

NUMBER SENSE AND OPERATIONS
Measurement Topic: Number Sense and Number Systems
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Reading, writing, comparing, ordering, and plotting whole numbers and sets of objects in both numerals and words: <ul style="list-style-type: none"> ○ Reading and writing whole numbers up to 100 in numerals and words (write number words up to 10) ○ Comparing and ordering whole numbers up to 100 ○ Plotting whole numbers less than 100 on a number line ○ Comparing sets of objects and describing the difference between them (e.g., 5 more, 2 less, the same) ○ Composing and decomposing numbers up to 100 using objects, diagrams, and numbers (e.g., $20 = 11 + 9 = 10 + 10$) ○ Counting the number of items in a set and creating sets of a given number (up to 100) ○ Defining and using the symbols +, -, =, <, and > • Explaining the place value relationships of whole numbers: <ul style="list-style-type: none"> ○ Identifying and modeling the number of tens and ones in numbers up to 100 (e.g., 85 is 8 tens and 5 ones) ○ Modeling the relationship between ones and tens in the base-10 number system (e.g., 10 ones is 1 ten) • Describing and using ordinal numbers • Counting forward to 100 and backward from 100 starting at any number in the sequence • Illustrating parts of a whole and a set: <ul style="list-style-type: none"> ○ Identifying and illustrating one half, one third, and one fourth of a whole ○ Identifying and illustrating one half, one third, and one fourth of a set • Determining if a given number is odd or even • Counting to 100 by 2's, 5's, and 10's • Recognizing small quantities (up to 5) without counting (subitizing)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Backward / forward ○ Place value ○ Even number / odd number • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Identifying one more than, one less than, 10 more than, and 10 less than any whole number up to 100 ○ Recognizing the number of tens and ones in whole numbers (up to 100) ○ (a, b, c, d, e, f, g) – b is second, f is fifth ○ Counting backward from 87 would be 87, 86, 85, 84 ○ Recognizing a figure is divided into equal parts ○ Recognizing accurate classifications of odd and even numbers ○ Counting from 20 to 30 by 2's would be 22, 24, 26, 28, 30
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

NUMBER SENSE AND OPERATIONS
Measurement Topic: Addition and Subtraction
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Representing subtraction using physical materials (taking away, comparing, finding the difference) • Developing strategies to solve addition and subtraction problems (counting all, counting on, one/two more, doubles, doubles plus/minus one, make ten, one/two less, all but one, number lines, fact families, ten frames) • Adding and subtracting 1- and 2-digit whole numbers: <ul style="list-style-type: none"> ○ Adding and subtracting up to 2-digit whole numbers with and without regrouping ○ Finding the sum of three 1-digit numbers • Demonstrating mastery of addition and corresponding subtraction facts up to $10 + 10$ • Writing and solving addition and subtract sentences in vertical and horizontal form • Describing the role of zero in addition and subtraction

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Sum ○ Fact families ○ Ten frames • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Subtraction can be explained as comparing one set of five cookies to a set of two cookies ○ Recognizing that doubling is a strategy for adding numbers ○ $27 - 12 = 15$ ○ Tim has 3 apples, Suzy has 4 apples, “how many apples do they have?” is written as <div style="text-align: center; margin: 10px 0;"> $3 + 4 = \boxed{} \text{ or } + \begin{array}{r} 3 \\ 4 \\ \hline \end{array}$ </div> ○ $0 + 3 = 3$
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

NUMBER SENSE AND OPERATIONS
Measurement Topic: Operations, Computations, and Estimation
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Estimating the number in a collection to 100 and comparing to actual quantity • Using mental arithmetic to add and subtract 2-digit whole numbers and 1-digit whole numbers or multiples of 10 (without regrouping)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Estimate ○ Digit • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Estimating the number in a collection to 10 and comparing to actual quantity ○ $10 + 10 = 20$
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

ALGEBRA AND FUNCTIONS
Measurement Topic: Basic Patterns
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Creating, describing, and extending repeating and growing patterns

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Repeating pattern ○ Growing pattern • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing and extending simple repeating patterns
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

ALGEBRA AND FUNCTIONS
Measurement Topic: Algebraic Representations and Mathematical Models
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Writing simple number sentences for basic problem situations involving addition and subtraction of whole numbers • Writing simple problem situations for basic number sentences involving addition and subtraction of whole numbers

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Addition sentence ○ Subtraction sentence • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Tim has six erasers and Suzy has three erasers, how many more erasers does Time have? Number sentence: $6 - 3 = ?$ ○ Number sentence: $4 + ? = 6$. Problem situation: Fred has four marbles in his bag, how many marbles does he need to add to his bag to have six marbles.
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

GEOMETRY
Measurement Topic: Lines, Angles, and Geometric Objects
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Arranging, classifying, and sorting two- and three-dimensional figures: <ul style="list-style-type: none"> ○ Arranging, classifying, and sorting two- and three-dimensional geometric figures by their attributes (e.g., position, shape, size, color), and explain how figures were sorted ○ Arranging and describing objects in space by position and direction (e.g., near, far, below, behind, above, in front of, next to, left, right) • Identifying, describing, comparing, and drawing two-dimensional figures (circles, triangles, rectangles, squares, parallelograms, trapezoids, rhombuses, and hexagons) • Identifying and describing three-dimensional figures (cylinders, cones, rectangular prisms, cubes, pyramids, and spheres)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Rhombus ○ Vertices ○ Edges • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and describing basic two- and three-dimensional figures ○ Identifying the edges and vertices on two-dimensional figures ○ Identifying the edges, vertices, and faces of three-dimensional figures (e.g., square is the face of a cube, triangle is the face of a pyramid)
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

