

Reporting Categories	Needs Support	Close	Ready	Exceeding
Operations and Algebraic Thinking Focus is on developing deeper understanding of operations and thinking about rules that give patterns.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> solves two-step number sentences. identifies, describes, and expands shape patterns. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> recognizes and differentiates between prime and composite numbers. identifies, describes, and expands number patterns. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> solves problems involving prime numbers, factors, and multiples. extends a number pattern that is presented in a context to solve a problem. makes sense of multi-step problems involving all four operations with whole numbers. attends to the meaning of quantities. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> answers questions and solves problems involving prime numbers, factors, and multiples and explains their reasoning. solves multi-step word problems with whole numbers and having whole-number answers. finds a point of entry to solve problems involving whole numbers, fractions, and decimals. contextualizes and decontextualizes real-world situations.
Number and Operations in Base Ten Focus is on multi-digit whole numbers and developing fluency using place-value thinking.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> uses place value understanding and a given model to round whole numbers within 100,000. multiplies a one-digit whole number by a two-digit whole number. converts visual representations of multi-digit whole numbers to base-ten numerals. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> converts number names for multi-digit whole numbers to base-ten numerals. multiplies a one-digit whole number by a three-digit whole number. uses place value for recognizing the value of digits within 100,000. converts multi-digit whole numbers between word form and base-ten numerals. recognizes how repeated addition and subtraction relate to multiplication and division. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> multiplies a one-digit whole number by a four-digit whole number; multiplies two two-digit whole numbers. uses place value to understand the value of whole numbers within 100,000. writes a multi-digit whole number in expanded form using addition. Example: $328 = 300 + 20 + 8$ uses the distributive property to decompose and recompose numbers. estimates to check the result of a calculation. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> solves multi-step real-world problems involving operations with multi-digit numbers. writes a multi-digit whole number in expanded form using addition and multiplication. Example: $328 = 3 \times 100 + 2 \times 10 + 8$
Number and Operations—Fractions Focus is on fraction equivalence and on strategies for comparing and adding fractions with unlike denominators. Students multiply fractions by whole numbers, and decimals are introduced.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> adds and subtracts fractions with common denominators. compares decimals to the hundredths using a given model (number lines, visual models, etc.). 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> solves mathematical or real-world problems involving addition and subtraction of fractions referring to the same whole with equal denominators. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> compares decimals between 0 and 1 to hundredths. solves mathematical or real-world problems involving addition and subtraction of mixed numbers referring to the same whole with like common denominators. recognizes and generates equivalent fractions using visual fraction models. uses the mathematical symbols $<$, $=$, $>$ appropriately. decomposes and recomposes mixed numbers. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> compares two fractions with different numerators and different denominators by creating common denominators and explains how they know their comparison is correct. compares decimals to hundredths when presented in a real-world context. uses decimal notation for fractions with denominators of 10 or 100.
Measurement and Data Focus is on understanding measurement units and equivalent measurements in different units. Angle measure is explored.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> answers basic questions about a simple line plot. selects the appropriate tool to use in a situation. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> applies geometric properties, and the relationships between angles in a two-dimensional figure, to solve problems involving quadrilaterals. recognizes the correct line plot to represent measurement data. constructs a line plot with whole number data. attends to precision when using a ruler and measures within $\frac{1}{2}$ inch. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> uses a protractor to measure and compare angles. converts measurements in fractional amounts expressed in a measurement system's larger unit in terms of as smaller unit in real-world situations. constructs a line plot with tick marks that are multiples of $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$ to display a data set of measurements. attends to precision when using a tool. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> solves problems involving length and distance, using all four operations with whole numbers, fractions, and decimals. performs computations based on data presented in a line plot that includes fractions. uses a protractor to apply the additive property of non-overlapping angles in order to explain solutions for problems involving addition and subtraction of angle measures. selects and uses appropriate tools to solve complex and multi-step problems. uses models to visualize results and compare predictions with data.
Geometry Focus is on the idea that shapes can be categorized by their properties. Symmetry is a property of some shapes.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> identifies representations of points, lines, line segments, rays, and angles. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> identifies representations of perpendicular and parallel lines. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> classifies two-dimensional figures based on the presence of parallel sides. identifies angles in a diagram or drawing of two-dimensional figures as right, acute, or obtuse. understands that a line of symmetry for a two-dimensional figure is a line across the figure such that the figure would be divided into matching parts if it were folded on the line. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines. identifies multiple lines of symmetry for a two-dimensional figure.
Modeling Producing, interpreting, understanding, evaluating, and improving mathematical models.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> uses a diagram of a 2-dimensional figure to recognize a line of symmetry. uses place value blocks to represent and solve questions with whole numbers. uses number lines to solve addition and subtraction of whole numbers. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> uses a diagram of a two-dimensional figure to identify a line of symmetry and analyzes the relationships between angles. uses a given model to solve real-world situations. uses place-value blocks with fractions and decimals to represent and solve questions. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> recognizes a two-dimensional figure based on a verbal description of the properties of the figure and creates and uses diagrams of two-dimensional figures to analyze relationships between quantities. determines an appropriate model for a given real-world situation (area and fraction models, number lines, etc.). uses and creates area models for multiplication. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> analyzes a representation such as a geometric model, a frequency plot, a data table, or a Venn diagram to solve a problem presented in a context. creates and uses an appropriate model to solve real-world situations (area and fraction models, number lines, etc.).
