



Subject Area and Standard/Indicator Number Sense: NE MA 2.1.1.a and MA 2.2.1 a

Topic: Numeric Relationships and Algebra

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"> Continue number patterns past 1,000
	<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"> Count within 1,000, including skip-counting by 5s, 10s, and 100s, starting at a variety of multiples of 5, 10, or 100 (MA 2.1.1.a) Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts (MA 2.2.1.a) 		Sample Activities: <ul style="list-style-type: none"> Count from different starting points <ul style="list-style-type: none"> 55, 60, 65, _____, _____ 130, 140, _____, _____ 550, 650, 750, _____, _____ Use 100s chart and color using 2s Use manipulatives to group objects and identify them as even or odd Use manipulatives to take even numbers apart to show the sum of 2 equal parts
	<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: skip count, odd and even</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"> Count by 1's within 1,000, starting at any given number Starting at zero, skip-count by 5, 10, and 100 within 1,000 <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		Sample Activities: <ul style="list-style-type: none"> Count from different starting points <ul style="list-style-type: none"> 89, 90, 91, 92, _____, _____ 798, 799, _____, _____ Count by 5s, 10s, and 100s <ul style="list-style-type: none"> 5, 10, 15, 20, _____, _____ 10, 20, 30, _____, _____ 100, 200, 300, _____, _____ Use the 100s chart to identify different counting patterns.
	<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>	



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Subject Area and Standard/Indicator Number: NE MA 2.1.1.c and MA 2.1.1.e

Topic: Numeric Relationships

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:
	<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"> ● Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones). (MA 2.1.1.c) ● Compare two three-digit numbers by using symbols $<$, $=$, and $>$ and justify the comparison based on the meanings of the hundreds, tens, and ones. (MA 2.1.1.e) 		<p>Sample Activities:</p> <ul style="list-style-type: none"> ● Use base-ten blocks, cubes, ten frames, etc. ● 243 can be read as “two hundred forty-three” as well as two hundred, four tens, three ones.
	<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: digit, hundreds, and place value</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"> ● Understand how numbers are represented on a place value chart (hundreds, tens, ones) ● Compare two, two-digit numbers up to 99 by using the symbols $<$, $=$, and $>$ and justify the comparison based on the meanings of tens and ones. <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"> ● Use base-ten blocks, cubes, ten frames, etc. ● 52 can be read as “fifty-two or five tens and two ones”
	<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>	



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Subject Area and Standard/Indicator Number: NE MA 2.1.2.a		
Topic: Fact Fluency		
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:
	<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"> Fluently (i.e. automatic recall based on understanding) add and subtract within 20. (MA 2.1.2.a) 	Sample Activities: <ul style="list-style-type: none"> LtoJ Fastt Math Timed Tests
	<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: fact fluency There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Understand the concepts of addition and subtraction However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities:
	<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>	



Subject Area and Standard/Indicator Number: NE MA 2.1.2.e and MA 2.1.2.d

Topic: Number Operations

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:
	Score 3.5	<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"> Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. (MA 2.1.2.e) Add up to three two-digit numbers using strategies based on place value and understanding of properties. (MA 2.1.2.d) 		<p>Sample Activities:</p> <ul style="list-style-type: none"> Use models, drawings, and different strategies (i.e. adding by place value, breaking one number into tens and ones) Solve problems with or without regrouping
	Score 2.5	<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: regrouping</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"> Add and subtract within 100 Add two, two-digit numbers with or without regrouping <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"> Solve problems written both horizontally and vertically
	Score 1.5	<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		
	Score 0.5	<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 2.1.2.f		
Topic: Number		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<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"> Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., $3 + 3 + 3 = 9$). (MA 2.1.2.f) 	
	Score 2.5	<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: array, columns, rows</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"> Make identical groups or sets of objects <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	<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	
	Score 0.5	<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 2.1.2.b and MA 2.2.3.a		
Topic: Algebra		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<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"> • Add and subtract within 100 (MA 2.1.2.b) • Solve real-world problems involving addition and subtraction within 100 in different situations (MA 2.2.3.a) 	
	<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: sum, addend, difference, regroup, ones, tens, hundreds</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"> • Add and subtract within 20 • Solve real-world problems involving addition and subtraction within 20 (up to three addends) 	

Sample Activities:

Sample Activities:

Add and subtract in the following situations:

- Adding to--subtracting from
 - Joining and separating
 - Comparing situations with unknowns in all **positions using...**
 - Objects, Models, Drawings
 - Verbal explanations
 - Expressions
 - Equations
- Use the following strategies to add and subtract within 100:
- Standard algorithm
 - Properties of operations
 - Relationship between addition and subtraction
 - Missing addend $2 + X = 6$, solve for X
 - Solve problems written both horizontally and vertically.
 - Solve problems with or without regrouping

Sample Activities:

