*MATHEMATICS SAMPLE*

**K - 3 Mathematics 2023 Standards of Learning Achievement Record**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: Grade K: \_\_\_\_\_ Grade 1: \_\_\_\_\_ Grade 2: \_\_\_\_\_ Grade 3: \_\_\_\_\_**

# **Levels of Performance Scoring Rubric:**

1. - Exceeds the Standard (Student demonstrated knowledge and skills 94-100% of the time.)
2. - Meets the Standard (Student demonstrated knowledge and skills 80-93% of the time.)

2 - Partially Meets the Standard (Student demonstrated knowledge and skills 70-79% of the time.)

1 - Inadequate or No Understanding of the Standard (Student demonstrated knowledge and skills less than 70% of the time.)

***Scoring Note:*** *As the standards have multiple components, the score provided within the achievement record should reflect an average score*

*rounded to the nearest whole number.*

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| **RECORD OF INTERVENTION / REMEDIATION SERVICES** |
| **DATE** | **EXPLANATION OF SERVICES AND RESULTS** | **DURATION OF SERVICES** |
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| **Grade K** | **Score** | **Grade 1** | **Score** | **Grade 2** | **Score** | **Grade 3** | **Score** |
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| ◆ Number & Number Sense |  | **◆ Number & Number Sense** |  | **◆ Number & Number Sense** |  | **◆ Number & Number Sense** |  |
| K.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 100.  |  | 1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120. |  | 2.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 200. |  |  |  |
| K.NS.2 The student will identify, represent, and compare quantities up to 30. |  | 1.NS.2 The student will represent, compare, and order quantities up to 120. |  | 2.NS.2 The student will demonstrate an understanding of the ten-to-one relationships of the base 10 number system to represent, compare, and order whole numbers up to 999. |  | 3.NS.1 The student will use place value understanding to read, write, and determine the place and value of each digit in a whole number, up to six digits, with and without models. |  |
| 3.NS.2 The student will demonstrate an understanding of the base 10 system to compare and order whole numbers up to 9,999. |  |
|  |  | 1.NS.3 The student will use mathematical reasoning and justification to solve contextual problems that involve partitioning models into two and four equal-sized parts. |  | 2.NS.3 The student will use mathematical reasoning and justification to solve contextual problems that involve partitioning models into equal-sized parts (halves, fourths, eighths, thirds, and sixths). |  | 3.NS.3 The student will use mathematical reasoning and justification to represent and compare fractions (proper and improper) and mixed numbers with denominators of 2, 3, 4, 5, 6, 8, and 10), including those in context. |  |
|  |  |  |  | 2.NS.4 The student will solve problems that involve counting and representing money amounts up to $2.00. |  | 3.NS.4 The student will solve problems, including those in context, that involve counting, comparing, representing, and making change for money amounts up to $5.00. |  |

| Grade K | **Score** | Grade 1 | **Score** | Grade 2 | **Score** | Grade 3 | **Score** |
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| ◆ Computation & Estimation |  | ◆ Computation & Estimation |  | ◆ Computation & Estimation |  | ◆ Computation & Estimation |  |
| K.CE.1 The student will model and solve single-step contextual problems using addition and subtraction with whole numbers within 10. |  | 1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20. |  | 2.CE.1 The student will recall with automaticity addition and subtraction facts within 20 and estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition and subtraction with whole numbers where addends or minuends do not exceed 100. |  | 3.CE.1 The student will estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition and subtraction with whole numbers where addends and minuends do not exceed 1,000. |  |
|  |  |  |  |  |  | 3.CE.2 The student will recall with automaticity multiplication and division facts through 10 × 10; and represent, solve, and justify solutions to single-step contextual problems using multiplication and division with whole numbers. |  |

| **Grade K** | **Score** | **Grade 1** | **Score** | **Grade 2** | **Score** | **Grade 3** | **Score** |
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| ◆ Measurement & Geometry |  | **◆ Measurement & Geometry** |  | **◆ Measurement & Geometry** |  | **◆ Measurement & Geometry** |  |
| K.MG.1 The student will reason mathematically by making direct comparisons between two objects or events using the attributes of length, height, weight, volume, and time. |  | 1.MG.1 The student will reason mathematically using nonstandard units to measure and compare objects by length, weight, and volume. |  | 2.MG.1 The student will reason mathematically using standard units (U.S. Customary) with appropriate tools to estimate, measure, and compare objects by length, weight, and liquid volume to the nearest whole unit. |  | 3.MG.1 The student will reason mathematically using standard units (U.S. Customary and metric) with appropriate tools to estimate and measure objects by length, weight/mass, and liquid volume to the nearest half or whole unit. |  |
|  |  |  |  |  |  | 3.MG.2 The student will use multiple representations to estimate and solve problems, including those in context, involving area and perimeter (in both U.S. Customary and metric units). |  |
| K.MG.2 The student will identify, describe, name, compare, and construct plane figures (circles, triangles, squares, and rectangles). |  | 1.MG.2 The student will describe, sort, draw, and name plane figures (circles, triangles, squares, and rectangles), and compose larger plane figures by combining simple plane figures. |  | 2.MG.4 The student will describe, name, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms). |  | 3.MG.4 The student will identify, describe, classify, compare, combine, and subdivide polygons. |  |
| 2.MG.3 The student will identify, describe, and create plane figures (including circles, triangles, squares, and rectangles) that have at least one line of symmetry and explain its relationship with congruency. |  |  |  |
| K.MG.3 The student will describe the units of time represented in a calendar. |  | 1.MG.3 The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar. |  | 2.MG.2 The student will demonstrate an understanding of the concept of time to the nearest five minutes, using analog and digital clocks. |  | 3.MG.3 The student will demonstrate an understanding of the concept of time to the nearest minute and solve single-step contextual problems involving elapsed time in one-hour increments within a 12-hour period. |  |

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| Grade K | **Score** | **Grade 1** | **Score** | **Grade 2** | **Score** | **Grade 3** | **Score** |
| ◆ Probability & Statistics |  | **◆ Probability & Statistics** |  | **◆ Probability & Statistics** |  | **◆ Probability & Statistics** |  |
| K.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs and picture graphs. |  | 1.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables. |  | 2.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on pictographs and bar graphs. |  | 3.PS.1 The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on pictographs and bar graphs. |  |

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| Grade K | **Score** | **Grade 1** | **Score** | **Grade 2** | **Score** | **Grade 3** | **Score** |
| ◆ Patterns, Functions & Algebra |  | **◆ Patterns, Functions & Algebra** |  | **◆ Patterns, Functions & Algebra** |  | **◆ Patterns, Functions, & Algebra** |  |
| K.PFA.1 The student will identify, describe, extend, and create simple repeating patterns using various representations. |  | 1.PFA.1 The student will identify, describe, extend, create, and transfer repeating patterns and increasing patterns using various representations. |  | 2.PFA.1 The student will describe, extend, create, and transfer repeating and increasing patterns (limited to addition of whole numbers) using various representations. |  | 3.PFA.1 The student will identify, describe, extend, and create increasing and decreasing patterns (limited to addition and subtraction of whole numbers), including those in context, using various representations. |  |