Justification and Explanation Giving reasons, explaining "Why?"	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> restates the problem and supplies reasoning statements that are true but not effective. provides an example, computation, or one more steps in a procedure. states a property, definition, or relationships between two or more objects. uses a single statement to draw a conclusion. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> provides a partially effective explanation of their reasoning. explains a pattern using words, algebraic expressions, numeric operations. generates a sequence from a rule. uses conditional statements. draws and labels relevant visual representations. explains steps of a procedure. provides a counterexample. uses a pattern or sequence to support an argument. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> draws conclusions using both specific and general evidentiary statements. provides general support for a claim in order to reach a conclusion. uses and cites conditional statements, specific aspects of created visual representations, and/or computations or procedures to clarify an argument or draw a conclusion. justifies and defends conclusions by explaining errors in reasoning or calculations, providing counterexamples, applying relevant classification schemes, and/or verifying statements or claims used to draw a conclusion. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> provides a coherent, logical argument or solution pathway by providing evidence to support claims. provides thorough justification and defends conclusions by using multiple, connected statements and incorporating justification techniques such as explaining errors in reasoning or calculations, providing counterexamples, applying relevant classification schemes, and/or verifying statements or claims used to draw a conclusion.

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<p>Integrating Essential Skills Integrate and continue to grow with topics from prior grades.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> • multiplies through 12×12 with models. • matches the number of parts in a whole to a given a model. • recognizes polygons of up to 8 sides. • identifies a pattern. • identifies and gives the value of the digits in different place values with visual models. • recalls basic facts using the four operations. • uses standard measurement tools to measure objects and uses the measurements to create data. • selects the appropriate tool to use in a situation. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> • multiplies through 12×12 without the use of models. • understands that the larger the denominator the smaller the pieces. • names and writes a unit fraction as descriptions of one part of a single whole. • compares fractions with the same denominator or numerator. • solves one-step word problems using the four operations with whole numbers and having whole number answers. • gives the value of a specific digit in a number. • builds rectangular arrays. • solves real-world situations using basic measurement. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> • solves multi-step real-world problems addressing concepts from the previous grade, including whole number rounding concepts; multi-digit operations with whole numbers; geometric properties. • explains the desired number of parts, equal sized parts, and exhausting the whole. • relates rectangular arrays to area, multiplication and division. • solves two-step word problems using the four operations with whole numbers and having whole-number answers. • creates numbers sentences from a given situation involving only addition and subtraction or only multiplication and division. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> • solves and explains their process and solutions for multi-step, multi-part problems addressing concepts from the previous grades, including rounding; area, perimeter, and elapsed time measurements; properties of quadrilaterals; and fraction concepts, including fraction equivalence. • composes and decomposes complex geometric shapes.
<p>Mathematical Practices Collected PLDs that focus on mathematical practices.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> • constructs arguments. • uses a diagram of a two-dimensional figure to recognize a line of symmetry. • uses place value blocks to represent and solve questions with whole numbers. • uses number lines to solve addition and subtraction of whole numbers. • restates the problem and supplies reasoning statements that are true but not effective. • provides an example, computation, or one more steps in a procedure. • states a property, definition, or relationships between two or more objects. • uses a single statement to draw a conclusion. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> • constructs arguments with minimal errors. • recognizes that repeated addition and subtraction relate to multiplication and division. • attends to precision when using a ruler and measures within $\frac{1}{2}$ inch. • uses a diagram of a two-dimensional figure to identify a line of symmetry and analyzes the relationships between angles. • uses a given model to solve real-world situations. • uses place value blocks with fractions and decimals to represent and solve questions. • provides a partially effective explanation of their reasoning. • explains a pattern using words, algebraic expressions, numeric operations. • generates a sequence from a rule. • uses conditional statements. • draws and labels relevant visual representations. • explains steps of a procedure. • provides a counterexample. • uses a pattern or sequence to support an argument. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> • constructs viable arguments and performs simple error analysis. • makes sense of multi-step problems involving all four operations with whole numbers. • attends to the meaning of quantities. • uses the distributive property to decompose and recompose numbers. • estimates to check the result of a calculation. • uses the mathematical symbols $<$, $=$, $>$ appropriately. • decomposes and recomposes mixed numbers. • attends to precision when using a tool. • uses appropriate vocabulary. • recognizes a two-dimensional figure based on a verbal description of the properties of the figure and creates and uses diagrams of two-dimensional figures to analyze relationships between quantities. • determines an appropriate model for a given real-world situation (area and fraction models, number lines, etc.). • uses and creates area models for multiplication. • draws conclusions using both specific and general evidentiary statements. • provides general support for a claim in order to reach a conclusion. • uses and cites conditional statements, specific aspects of created visual representations, and/or computations or procedures to clarify an argument or draw a conclusion. • justifies and defends conclusions by explaining errors in reasoning or calculations, providing counterexamples, applying relevant classification schemes, and/or verifying statements or claims used to draw a conclusion. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> • finds a point of entry to solve problems involving whole numbers, fractions, and decimals. • contextualizes and decontextualizes real-world situations. • selects and uses appropriate tools to solve complex and multi-step problems. • uses models to visualize results and compare predictions with data. • analyzes a geometric model, a frequency plot, a data table, or a Venn diagram to solve a problem presented in a context. • creates and uses an appropriate model to solve real-world situations (area and fraction models, number lines, etc.). • provides a coherent, logical argument or solution pathway by providing evidence to support claims. • provides thorough justification and defends conclusions by using multiple, connected statements and incorporating justification techniques such as explaining errors in reasoning or calculations, providing counterexamples, applying relevant classification schemes, and/or verifying statements or claims used to draw a conclusion.