|  | 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. |
| **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. |
| **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. |