|  | 1 – Beginning Standard | 2 – Approaching Standard | 3 – Meeting Standard | 4 – Exceeding Standard |
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| **Number, Operations and Algebra Content and Applications** | Student does not yet demonstrate an understanding of grade level concepts, skills and vocabulary.Student . . .* needs teacher assistance when computing and solving problems, and
* does not yet represent or communicate mathematical thinking or representation and communication of thinking is unrelated to the problem.
 | Student demonstrates progress toward an understanding of grade level concepts, skills and vocabulary.Student . . .* may need teacher assistance when computing and solving problems;
* is beginning to use more than one strategy when computing and solving problems;
* frequently makes computational errors, and
* represents and communicates mathematical thinking inconsistently.
 | Student demonstrates an understanding of grade level concepts, skills and vocabulary.Student . . .* uses a variety of strategies when computing and solving problems;
* usually computes and solves problems accurately;
* recognizes connections among mathematical ideas;
* is developing mathematical reasoning, and
* justifies answers using written explanations that include some mathematical language and/or symbolic notation.
 | Student demonstrates and extends grade level concepts, skills and vocabulary. Student’s problem solving is highly efficient and accurate.Student . . .* is able to use and adapt number strategies based on the problem;
* recognizes and applies connections among mathematical ideas independently;
* demonstrates mathematical reasoning, and
* convincingly justifies answers with written explanations that include mathematical language and symbolic notation.
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| **Measurement and Geometry** | Student does not yet demonstrate an understanding of grade level geometry and/or concepts, skills and vocabulary.Student…* needs teacher assistance when solving problems, and
* does not yet represent mathematical thinking, or representation and communication of thinking is unrelated to the problem.
 | Student demonstrates progress toward an understanding of grade level geometry and measurement concepts, skills, and vocabulary.Student…* may need teacher assistance when solving problems, and
* represents and communicates mathematical thinking inconsistently.
 | Student demonstrates an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student…* recognizes connections among geometry and/or measurement ideas;
* is developing mathematical reasoning, and
* justifies answers with written explanations that include some mathematical language and/or symbolic notation.
 | Student demonstrates and extends grade level geometry and measurement concepts, skills and vocabulary.Student…* recognizes and applies connections among geometry ideas independently;
* demonstrates mathematical reasoning, and
* convincingly justifies answers with written explanations that include mathematical language and/or symbolic notation.
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| **Data Analysis** | Student does not yet demonstrate an understanding of grade level data concepts, skills and vocabulary.Student…* needs teacher assistance when creating or interpreting graphs and solving problems, and
* does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.
 | Student demonstrates progress toward an understanding of grade level data concepts, skills and vocabulary.Student…* may need teacher assistance when creating or interpreting graphs and solving problems;
* frequently makes computational errors, and
* represents and communicates mathematical thinking inconsistently.
 | Student demonstrates an understanding of grade level data content, skills, and vocabulary.Student…* is usually accurate with graphing and problem solving;
* begins to make generalizations about graphs with teacher assistance;
* recognizes connections among data ideas;
* is developing mathematical reasoning, and
* justifies answers with written explanations that include some mathematical language and/or symbolic notation.
 | Student demonstrates and extends grade level data concepts, skills, and vocabulary. Student’s graphing and problem solving are highly efficient and accurate.Student…* makes generalizations about graphs independently;
* recognizes and applies connections among data ideas independently;
* demonstrates mathematical reasoning, and
* convincingly justifies answers with written explanations that include mathematical language and symbolic notation.
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