	Sample Activities: <ul style="list-style-type: none"> <li>• Solving Real World Problems:               <ul style="list-style-type: none"> <li>○ If you have four dimes and two pennies, how much money do you have?</li> <li>○ You have 4 dimes and 3 pennies and want to buy a pencil that costs 27 cents. Do you have enough money?</li> </ul> </li> <li>• 18 is one dime and 8 pennies which is 1 ten and 8 ones</li> </ul>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	Student will recognize or recall specific vocabulary, such as: penny and dime  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>• Identify, name, and understand the value of dimes and pennies (MA 1.3.3.a)</li> <li>• Identify the ¢ symbol</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities <ul style="list-style-type: none"> <li>• Given a dime or penny, a student can identify the name of the coin and its value.</li> </ul>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



Subject Area and Standard/Indicator Number: NE MA 1.1.1.a, MA 1.1.1.b, MA 1.1.1.c

Topic: Number Sense

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: <ul style="list-style-type: none"> <li>Count by other multiples (counting by 2s, 5s, 20s, 50s, 100s)</li> <li>Counting beyond 150 by 1s and 10s or other multiples</li> <li>Writing numerals beyond 150</li> </ul>
	<i>Score 3.5</i>   <i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> <li>Count to 120 by ones, starting at any given number. (MA 1.1.1.a)</li> <li>Count to 120 by tens, starting at any given number. (MA 1.1.1.a)</li> <li>Read numerals within the range of 0 – 120. (MA 1.1.1.b)</li> <li>Write numerals within the range of 0 – 120. (MA 1.1.1.b)</li> <li>Write numerals to match a representation of a given set of objects for numbers up to 120. (MA 1.1.1.c)</li> </ul>	Sample Activities: <ul style="list-style-type: none"> <li>Count by 10s to 120 starting at any number (82, 92, 102...)</li> <li>Fill in various missing numbers on a 120 chart. (10x12 grid)</li> <li>Say a number that students write (teacher says eighteen student writes 18)</li> <li>Show a number and have the student read the number (show a card that shows 76 and student says 76)</li> <li>Count various objects and write the numeral representing the quantity.</li> </ul>
	<i>Score 2.5</i>   <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: ones, tens  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>Count to 100 by ones, starting at any given number. (MA 1.1.1.a)</li> <li>Count by tens to 100. (MA 1.1.1.a)</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"> <li>Count by 1s to 100 starting at 1 or any given number <b>82, 83, 84, ...</b></li> <li><b>Count by 10's to 100</b></li> </ul>
	<i>Score 1.5</i>   <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>   <i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 1.1.1.d		
Topic: Number Sense- Place Value		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Sample Activities: <ul style="list-style-type: none"> <li>Students understand that a number can be expressed in multiple ways. 53 could be or <math>40 + 13</math> or <math>20 + 20 + 10 + 3</math>, etc.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	The student will: <ul style="list-style-type: none"> <li>Represent the two digits of a two digit number as tens and ones in the form of an equation (MA 1.1.1.d)</li> <li>Represent the two digits of a two digit number as tens and ones. (MA 1.1.1.d)</li> </ul>	
	Sample Activities: <ul style="list-style-type: none"> <li>When given a 2 digit number the student is able to state the number in equation form (24 is <math>20 + 4</math>)</li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	Student will recognize or recall specific vocabulary, such as: tens, ones, two digit number  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>Understand that 10 can be considered as one unit made of tens ones <b>which is called a "ten"</b> (MA 1.1.1.d)</li> <li><b>Understand that any unit less than 10 is represented in single units called "ones"</b> (MA 1.1.1.d)</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	Sample Activities: <ul style="list-style-type: none"> <li>When given a two digit number the student is able to state the number of tens and ones (<math>24 = 2</math> tens and 4 ones)</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



Subject Area and Standard/Indicator Number: NE MA1.2.1.a, MA1.2.1.d		
Topic: Algebra- Related Facts		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: <ul style="list-style-type: none"> <li>● Use the meaning of the equal sign to determine if equations are true and give examples that include addition and subtraction such as <math>7-2=2+3</math></li> <li>● addition with three whole numbers <math>2+1+7=6+4+0</math></li> </ul>
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	The student will: <ul style="list-style-type: none"> <li>● Give examples of equations that are true. (MA 1.2.1.a)</li> <li>● Determine the unknown whole number in an addition or subtraction equation (MA 1.2.1.d)</li> </ul>	Sample Activities: <ul style="list-style-type: none"> <li>● E.g., <math>4 = 4</math>, <math>6 = 7 - 1</math>, <math>6 + 3 = 3 + 6</math>, and <math>7 + 2 = 5 + 4</math></li> <li>● Solve problems with unknown such as <math>7 + ? = 13</math> or <math>13 - \_ = 7</math></li> </ul>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	Student will recognize or recall specific vocabulary, such as: addition, subtraction, related facts, fact family, true  There are no major errors or omissions regarding the simpler details and processes as the student:E.g. <ul style="list-style-type: none"> <li>● Use the meaning of the equal sign to determine if equations are true.</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"> <li>● E.g., <math>4 = 4</math>, <math>6 + 3 = 3 + 6</math>, and <math>7 + 2 = 5 + 4</math></li> </ul>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



Subject Area and Standard/Indicator Number: NE MA 1.3.3.b		
Topic: Time		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: <ul style="list-style-type: none"> <li>Telling time beyond hour and half hour (quarters, 5 minute, minute) on an analog clock</li> </ul>
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> <li>Tell and write time to the half hour and hour using analog clock. (MA 1.3.3.b)</li> </ul>	Sample Activities: <ul style="list-style-type: none"> <li>Represent time to the hour and half hour using analog clocks (given a time, the student can draw hands on a clock face or move hands on a Judy clock)</li> <li>Look at an analog clock and supply the time verbally or written to the half hour and hour</li> </ul>
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: hour, half hour (30 minutes), hour hand, minute hand  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>Tell and write time to the half hour and hour using digital clock. (MA 1.3.3.b)</li> <li>Identify the hour and minute hands on an analog clock.</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"> <li>Identify (point to or label) the hour hand and minute hand on an analog clock.</li> <li>My foldable clock activity in My Math</li> <li>Read a digital clock, and write the time represented to the hour and half hour</li> </ul>
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	