

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.** This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions. *Geometry - Reason with shapes and their attributes.*

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><b>Learning Target 1:</b> Create real-world models using two-dimensional and three-dimensional shapes</p>	DOK 3	<p><b>Learning Target 1:</b> 1 Performance Task</p> <p>OR</p> <p>Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape</p> <p><b>Learning Target 2:</b> Compose new shapes from a composite shape</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 1 Constructed Response AND 2 Selected Response</p> <p><b>Learning Target 2:</b> 1 Constructed Response</p> <p>OR</p> <p>Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> half circle, quarter circle, trapezoid, rectangular prism</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Identify and describe attributes of two-dimensional shapes including rectangle, square, trapezoid, triangle, half circle, and quarter circle</p> <p><b>Learning Target 3:</b> Identify and describe attributes of three-dimensional shapes including cube, rectangular prism, circular cone, circular cylinder</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 4 Selected Response</p> <p><b>Learning Target 2:</b> 6 Selected Response</p> <p><b>Learning Target 3:</b> 4 Selected Response</p> <p>OR</p> <p>Personal Communication for any learning target</p>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.** This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions. *Geometry - Reason with shapes and their attributes.*

	Proficiency Scale	DOK	Evidence
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			
		<p>For the vocabulary, students do not need to know the formal definitions of the shapes (particularly trapezoids). Students should be able to identify the shape by visual inspection.</p> <p>The student should have access to various manipulatives at all times.</p> <p>Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> <li>·Pattern blocks</li> <li>·Attribute blocks</li> <li>·Geoboards</li> </ul>	

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. *Geometry - Reason with shapes and their attributes.***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Express an equal share as a fraction of the total shares  <b>Learning Target 2:</b> Partition shapes into other equal shares (thirds, fifths, etc.)</p>	DOK 2	<p><b>Learning Target 1:</b> 2 Constructed Response  <b>Learning Target 2:</b> 3 Constructed Response  <b>OR</b>  <b>Personal Communication for any learning target</b></p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Partition circles and rectangles into two and four equal shares  <b>Learning Target 2:</b> Describe the shares using the words halves, fourths, and quarters, and the phrases half of, fourth of, and quarter of  <b>Learning Target 3:</b> Describe the whole as two of or four of the shares  <b>Learning Target 4:</b> Understand that decomposing into more equal shares creates smaller shares</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 2 Constructed Response  <b>Learning Target 2:</b> 1 Constructed Response AND 2 Selected Response  <b>Learning Target 3:</b> 2 Selected Response  <b>Learning Target 4:</b> 1 Constructed Response  <b>OR</b>  <b>Personal Communication for any learning target</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> partition, halves (of), quarters (of), fourths (of), equal shares, whole</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Identify halves, fourths, and quarters</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 6 Selected Response  <b>Learning Target 2:</b> 3 Selected Response  <b>OR</b>  <b>Personal Communication for any learning target</b></p>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. *Geometry - Reason with shapes and their attributes.***

	Proficiency Scale	DOK	Evidence
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			
			<p>The student should have access to various manipulatives at all times.            Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> <li>·Pattern blocks</li> <li>·Fraction Circles/ Fraction Bars</li> </ul>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. *Measurement and Data - Tell and write time.***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Tell and write time to the quarter hour and in five-minute increments  <b><u>Learning Target 2:</u></b> Create schedules  <b><u>Learning Target 3:</u></b> Determine elapsed time with hours and half hours</p>	DOK 3	<p><b><u>Learning Target 1:</u></b> 3 Constructed Response  <b><u>Learning Target 2:</u></b> 1 Performance Task  <b><u>Learning Target 3:</u></b> 3 Constructed Response  <b>OR</b>  <b>Personal Communication for any learning target</b></p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Tell and write time in hours and half-hours using analog clocks  <b><u>Learning Target 2:</u></b> Tell and write time in hours and half-hours using digital clocks</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 1	<p><b><u>Learning Target 1:</u></b> 3 Constructed Response AND 2 Selected Response  <b><u>Learning Target 2:</u></b> 2 Selected Response  <b>OR</b>  <b>Personal Communication for any learning target</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> hour (hand), minute (hand), half hour, analog, digital</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Partition a whole into two equal shares</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b><u>Learning Target 1:</u></b> 5 Selected Response  <b><u>Learning Target 2:</u></b> 2 Selected Response  <b>OR</b>  <b>Personal Communication for any learning target</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. *Measurement and Data - Tell and write time.***

	Proficiency Scale	DOK	Evidence
	<b>Scale Notes for Teachers</b>		For 3.0 Scale, students should be able to draw correct placement of hands on the clock (on number, in between numbers), and record digital time from an analog clock to the hour and half-hour  The student should have access to various manipulatives at all times. Examples include but not limited to: ·Clocks

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. *Number and Operations in Base Ten - Extend the counting sequence***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Count and write numerals within 1000; skip count by 5s, 10s and 100s</p>	DOK 2	<p><b><u>Learning Target 1:</u></b> 1 Performance Task</p> <p><b>OR</b></p> <p><b>Personal Communication for any learning target</b></p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Count to 120 starting at any number less than 120</p> <p><b><u>Learning Target 2:</u></b> Read numerals to 120</p> <p><b><u>Learning Target 3:</u></b> Write numerals to 120</p> <p><b><u>Learning Target 4:</u></b> Use a written numeral to represent a number of objects up to 120</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 1	<p><b><u>Learning Target 1:</u></b> 3 Selected Response</p> <p><b><u>Learning Target 2:</u></b> 1 Constructed Response AND 2 Selected Response</p> <p><b><u>Learning Target 3:</u></b> 3 Selected Response</p> <p><b><u>Learning Target 4:</u></b> 2 Selected Response</p> <p><b>OR</b></p> <p><b>Personal Communication for any learning target</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> numeral, represent, tally mark</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Count objects up to 75</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b><u>Learning Target 1:</u></b> 3 Selected Response</p> <p><b><u>Learning Target 2:</u></b> 1 Performance Task</p> <p><b>OR</b></p> <p><b>Personal Communication for any learning target</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. *Number and Operations in Base Ten - Extend the counting sequence***

	Proficiency Scale	DOK	Evidence
	<p><b>Scale Notes for Teachers</b></p>		<p>4.0 Example: using objects in the classroom, students will create a table to organize the data (counting objects, writing the numeral to represent the group of objects).</p> <p>Sample Task ideas for 4.0: Create a number scroll, recreate a "100's chart", create a number line, represent numbers in different ways, recognize patterns in numbers</p> <p>The student should have access to various manipulatives at all times. Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks (rods and units)</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> </ul>



## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: *Number and Operations in Base Ten - Understand place value***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Understand that the three digits of a three-digit number represent amounts of hundreds (bundle of 10 tens), tens, and ones</p>	DOK 2	<p><b>Learning Target 1:</b> 1 Performance Task OR 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones (MGSE1.NBT.2.b) <b>Learning Target 2:</b> Understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones) (MGSE1.NBT.2.c)</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 1 Constructed Response AND 2 Selected Response <b>Learning Target 2:</b> 1 Constructed Response AND 2 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> bundle, compose, digit, value</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Understand that a 10 can be thought of as a bundle of ten ones - called a "ten" (MGSE1.NBT.2.a) <b>Learning Target 3:</b> Identify dimes, and understand ten pennies can be thought of as a dime (MGSE1.NBT.7) <b>Learning Target 4:</b> Combine objects into groups of ten</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 4 Selected Response <b>Learning Target 2:</b> 2 Selected Response <b>Learning Target 3:</b> 2 Selected Response <b>Learning Target 4:</b> 1 Performance Task OR Personal Communication for any learning target</p>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: *Number and Operations in Base Ten - Understand place value***

	Proficiency Scale	DOK	Evidence
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			<p>The student should have access to various manipulatives at all times.            Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> <li>·Pattern blocks</li> </ul>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ . *Number and Operations in Base Ten - Understand place value***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Arrange multiple two-digit numbers from least to greatest and justify ordering based on meanings of the tens and ones digits</p>	DOK 3	<p><b>Learning Target 1:</b> 2 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 6 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> symbols, the same as</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Know the meaning of the symbols <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 2 Selected Response <b>Learning Target 2:</b> 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ . *Number and Operations in Base Ten - Understand place value***

	Proficiency Scale	DOK	Evidence
	<b>Scale Notes for Teachers</b>		The student should have access to various manipulatives at all times. Examples include but not limited to: <ul style="list-style-type: none"><li>·Base ten blocks</li><li>·Counters</li><li>·Pennies and dimes</li><li>·Ten frames</li><li>·Unifix</li><li>·Pattern blocks</li></ul>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g.,  $24 + 9$ ,  $13 + 10$ ,  $27 + 40$ ), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. *Number and Operations in Base Ten - Use place value understanding and properties of operations to add and subtract.***

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><b>Learning Target 1:</b> Create and solve a word problem displaying addition within 100, and explain the strategy used for solving</p>	DOK 3	<p><b>Learning Target 1:</b> 2 Constructed Response OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Add a two-digit number and a one-digit number within 100, using concrete models, drawings, and strategies based on place value, properties of operations, and relationships between addition and subtraction</p> <p><b>Learning Target 2:</b> Add a two-digit number and a multiple of ten within 100, using concrete models, drawings, and strategies based on place value, properties of operations, and relationships between addition and subtraction</p> <p><b>Learning Target 3:</b> Relate the addition strategy to a written method and explain the reasoning used</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 3 Constructed Response <b>Learning Target 2:</b> 3 Constructed Response <b>Learning Target 3:</b> 1 Extended Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> operation, strategy, reasoning</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Add a one-digit number and a one-digit number</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 3 Selected Response <b>Learning Target 2:</b> 3 Selected Response OR Personal Communication for any learning target</p>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g.,  $24 + 9$ ,  $13 + 10$ ,  $27 + 40$ ), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. *Number and Operations in Base Ten - Use place value understanding and properties of operations to add and subtract.***