- Comparing with unknowns in all parts of the addition and subtraction problems within 20.
- Use manipulatives to represent addition and subtraction



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			<ul style="list-style-type: none">● Use mental strategies such as fact families, make-a-ten, doubles, counting on, count back, etc.
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	<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 2.3.1.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.	
	Score 3.5	<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"> Recognize and draw shapes having a specific number of angles, faces or other attributes, including triangles, quadrilaterals, pentagons, and hexagons. (MA 2.3.1.a) 	
	Score 2.5	<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: angle, side, face, cube, quadrilateral, pentagon and hexagon</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student will:</p> <ul style="list-style-type: none"> Determine defining attributes of two-dimensional shapes (circles, squares, rectangles, triangles, trapezoids) <ul style="list-style-type: none"> Defining attributes of triangles: closed three-sided; three vertices, etc. Build and draw shapes that match the given definition. (circles, squares, rectangles, triangles, trapezoids) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Score 1.5	<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	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



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Subject Area and Standard/Indicator Number: NE MA 2.3.1.c		
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.	
	Sample Activities:	
	<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"> ● Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, a third of, a fourth of. (MA 2.3.1.c) 	
	Sample Activities:	
	<ul style="list-style-type: none"> ● Partition shapes into 2, 3, or 4 equal parts. ● Name the shaded part of a partitioned shape. 	
	<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: fractions (halves / a half of; thirds / a third of; and fourths / a fourth of) and partition</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"> ● Can divide circles and rectangles into some equal parts, but not all. ● Inconsistent with description of shapes as halves, thirds, and fourths. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Sample Activities:	
	<ul style="list-style-type: none"> ● Color a shape in halves, thirds, or fourths 	
	<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 2.3.3.a		
Topic: Measurement		
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:
	<i>Score 3.5 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"> Solve real-world problems involving dollar bills, quarters, dimes, nickels and pennies using \$ and ¢ symbols appropriately. (MA 2.3.3.a) 	<p>Sample Activities:</p> <ul style="list-style-type: none"> Add and subtract amounts of money Given an amount, which coins to use, for example, 55 cents equals two quarters and a nickel
	<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	<p>Student will recognize or recall specific vocabulary, such as: cent / ¢, dollar / \$, quarter, dime, nickel and penny</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"> Value of a quarter, dime, nickel and penny. How many of each equals a dollar (4 quarters = 1 dollar, 10 dimes = 1 dollar, 20 nickels = 1 dollar, 100 pennies = 1 dollar). <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"> Skip counting by 5's with nickels. Skip counting by 10's with dimes. Count mixed coins to a dollar
	<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>	



Subject Area and Standard/Indicator Number: NE MA 2.3.3.b		
Topic: Measurement		
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:
	<i>Score 3.5 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"> Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m. (MA 2.3.3.b) 	<p>Sample Activities:</p> <ul style="list-style-type: none"> Skip count by 5's. Given an activity, determine whether it's AM or PM Task cards Match times from analog to digital clocks.
	<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	<p>Student will recognize or recall specific vocabulary, such as: A.M., P.M., Analog Clock and Digital Clock</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"> Differentiate between the minute hand and hour hand. Skip count by 5's Differentiate between an analog and digital clock. Identify how many minutes are in an hour and how many hours in a day. Tell time to the hour and half hour <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"> Brainstorm what happens during the AM and PM. Use student clocks to help them manipulate the hour and minute hand. Draw the hour and minute hand to a clock according to the time given.
	<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>	



Subject Area and Standard/Indicator Number: NE MA 2.3.3.d, MA 2.3.3.e, 2.3.3.f

Topic: Measurement

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:
	Score 3.5	<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"> ● Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit. (MA 2.3.3.d) ● Measure and estimate lengths using, inches, feet, centimeters, and meters. (MA 2.3.3.e) ● Compare the difference in length of objects using inches and feet, centimeters and meters. (MA 2.3.3.f) 		<p>Sample Activities:</p> <ul style="list-style-type: none"> ● Measurement Scavenger Hunt: find an object that is...(using different units of measurement) ● Students construct an object using specific measurements ● Estimate and measure task cards ● Measure two objects using selected unit of measurement; then compare the difference in length. (For example: The crayon is ___inches shorter than the pencil.) ● Use appropriate tools to measure given objects (would you measure a desk with a centimeter or a meter?)
	Score 2.5	<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: centimeters, estimate, feet, inches, meters</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"> ● Measure length by selecting and using standard tools (for example rulers, yardsticks, and meter sticks) ● Compare lengths of objects using the vocabulary “longer”, “shorter” ● Measure an object and write the length using inches, feet, centimeters, and meters. <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"> ● How would you measure a _____? Students select best unit of measurement. ● Circle the longer object ● Measure an object in the classroom and write the length. (The pencil is ___ inches long.)
	Score 1.5	<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		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	