

A high-quality mathematics program is essential for all students. It provides a foundation for intelligent and precise thinking. Mathematics should also provide every student with the opportunity to choose among a full range of future career paths and to contribute to society as an informed citizen. In order to be a responsible and productive member of today’s technological society a student needs to have a broad, connected and useful knowledge of mathematics.

This revision of the North Dakota Mathematics Content and Achievement Standards is intended to provide a framework for the mathematical skills and knowledge that students in grades K-12 are expected to attain. Based on the 1999 North Dakota Mathematics Content Standards, this document was revised to include standards and benchmarks for each grade as well as defining levels of achievement. Additional references include the NCTM *Principles and Standards for School Mathematics* and standards documents from other states.

The standards in this document provide clear, concise, and measurable mathematical expectations for all students. The standards set targets and expectations for what teachers need to teach and students need to learn by the end of each grade level. Parents, community members, and state and local policy makers play an integral part in helping students attain these expectations. This document is a useful resource for school districts as they align their mathematics curriculum to meet mandatory state assessments that are based on these content and achievement standards.

The standards focus on essential content for all students. Maintaining high expectations for all students is a component of equity in education. “All students” include those with diverse cultural backgrounds, limited English proficiency, or disabilities; those who are gifted and talented; and those from advantaged or disadvantaged socioeconomic backgrounds. It includes students, who after high school, choose to enter the workforce, pursue technical career preparation, or attend college.

This document is organized around a core of fundamental mathematics standards for all students in the State of North Dakota. Benchmarks for each standard were written for every grade level, kindergarten through grade eight, grade nine-ten, and grade eleven-twelve. These benchmarks reflect what every student should know and be able to do at the end of each specified grade level. The document is organized in the following way:

Content standard – A description of what students should know and be able to do within a particular content discipline or subject.

Subtopic - A category within a content standard that aids in the organization of benchmark expectations and that may carry across grade levels.

Benchmark expectation - A translation of a standard into what students should know and be able to do at specified grade levels. It is a statement that clearly specifies and itemizes the content of a standard at a specific grade level. When found within a benchmark, “i.e.” means “these specific items,” and “e.g.” means “for example.”

Achievement standard A description of what a student knows and can do to demonstrate a level of proficiency on a content standard. Descriptors for achievement are set at four levels and are defined as follows:

Advanced Proficient -Demonstrates exemplary understanding and exceeds expected level of performance

Proficient - Demonstrates understanding and meets expected level of performance.

Partially Proficient - Demonstrates an emerging or developing level of understanding and performance.

Novice – Attempt made; however, lack of understanding and performance evident.

The standards in this document are not intended to encompass the entire curriculum for a given grade level. School districts are encouraged to go beyond these standards to help ensure that all students experience a rich mathematics curriculum. In addition, a mathematics education requires more than high quality content. Mathematics instruction should reflect what both educational research and best practice have to say about the teaching and learning of mathematics. It should include hands-on experiences, use of manipulatives, student inquiry, and integrated and regular use of appropriate technologies. Graphing utilities, spreadsheets, calculators, computers, and other forms of electronic information technology are now standard tools for mathematical problem solving used in science, engineering, business and industry, government, and practical affairs. However, facility in the use of technology shall not be regarded as a substitute for a student’s understanding of quantitative concepts and relationships or for proficiency in basic computations. The teaching of computer/technology skill should be the shared responsibility of teachers of all disciplines.

Maintaining high expectations for mathematics achievement requires students to go beyond listening to lectures and working textbook problems. Students should spend time on a regular basis generating, discussing and writing about mathematical ideas. The process of mathematics is just as important as the content. The following six goals, which address the processes of mathematics, are intended to accompany the content standards and are embedded within the benchmarks:

- Students will become mathematical problem solvers.
- Students will be able to reason mathematically.
- Students will be confident in their mathematical abilities.
- Students will be able to communicate mathematically.

- Students will be able to make mathematical connections.
- Students will be able to use appropriate technology.

The chart on the following page describes each goal as it pertains to the student and the mathematics curriculum. These six goals are an integral part of each standard and benchmark and are a necessary component of any comprehensive mathematics curriculum.

Setting goals and high expectations for all students in mathematics is essential to a mathematically literate society. The notion of what is “basic” in mathematics has expanded dramatically with the explosion of information and technology, and an increasingly global economy. Therefore, our curriculum must reflect a commitment to meet these new demands. The North Dakota Mathematics Content and Achievement Standards were designed to inform, assist, and advise all stakeholders in public education as we work together to prepare our students to meet the challenges of the twenty-first century.