	Proficiency Scale	DOK	Evidence
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			<p>The student should have access to various manipulatives at all times.            Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> <li>·Pattern blocks</li> </ul>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. *Operations and Algebraic Thinking - Represent and solve problems involving addition and subtraction.***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Create a word problem in multiple forms using unknowns in all positions. (start unknown, change unknown, result unknown)</p> <p><b>Learning Target 2:</b> Identify the error made in solving a problem and solve the problem correctly, justifying each step</p>	DOK 3	<p><b>Learning Target 1:</b> 1 Constructed Response</p> <p><b>Learning Target 2:</b> 1 Extended Response</p> <p><b>OR</b></p> <p><b>Personal Communication for any learning target</b></p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Use addition within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p> <p><b>Learning Target 2:</b> Use subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 3 Constructed Response</p> <p><b>Learning Target 2:</b> 3 Constructed Response</p> <p><b>OR</b></p> <p><b>Personal Communication for any learning target</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. *Operations and Algebraic Thinking - Represent and solve problems involving addition and subtraction.***

	Proficiency Scale	DOK	Evidence
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><b>Learning Target 1:</b> unknown, equal, number line, equation</p> <p>The student will perform basic processes:</p> <p><b>Learning Target 2:</b> Understand unknowns as boxes or pictures and identify the position of the unknown</p> <p><b>Learning Target 3:</b> Use manipulatives or drawings to solve addition word problems within 10</p> <p><b>Learning Target 4:</b> Use manipulatives or drawings to solve subtraction word problems within 10</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p><b>Learning Target 1:</b> 4 Selected Response</p> <p><b>Learning Target 2:</b> 1 Constructed Response AND 1 Selected Response</p> <p><b>Learning Target 3:</b> 2 Constructed Response</p> <p><b>Learning Target 4:</b> 2 Constructed Response</p> <p><b>OR</b></p> <p><b>Personal Communication for any learning target</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
	<b>Scale Notes for Teachers</b>		<p>The student should have access to various manipulatives at all times. Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> <li>·Pattern blocks</li> </ul>



## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.OA.6 Add and subtract within 20. Operations and Algebraic Thinking - Add and subtract within 20**

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Choose and explain a strategy when adding and subtracting numbers greater than 20</p>	DOK 2	<p><b>Learning Target 1:</b> 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Add numbers within 20 <b>Learning Target 2:</b> Subtract numbers within 20</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 3 Constructed Response <b>Learning Target 2:</b> 3 Constructed Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> fact families, sum, difference</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Fluently add numbers within 5 <b>Learning Target 3:</b> Fluently subtract numbers within 5 <b>Learning Target 4:</b> Use strategies to add and subtract numbers within 10 <b>Learning Target 5:</b> Fluently add numbers within 10 <b>Learning Target 6:</b> Fluently subtract numbers within 10</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 3 Selected Response <b>Learning Target 2:</b> 3 Constructed Response <b>Learning Target 3:</b> 3 Constructed Response <b>Learning Target 4:</b> 3 Constructed Response <b>Learning Target 5:</b> 5 Constructed Response <b>Learning Target 6:</b> 5 Constructed Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

## Grade 1 Math Learning Map

Prioritized Standard: MGSE1.OA.6 Add and subtract within 20. *Operations and Algebraic Thinking - Add and subtract within 20*

	Proficiency Scale	DOK	Evidence
	<p><b>Scale Notes for Teachers</b></p>		<p>For 3.0 Scale, use the following strategies: counting on, making ten, decomposing numbers leading to 10, using relationships of addition and subtraction, and creating equivalent but easier or known sums by creating the known equivalent</p> <p>The student should have access to various manipulatives at all times. Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> <li>·Pattern blocks</li> </ul>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ . Operations and Algebraic Thinking - Work with addition and subtraction equations**

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Create true equations with at least 3 digits and two operations on each side of the equal sign (eg: <math>4 + 2 - 1 = 9 - 5 + 1</math>)</p>	DOK 2	<p><b>Learning Target 1:</b> 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (ex; <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>)</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 5 Selected Response AND 3 Constructed Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> true, false, equal sign, determine</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Model equations with cubes, counters, or drawings</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 4 Selected Response <b>Learning Target 2:</b> 3 Constructed Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ . Operations and Algebraic Thinking - Work with addition and subtraction equations**

