

Matrix: Let's Plan a Party!

Student's Name:		Grade Level:		School:	
Analytical Score:			Holistic Score: N A P E		
<input type="checkbox"/> Understanding:		N A P E		Comments or Observations:	
<input type="checkbox"/> Reasoning, Strategies, & Mathematical Procedures:		N A P E			
<input type="checkbox"/> Communication:		N A P E			
APS MATHEMATICS STRAND: GEOMETRY, SPATIAL SENSE, AND MEASUREMENT					
GRADE: KINDERGARTEN					
Represents mathematical work with manipulatives.		Reads an analog and digital clock to the hour.			
GRADE: FIRST					
Represents measurements with numbers, manipulatives, and pictures.		Tells time to the nearest hour and half-hour, using analog (face) and digital clocks.		Sequences days of the week, months, and events (e.g., classroom schedules, birthdays, and holidays).	
GRADE: SECOND					
Explores the use of standard units and explains the need for using standard units.		Reads and writes time to the quarter hour using digital and analog (face) clocks.		Describes the relationship between units of time (e.g., minutes in an hour, hours in a day, days in a week/month and year, months in a year).	
APS MATHEMATICS STRAND: NUMBER SENSE AND OPERATIONS					
GRADE: KINDERGARTEN					
Counts orally from 1 to 30 and backward from 10 to 1.		Combines and separates sets of objects with quantities and identifies the parts and the whole.		Represents numbers in a variety of equivalent ways (e.g., dots, pictures, numerals).	
Creates a set of a given size.		Orders quantities from least to most or most to least.		Records numerical information using pictures, words, and/or numbers.	
Connects numerals to the quantities they represent.		Describes a quantity using the terms more, less, and same.			

Mathematics Standards Matrix: Let's Plan a Party – Grade 2

APS/RDA/CHF: Performance-Based Mathematics Assessment 2001-02

*Performance Standards are based on the *APS K – 12 Mathematics Content and Performance Standards* – Final 2001

Demonstrates that the meaning of a number does not change no matter how objects are grouped.		Estimates quantities and explains reasoning.			
GRADE: FIRST					
Counts orally to 100.		Forms and counts groups of objects (e.g., 2s, 5s, 10s).		Develops strategies and estimation skills for solving addition and subtraction problems.	
Counts orally by 2s to 30 and by 5s and 10s to 100.		Represents equivalent forms of the same number (i.e., part – part – whole) through the use of physical models, diagrams, and number expressions to 20 (e.g., $3+5=8$, $7+1=8$, $2+6=8$).		Records strategies for solving, combining, and separating problems using pictures, numbers, equations, and words.	
GRADE: SECOND					
Reads, writes and sequences numbers to 200.		Develops fluency with 10 as an important (anchor, landmark, friendly) number and applies it in problem situations.		Writes addition and subtraction equations for problem situations with one- or two-digit numbers using vertical or horizontal formats.	
Counts by 2s to 100, by 5s and 10s to 200 and by 100s to 1,000.		Uses and explains multiple strategies to solve addition and subtraction problems, with and without re-grouping, using two-digit numbers.		Models how many parts make a whole using equal fractional parts.	
Applies patterns in skip counting; compares and defends the relationship between skip counting, grouping, and equal sets.		Decomposes and recombines numbers in logical ways to solve problems (e.g., $8+5 = (3+5)+5 = 3+(5+5) = 3+10=13$).			
APS MATHEMATICS STRAND: GLOBAL MATHEMATICAL PROCESSES					
GRADE: KINDERGARTEN THROUGH TWELTH					
Develops resourcefulness and perseverance in problem solving in mathematics and other disciplines.		Works in teams to share ideas, to develop and coordinate group approaches to problems, and to communicate findings.		Recognizes and applies mathematics in contexts outside the mathematics course.	

Recognizes when to use previously learned strategies to solve new problems.		Communicates mathematical thinking coherently and clearly to others.		Develops a repertoire of mathematical representation (e.g. pictures, written symbols, oral language, real-world situations, and manipulative models) that can be used purposefully and appropriately interchangeably.	
Develops and uses strategies (e.g., breaking complex problems into simpler parts) for solving given problems.		Analyzes and evaluates mathematical thinking and strategies of others.		Selects, applies, and translates among mathematical representations to solve problems.	
Monitors, discusses, and reflects on the process of mathematical problem solving.		Relates applications to mathematical language in various modalities.		Uses representations to model and interpret physical, social, and mathematical phenomena.	
Makes and investigates mathematical conjectures and uses them successfully in developing and evaluating mathematical arguments and proofs.		Identifies and connects functions with real-world applications.		Uses manipulatives, calculators, computers, and other tools as appropriate in order to strengthen mathematical thinking, understanding, and power to build upon foundational concepts.	