(Chart will go here.)

Standard 1: Number and Operation

Standard 1: Students understand and use basic and advanced concepts of number and number systems				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 2</p> <p>NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS</p> <ul style="list-style-type: none"> • Count and order numbers up to 1,000 • Count backward from 100 • Identify and write numerals to 1,000 • Connect number words and numerals to the quantities they represent 	<p>Students correctly count and order numbers beyond 1,000, and correctly count backward from 1000.</p> <p>Students correctly identify and write numerals beyond 1,000.</p> <p>Students automatically connect number words and numerals to the quantities they represent.</p>	<p>Students correctly count and order numbers up to 1,000, and correctly count backward from 100.</p> <p>Students correctly identify and write numerals up to 1,000.</p> <p>Students correctly connect number words and numerals to the quantities they represent.</p>	<p>Students count and order numbers up to 1,000, and correctly count backward from 100 with few errors.</p> <p>Students identify and write numerals up to 1,000 with few errors.</p> <p>Students inconsistently connect number words and numerals to the quantities they represent.</p>	<p>Students count and order numbers up to 1,000, and count backward from 100 with significant errors.</p> <p>Students are unable to identify and write numerals up to 1,000.</p> <p>Students incorrectly connect number words and numerals to the quantities they represent.</p>

Standard 1: Students understand and use basic and advanced concepts of number and number systems				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<ul style="list-style-type: none"> • Demonstrate, identify, and explain the difference between odd and even numbers using concrete objects or drawings • Identify place value concepts through the hundreds place • Use the appropriate symbols (i.e., $>$, $<$, $=$) to compare whole numbers to 1,000 • Round numbers to tens and hundreds 	Students correctly demonstrate, identify, understand and explain the difference between odd and even numbers using concrete objects or drawings.	Students correctly demonstrate, identify and adequately explain the difference between odd and even numbers using concrete objects or drawings.	Students demonstrate and explain, without complete understanding, the difference between odd and even numbers using concrete objects or drawings.	Students do not show an understanding of the difference between odd and even numbers.
	Students correctly identify place value concepts beyond the hundreds place.	Students correctly identify place value concepts through the hundreds place.	Students have a general sense of place value concepts through the hundreds place.	Students have a minimal understanding of place value concepts through the hundreds place.
	Students demonstrate mastery of appropriate symbols to compare whole numbers to 1,000 or beyond.	Students use appropriate symbols to compare whole numbers to 1,000.	Students use appropriate symbols to compare whole numbers to 1,000 with few errors.	Students have no understanding of symbols when comparing whole numbers.
	Students correctly round numbers to tens, hundreds and beyond.	Students correctly round numbers to tens and hundreds.	Students inconsistently round numbers to tens and hundreds.	Students lack knowledge of rounding numbers to tens and hundreds.

Standard 1: Students understand and use basic and advanced concepts of number and number systems				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<ul style="list-style-type: none"> • Use appropriate terms when communicating about addition and subtraction; i.e., addend, sum, difference • Represent and explain fractions (i.e., one half, one third, one fourth, one sixth and one eighth) as part of a whole and part of a set <p style="text-align: center;">OPERATIONS AND THEIR PROPERTIES</p> <ul style="list-style-type: none"> • Select the appropriate operation to solve problems involving addition and subtraction of whole numbers • Demonstrate the inverse relationship between addition and subtraction; e.g., $3+4=7$, $7-4=3$ 	Students automatically use appropriate terms when communicating about addition and subtraction.	Students consistently use appropriate terms when communicating about addition and subtraction.	Students inconsistently use appropriate terms when communicating about addition and subtraction.	Students do not use appropriate terms when communicating about addition and subtraction..
	Students correctly demonstrate knowledge of mixed fractions.	Students correctly demonstrate fractions as part of a whole and part of a set.	Students demonstrate fractions as part of a whole and part of a set with few errors.	Students show little or no understanding of fractions as part of a whole and part of a set.
	Students automatically select the appropriate operation to solve problems involving addition and subtraction of whole numbers.	Students consistently select the appropriate operation to solve problems involving addition and subtraction of whole numbers.	Students consistently select the appropriate operation to solve problems involving addition and subtraction of whole numbers with few errors.	Students select the inappropriate operation to solve problems involving addition and subtraction of whole numbers.
	Students demonstrate a thorough understanding of the inverse relationship between addition and subtraction.	Students adequately demonstrate the inverse relationship between addition and subtraction.	Students demonstrate the inverse relationship between addition and subtraction, with few errors.	Students are unable to demonstrate the inverse relationship between addition and subtraction.