	Proficiency Scale	DOK	Evidence
	<p><b>Scale Notes for Teachers</b></p>		<p>The student should have access to various manipulatives at all times.            Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> <li>·Pattern blocks</li> </ul>

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$ . *Operations and Algebraic Thinking - Work with addition and subtraction equations***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Create a word problem that can be modeled with an equation using addition or subtraction with the unknown in any position.</p>		<p><b>Learning Target 1:</b> 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Determine the unknown whole number in an addition equation relating to three whole numbers <b>Learning Target 2:</b> Determine the unknown whole number in a subtraction equation relating to three whole numbers</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 3 Constructed Response <b>Learning Target 2:</b> 3 Constructed Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> unknown, equation, equal, determine</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Use manipulatives or drawings to model equations <b>Learning Target 3:</b> Use counting strategies to determine the unknown number in an equation <b>Learning Target 4:</b> Use fact families to determine the unknown number in an equation</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 4 Selected Response <b>Learning Target 2:</b> 2 Constructed Response <b>Learning Target 3:</b> 2 Constructed Response <b>Learning Target 4:</b> 2 Constructed Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		

## Grade 1 Math Learning Map

**Prioritized Standard: MGSE1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$ . *Operations and Algebraic Thinking - Work with addition and subtraction equations***

	Proficiency Scale	DOK	Evidence
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			<p>For 3.0 Scale, use the following example: Determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = ? - 3</math>, <math>6 + 6 = ?</math>. The student should have access to various manipulatives at all times.</p> <p>Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks (rods and units)</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> </ul>

## Grade 2 Math Learning Map

**Prioritized Standard: MGSE2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. *Measurement and Data - Represent and interpret data***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Conduct an experiment, collect data, present the data in a picture or bar graph using appropriate scales, and interpret the graph using "how many more" and "how many less" statements</p>	DOK 3	<p><b>Learning Target 1:</b> 1 Performance Task OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Draw a picture graph (with a single-unit scale) to represent a data set with up to four categories <b>Learning Target 2:</b> Draw a bar graph (with a single-unit scale) to represent a data set with up to four categories <b>Learning Target 3:</b> Solve simple put-together, take-apart, and compare problems using information presented in a bar graph</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 1 Performance Task <b>Learning Target 2:</b> 1 Performance Task <b>Learning Target 3:</b> 3 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> scale, key, analyze</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Collect data using tally marks in a survey with up to four possible responses <b>Learning Target 3:</b> Make basic observations from a graph or set of data (e.g. most votes, fewest, etc.) <b>Learning Target 4:</b> Identify key components of a graph or data set (title, axis labels, scale/key)</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 3 Selected Response <b>Learning Target 2:</b> 1 Performance Task OR 1 Constructed Response <b>Learning Target 3:</b> 2 Selected Response <b>Learning Target 4:</b> 4 Selected Response OR Personal Communication for any learning target</p>

## Grade 2 Math Learning Map

**Prioritized Standard: MGSE2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. *Measurement and Data - Represent and interpret data***

	Proficiency Scale	DOK	Evidence
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			<p>Vocabulary terms must be used in constructed response answers.            Students should have access to various manipulatives at all times.            Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks (rods and units)</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> </ul>



## Grade 2 Math Learning Map

**Prioritized Standard: MGSE2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. Operations and Algebraic Thinking - Add and subtract within 20.**

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Fluently add and subtract within 100 using mental strategies. Explain strategies used and why the specific strategy was chosen</p>	DOK 2	<p><b>Learning Target 1:</b> 1 Performance Task OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Fluently add within 20 using mental strategies <b>Learning Target 2:</b> Fluently subtract within 20 using mental strategies <b>Learning Target 3:</b> Know from memory all sums of two one-digit numbers</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 2 Constructed Response OR 6 Selected Response <b>Learning Target 2:</b> 2 Constructed Response OR 6 Selected Response <b>Learning Target 3:</b> 1 Performance Task OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> difference and decompose</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Add and Subtract within 20 using objects, drawings, and equations with a symbol for the unknown number to represent the problem <b>Learning Target 3:</b> Fluently add and subtract within 10 using mental strategies</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 2 Selected Response <b>Learning Target 2:</b> 2 Constructed Response OR 3 Selected Response <b>Learning Target 3:</b> 2 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		

## Grade 2 Math Learning Map

**Prioritized Standard: MGSE2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. *Operations and Algebraic Thinking - Add and subtract within 20.*

	Proficiency Scale	DOK	Evidence
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			<p>For 3.0 Learning Target 3, a timed assessment may or may not be used (performance task)            Vocabulary terms must be used in constructed response answers.            Students should have access to various manipulatives at all times.            Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>·Base ten blocks (rods and units)</li> <li>·Counters</li> <li>·Pennies and dimes</li> <li>·Ten frames</li> <li>·Unifix</li> </ul>