GEOMETRY
Measurement Topic: Transformations, Congruency, and Similarity
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Identifying familiar two- and three-dimensional geometric figures in the environment (e.g., refrigerator/prism, party hat/cone) • Identifying congruent two-dimensional shapes in any position

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Congruent • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ A refrigerator is a rectangular prism ○ Recognizing congruent two-dimensional shapes in the same position
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

MEASUREMENT
Measurement Topic: Measurement Systems
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Measuring and estimating length: <ul style="list-style-type: none"> ○ Measuring length using nonstandard units ○ Measuring length to the nearest inch, foot, and centimeter ○ Estimating length • Measuring and estimating weight using nonstandard units • Measuring and estimating capacity to the nearest cup • Adding and subtracting lengths without mixing units (inches and inches, feet and feet) • Comparing and ordering objects according to length, weight, and capacity • Recognizing and explaining the need for fixed units for measuring

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Measure ○ Standard measures of length • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing an object that is shorter or longer than another ○ Recognizing an object that is lighter or heavier than another ○ Recognizing an object that has less capacity or more capacity than another ○ Object <i>a</i> is three pencils long, object <i>b</i> is one pencil long, and object <i>c</i> is five pencils long, ordered from shortest to longest: <i>b, a, c</i> ○ Object <i>b</i> needs to be placed six feet from object <i>a</i>, if foot size is used to measure the distance, object <i>b</i> might be placed in different positions by different people because one person's foot size may not be the same as another person's foot size
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

MEASUREMENT
Measurement Topic: Time, Temperature, and Money
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Telling time to the nearest hour and half hour using digital and analog clocks • Locating days, dates, and months on a calendar • Measuring temperature in degrees Fahrenheit • Investigating combinations of money : <ul style="list-style-type: none"> ○ Using different combinations of coins to make money amounts ○ Determining the value of a collection of coins up to \$1, and bills up to \$100

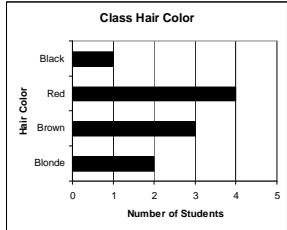
2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Temperature ○ Half dollar • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The small hand is on the 2, the large hand is on the 5, the time to the nearest half-hour is 2:30 ○ Naming the months of the year in order ○ A thermometer should be placed in a container of liquid to measure the temperature of the liquid ○ Identifying and state the value of coins (penny, nickel, dime, quarter, half dollar) and bills (one dollar, five dollar, and ten dollar)
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

DATA ANALYSIS AND PROBABILITY
Measurement Topic: Data Organization and Interpretation
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Collecting and recording data using tally marks • Constructing and interpreting pictographs where one picture represents 1, 2, 5, or 10 • Constructing and interpreting bar graphs and Venn diagrams: <ul style="list-style-type: none"> ○ Constructing and interpreting horizontal and vertical bar graphs ○ Constructing and interpreting Venn diagrams • Formulating and discussing conclusions made from graphs • Interpreting and comparing data using least, most, greater than, less than, and equal to

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements										
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Tally mark ○ Venn diagram • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Tally marks can be used count the number of students with birthdays in each season of the year ○ Pictographs use pictures or symbols to display data ○ Bar graphs can be horizontal or vertical ○ The following example shows the number of students with brown hair is greater than students with black hair but less than students with red hair ○ The following examples shows that there are more students with brown hair than red hair 										
	 <table border="1" style="margin: 10px auto;"> <caption>Class Hair Color Data</caption> <thead> <tr> <th>Hair Color</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>1</td> </tr> <tr> <td>Red</td> <td>4</td> </tr> <tr> <td>Brown</td> <td>3</td> </tr> <tr> <td>Blonde</td> <td>2</td> </tr> </tbody> </table>	Hair Color	Number of Students	Black	1	Red	4	Brown	3	Blonde	2
Hair Color	Number of Students										
Black	1										
Red	4										
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1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements										
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DATA ORGANIZATION AND PROBABILITY

Measurement Topic: Probability

Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Determining the likelihood of different outcomes in a simple experiment (certain, impossible, possible) • Comparing likelihoods of two events (more likely, less likely, equally likely)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements												
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ More likely ○ Certain • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Based on the following tally chart showing the amount of times the numbers 1 to 6 appeared when tossing a standard six-faced die 20 times, it would be more likely for 1 or 6 to appear in a future experiment <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr><td style="text-align: center;">1</td><td style="text-align: center;">x x x x x</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">x x</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">x</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">x x x</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">x x x</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">x x x x x x</td></tr> </table> ○ On an unequally divided spinner, the spinner is more likely to land on the color with the largest section 	1	x x x x x	2	x x	3	x	4	x x x	5	x x x	6	x x x x x x
1	x x x x x												
2	x x												
3	x												
4	x x x												
5	x x x												
6	x x x x x x												
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1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements												
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PROBLEM SOLVING
Measurement Topic: Strategies and Reasoning
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Selecting and applying appropriate strategies to solve problems individually or as a group (e.g., organized lists, charts, modeling with pictures or manipulatives, and informal counting strategies) • Determining the approach, materials, and strategies to use in solving problems • Explaining and using the connections between two problems

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Manipulatives ○ Organized List • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing examples of different problem solving strategies ○ Recognizing examples of appropriate materials for solving a given problem ○ Recognizing examples of using connections between two problems
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

PROBLEM SOLVING
Measurement Topic: Validity of Results
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Making precise calculations and checking the validity of the results in context of the problem • Explaining and justifying the reasoning and strategies used to solve a problem

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Checking ○ Calculations • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct calculations and basic ways to check for validity ○ Recognizing basic ways to solve a problem
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements