

Cycle 1 Thursday, September 13, 2018		
Grade	Assessment Data	Assessments
KGN	Administer BOY iReady Diagnostic 1	BOY Data/Principal's Discretion
1	Administer BOY iReady Diagnostic 1	BOY Data/Principal's Discretion
2	2.CA.2-1 Solve real-world (ONE-STEP) problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	BOY Data/Principal's Discretion
3	3.C.2 Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	BOY Data/Principal's Discretion
4	4.AT.1 Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). 4.C.1 Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.	BOY Data/Principal's Discretion BOY Data/Principal's Discretion
5	5.NS.3 Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents 1/10 of what it represents in the place to its left. (iSM 5.NS.3 INSTRUCTIONAL TOOL)	BOY Data/Principal's Discretion
6	6.C.2-3 Compute (multiply) with positive fractions and positive decimals fluently using a standard algorithmic approach. (iSM 6.C.2-1 INSTRUCTIONAL TOOL) 6.C.3-3 Solve real-world problems with positive fractions and decimals by using one or two operations. (multiplication) (iSM 6.C.3-1 INSTRUCTIONAL TOOL)	BOY Data/Principal's Discretion

Grade	Assessment Data	Assessments
KGN	<p>K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]</p>	Lesson 6 Quiz
1	<p>1.NS.3: Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.</p> <p>1.CA.1: Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.</p> <p>1.CA.2: Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>	Unit 1 Assessment
2	<p>2.CA.5 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups.</p> <p>2.CA.2-2 1 Solve real-world (TWO-STEP) problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.</p>	ISM 2.CA.5
3	<p>3.C.5 Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$), or properties of operations.</p> <p>3.C.6 Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.</p>	ISM 3.C.5 ISM 3.C.6
4	4.C.4 Multiply fluently within 100. (quickly and accurately)	ISM 4.C.4
5	<p>5.C.2 Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.</p> <p>5.C.8-1 Add, subtract decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.</p> <p>5.AT.1 Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.</p>	ISM 5.C.2 ISM 5.C.8-1 ISM 5.AT.1
6	<p>6.C.2: Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.</p> <p>6.C.3: Solve real-world problems with positive fractions and decimals by using one or two operations.</p>	ISM 6.C.2, 6.C.3

Cycle 3

Thursday, November 8, 2018

Grade	Assessment Data	Assessments
KGN	<p>K.NS.2 Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.NS.4 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p>	Lesson 9 Quiz
1	<p>1.CA.1: Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.</p> <p>1.CA.6: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$).</p>	Mid Unit 2 Assessment
2	2.CA.1.1 Add fluently within 100. (quickly and accurately)	ISM 2.CA.1.1
3	<p>3.AT.1 Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p> <p>3.C.1 Add and subtract whole numbers fluently within 1000.</p>	ISM 3.AT.1 ISM 3.C.1
4	4.AT.2 Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems. (Lesson 9, 10: model and solve multi-step problems)	Lesson 9 and 10 Quizzes or 4.AT.2 Alt. Quiz
5	<p>5.C.8-3 Divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.</p> <p>5.AT.5 Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).</p>	ISM 5.C.8-3 ISM 5.AT.5
6	6.NS.3 Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	ISM 6.NS.3

Grade	Assessment Data	Assessments
KGN	<p>K.NS.6 Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.</p> <p>K.NS.10 Separate sets of ten or fewer objects into equal groups.</p> <p>K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations]</p> <p>K.CA.4 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.</p>	Lesson Quiz 13
1	<p>1.NS.6: Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.</p> <p>1.CA.1: Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.</p>	Mid Unit 3 Assessment
2	<p>2.CA.1.1 Add and subtract fluently within 100.</p> <p>2.CA.2 Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.</p>	Lesson 9 Quiz
3	<p>3.AT.2 Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p>	ISM 3.AT.2
4	<p>4.C.2 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning.</p> <p>4.C.3 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning.</p>	ISM 4.C.2 ISM 4.C.3
5	<p>5.NS.2: Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.</p> <p>5.AT.2 Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.</p>	ISM 5.NS.2 ISM 5.AT.2
6	<p>6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p>	ISM 6.NS.10

Grade	Assessment Data	Assessments
KGN	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. (subtraction)	Lesson 16 Quiz
1	<p>1.CA.1: Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.</p> <p>1.CA.3: Create a real-world problem to represent a given equation involving addition and subtraction within 20</p>	Unit 3 Assessment
2	2.NS.2-1 Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.	ISM 2.NS.2-1
3	3.AT.3 Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	ISM 3.G.4
4	<p>4.AT.5 Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).</p> <p>4.C.5 Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.</p>	ISM 4.AT.5 ISM 4.C.5
5	5.C.7 Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.	ISM 5.C.7
6	6.NS.5 Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.	ISM 6.NS.5

Grade	Assessment Data	Assessments
KGN	K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	Lesson 19 Quiz
1	1.NS.5: Find mentally 10 more or 10 less than a given two-digit number without having to count, and explain the thinking process used to get the answer.	Lesson 20A Quiz
2	Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.	ISM 2.CA.4-2
3	3.NS.7 Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model). 3.G.2 Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.	ISM 3.NS.7 ISM 3.G.2-1
4	4.NS.6 Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5 = 0.50$, $7/4 = 1\ 3/4 = 1.75$). 4.C.6 Add and subtract mixed numbers with common denominators (e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction).	ISM 4.NS.6 ISM 4.C.6
5	5.M.1-1 Convert among different-sized standard measurement units within a given measurement system, 5.M.1-2 and use these conversions in solving multi-step real-world problems.	ISM 5.M.1-1 ISM 5.M.1-2
6	6.AF.1 Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.	ISM 6.AF.1

Cycle 7

Thursday, March 21, 2019

Grade	Assessment Data	Assessments
KGN	K.NS.3 Find the number that is one more than or one less than any whole number up to 20. K.NS.11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	Lesson 23 Quiz
1	1.NS.1: Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NS.5: Find mentally 10 more or 10 less than a given two-digit number without having to count, and explain the thinking process used to get the answer.	Unit 4 Assessment
2	2.NS.3 Plot and compare whole numbers up to 1,000 on a number line.	ISM 2.NS.3
3	3.M.3 Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.	ISM 3.M.3
4	4.M.4 Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems involving shapes.	ISM 4.M.4
5	5.M.3 Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.	ISM 5.M.3
6	6.AF.5 Solve equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ fluently for cases in which p , q and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.	ISM 6.AF.5

Cycle 8

Thursday, April 25, 2019

KGN	K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	Lesson 27 Quiz
1	1.CA.5: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	Unit 5 Assessment
2	2.M.5 Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.	ISM.2.M.5-1
3	none listed	TBD by Principal
4	Unit 5: Math in Action: Use Measurements	Unit 5 Assessment
5	5.M.4: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base. 5.M.5 Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.	ISM 5.M.4, 5.M5
6	6.DS.3 Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).	ISM 6.DS.3