Standard 1: Students understand and use basic and advanced concepts of number and number systems				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<ul style="list-style-type: none"> • Model multiplication using equal sets of objects • Add and subtract two-digit whole numbers between 0 and 100 <p style="text-align: center;">COMPUTATIONAL FLUENCY AND ESTIMATION</p> <ul style="list-style-type: none"> • Recall addition facts and subtraction facts (0-18) • Estimate whole number sums and differences 	Students show an extensive understanding when modeling multiplication using equal sets of objects.	Students show substantial understanding when modeling multiplication using equal sets of objects.	Students show limited understanding when modeling multiplication using equal sets of objects.	Students lack understanding when modeling multiplication using equal sets of objects.
	Students correctly add and subtract two-digit whole numbers between 0 and 100.	Students consistently add and subtract two-digit whole numbers between 0 and 100 with few errors.	Students consistently add and subtract two-digit whole numbers between 0 and 100 with some errors.	Students add and subtract two-digit whole numbers between 0 and 100 with many errors.
	Students automatically recall addition facts and subtraction facts.	Students quickly recall addition facts and subtraction facts.	Students correctly recall a limited number of addition facts and subtraction facts.	Students recall few addition facts and subtraction facts.
	Students demonstrate a comprehensive understanding when estimating whole number sums and differences.	Students make reasonable estimates of whole number sums and differences.	Students often make unreasonable estimates of whole number sums and differences.	Students lack understanding when estimating whole number sums and differences.

Standard 2: Geometry and Spatial Sense

Standard 2: Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 2</p> <p>TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS</p> <ul style="list-style-type: none"> • Recognize geometric shapes and structures in their environment • Identify, describe, and sort three-dimensional objects; i.e., pyramid, cube, rectangular prism, cone, cylinder, and sphere • Predict and demonstrate the results of putting together and taking apart shapes 	<p>Students recognize geometric shapes and structures in their environment.</p> <p>Students correctly identify, describe, and sort three-dimensional objects.</p> <p>Students draw conclusions not immediately obvious when making predictions and accurately demonstrate the results of putting together and taking apart shapes.</p>	<p>Students consistently recognize geometric shapes and structures in their environment.</p> <p>Students correctly identify, adequately describe, and accurately sort three-dimensional objects.</p> <p>Students make reasonable predictions and accurately demonstrate the results of putting together and taking apart shapes.</p>	<p>Students recognize most geometric shapes and structures in their environment.</p> <p>Students identify, describe, and sort three-dimensional objects with some errors.</p> <p>Students with some errors predict and demonstrate the results of putting together and taking apart shapes.</p>	<p>Students recognize some geometric shapes and structures in their environment.</p> <p>Students identify, describe, and sort three-dimensional objects with many errors.</p> <p>Students cannot make reasonable predictions and inaccurately demonstrate the results of putting together and taking apart shapes.</p>

Standard 2: Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>COORDINATE GEOMETRY</p> <ul style="list-style-type: none"> Name the coordinates of points on a grid 	<p>Understands and explains the purpose of coordinate points on a grid.</p>	<p>Correctly names the coordinates of points on a grid.</p>	<p>Names the coordinates of points on a grid with some errors.</p>	<p>Names the coordinates of points on a grid with many errors.</p>
<p>TRANSFORMATION AND SYMMETRY</p> <ul style="list-style-type: none"> Identify symmetrical shapes and draw their line of symmetry 	<p>Students accurately identify and create symmetrical shapes and draw their line of symmetry.</p>	<p>Students accurately identify symmetrical shapes and draw their line of symmetry.</p>	<p>Students identify symmetrical shapes and draw their line of symmetry with few errors.</p>	<p>Students inconsistently identify symmetrical shapes and draw their line of symmetry.</p>
<ul style="list-style-type: none"> Identify congruent figures from a selection of similar figures 	<p>Students correctly identify congruent figures.</p>	<p>Students correctly identify congruent figures from a selection of similar figures.</p>	<p>Students inconsistently identify congruent figures from a selection of similar figures.</p>	<p>Students cannot identify congruent figures from a selection of similar figures.</p>
<ul style="list-style-type: none"> Identify slides, flips, and turns 	<p>Students consistently identify slides, flips, and turns.</p>	<p>Students consistently identify slides, flips, and turns with few errors.</p>	<p>Students consistently identify slides, flips, and turns with several errors.</p>	<p>Students identify slides, flips, or turns with several errors.</p>
<p>VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING</p> <ul style="list-style-type: none"> No expectations at this level 				

Standard 3: Data Analysis, Statistics, and Probability

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 2</p> <p>DATA COLLECTION, DISPLAY, AND INTERPRETATION</p> <ul style="list-style-type: none"> • Sort and classify objects according to their attributes and organize data about the objects; e.g., Venn diagrams, graphs, tables • Demonstrate that data can be represented in more than one way • Formulate and answer simple questions from data represented by graphs <p>PROBABILITY</p> <ul style="list-style-type: none"> • No expectations at this level 	<p>Students demonstrate a unique perspective when sorting and classifying objects according to their attributes and organizing data about the objects.</p> <p>Students demonstrate extensive understanding that data can be represented in more than one way.</p> <p>Students solve problems by applying information from data represented by graphs.</p>	<p>Students accurately sort and classify objects according to their attributes and organize data about the objects.</p> <p>Students demonstrate understanding that data can be represented in more than one way.</p> <p>Students correctly formulate and answer simple questions from data represented by graphs.</p>	<p>Students sort and classify objects according to their attributes and organize data about the objects with few errors.</p> <p>Students demonstrate limited understanding that data can be represented in more than one way.</p> <p>Students formulate and answer simple questions, with few errors, from data represented by graphs.</p>	<p>Students inaccurately sort and classify objects according to their attributes and organize data about the objects.</p> <p>Students lack understanding that data can be represented in more than one way.</p> <p>Students lack knowledge to answer simple questions from data represented by graphs.</p>

NORTH DAKOTA
DRAFT—MATHEMATICS STANDARDS AND BENCHMARKS FOR GRADES K-12—DRAFT

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>STATISTICAL METHODS</p> <ul style="list-style-type: none"> No expectations at this level <p>PREDICTIONS, DATA ANALYSIS AND INFERENCES</p> <ul style="list-style-type: none"> Record results of activities involving chance (e.g., coin flips, dice rolls) and make reasonable predictions based upon data Describe the likelihood of an event; e.g., cloudy, it may rain 	<p>Students accurately record results of activities involving chance and demonstrate complexity of thought when making reasonable predictions based on data.</p> <p>Students describe in extensive detail the likelihood of an event.</p>	<p>Students accurately record results of activities involving chance and make reasonable predictions based on data.</p> <p>Students describe in adequate detail the likelihood of an event.</p>	<p>Students record results of activities involving chance and make unreasonable predictions based on data.</p> <p>Students describe in limited detail the likelihood of an event.</p>	<p>Students inaccurately record results of activities involving chance and make unreasonable predictions based on data.</p> <p>Students are unable to describe the likelihood of an event.</p>

Standard 4: Measurement

Standard 4: Students use concepts and tools of measurement to describe and quantify the world				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 2</p> <p>MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS</p> <ul style="list-style-type: none"> • Tell time to the nearest quarter hour and 5 minute interval using digital and analog clocks • Distinguish between week days and weekend days • Recall the months of the year in order • Count mixed coins to \$1.00 	<p>Students consistently and correctly tell time to the nearest minute using digital and analog clocks.</p> <p>Students correctly distinguish between weekdays and weekend days.</p> <p>Students automatically state the months of the year in order.</p> <p>Students correctly count mixed coins beyond \$1.00.</p>	<p>Students consistently and correctly tell time to the nearest quarter hour and 5 minute interval using digital and analog clocks.</p> <p>Students correctly distinguish between weekdays and weekend days.</p> <p>Students recall the months of the year in order.</p> <p>Students correctly count mixed coins to \$1.00.</p>	<p>Students tell time to the nearest quarter hour and 5 minute interval using digital and analog clocks with few errors.</p> <p>Students have beginning knowledge when distinguishing between weekdays and weekend days.</p> <p>Students inconsistently recall the months of the year in order.</p> <p>Students count mixed coins to \$1.00 with few errors.</p>	<p>Students have difficulty telling time to the nearest quarter hour and 5 minute interval using digital and analog clocks.</p> <p>Students lack knowledge to distinguish between weekdays and weekend days.</p> <p>Students are unable to recall the months of the year in order.</p> <p>Students count mixed coins to \$1.00 with many errors.</p>

Standard 4: Students use concepts and tools of measurement to describe and quantify the world				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<ul style="list-style-type: none"> • Estimate and measure weight to the nearest pound or kilogram • Estimate and measure capacity to the nearest cup or liter • Estimate and measure length to the nearest inch, half-inch, foot, or centimeter • Estimate and verify a quantity; e.g., marbles in a jar • Compare and order given lengths, capacities, weights, or temperatures that are expressed in the same unit of measure • Identify the approximate size of basic units; e.g., width of finger is about one centimeter, large soda bottle is two liters, a paper clip weighs one gram 	Students make a reasonable estimate and accurately measure weight, capacity and length, using units beyond grade level expectations.	Students make a reasonable estimate and accurately measure weight, capacity and length.	Students attempt to make a reasonable estimate and measure weight, capacity and length.	Students are unable to make a reasonable estimate and cannot measure weight, capacity and length.
	Students make a reasonable estimate and verify a quantity using various strategies.	Students make a reasonable estimate and verify a quantity.	Students attempt to make a reasonable estimate and verify a quantity.	Students are unable to make a reasonable estimate and are unable to verify a quantity.
	Students compare and accurately order given lengths, capacities, weights, or temperatures in different units of measurement.	Students compare and accurately order given lengths, capacities, weights, or temperatures.	Students compare and order given lengths, capacities, weights, or temperatures with few errors.	Students lack the ability to compare and accurately order given lengths, capacities, weights, or temperatures.
	Students demonstrate a comprehensive understanding of the approximate size of basic units.	Students demonstrate a substantial understanding of the approximate size of basic units.	Students demonstrate a beginning understanding of the approximate size of basic units.	Students demonstrate a lack of understanding of the approximate size of basic units.

NORTH DAKOTA
DRAFT—MATHEMATICS STANDARDS AND BENCHMARKS FOR GRADES K-12—DRAFT

Standard 4: Students use concepts and tools of measurement to describe and quantify the world				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS</p> <ul style="list-style-type: none"> • Select the appropriate units for measuring time, length, weight, and temperature • Use the symbols for the dollar and cent 	<p>Students consistently select and use the appropriate units for measuring time, length, weight, and temperature.</p> <p>Students consistently and correctly use the symbols for the dollar and cent.</p>	<p>Students consistently select the appropriate units for measuring time, length, weight, and temperature.</p> <p>Students consistently and correctly use the symbols for the dollar and cent.</p>	<p>Students inconsistently select the appropriate units for measuring time, length, weight, and temperature.</p> <p>Students inconsistently use the symbols for the dollar and cent.</p>	<p>Students are unable to select the appropriate units for measuring time, length, weight, and temperature.</p> <p>Students are unable to use the symbols for the dollar and cent.</p>

Standard 5: Algebra, Functions, and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 2</p> <p>PATTERNS, RELATIONS, AND FUNCTIONS</p> <ul style="list-style-type: none"> Extend and create number patterns State the rule that describes a given repeating and growing pattern <p>NUMERIC AND ALGEBRAIC REPRESENTATIONS</p> <ul style="list-style-type: none"> Solve addition and subtraction equations with unknown variables; e.g., $2 + \square = 5$ <p>MATHEMATICAL MODELING</p> <ul style="list-style-type: none"> Use symbols (i.e., +, -, =, <, >) to write simple number sentences 	<p>Students correctly extend, create, and explain number patterns.</p> <p>Students automatically state the rule that describes a given repeating and growing pattern.</p> <p>Students automatically solve addition and subtraction equations with unknown variables.</p> <p>Students automatically use symbols to write simple number sentences.</p>	<p>Students correctly extend and create number patterns.</p> <p>Students accurately state the rule that describes a given repeating and growing pattern.</p> <p>Students correctly and consistently solve addition and subtraction equations with unknown variables.</p> <p>Students correctly and consistently use symbols to write simple number sentences.</p>	<p>Students extend and create number patterns with few errors.</p> <p>Students inconsistently state the rule that describes a given repeating and growing pattern.</p> <p>Students inconsistently solve addition and subtraction equations with unknown variables.</p> <p>Students inconsistently use symbols to write simple number sentences.</p>	<p>Students lack the knowledge to extend and create number patterns.</p> <p>Students lack the ability to state the rule that describes a given repeating and growing pattern.</p> <p>Students lack the understanding to solve addition and subtraction equations with unknown variables.</p> <p>Students seldom use symbols to write simple number sentences.</p>

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<ul style="list-style-type: none"> • Use words, objects, and number sentences to represent addition and subtraction problems 	<p>Students use appropriate words, objects, and number sentences to accurately represent and solve addition and subtraction problems.</p>	<p>Students use appropriate words, objects, and number sentences to accurately represent addition and subtraction problems.</p>	<p>Students inconsistently use appropriate words, objects, and number sentences to represent addition and subtraction problems.</p>	<p>Students lack the basic understanding to use appropriate words, objects, and number sentences to represent addition and subtraction problems.</p>
<p>RATES OF CHANGE</p> <ul style="list-style-type: none"> • No expectations at this level 				