

Matrix: Blocks in a Bag

Student's Name:		Grade Level:		School:	
Analytical Score:			Holistic Score: N A P E		Comments or Observations:
<input type="checkbox"/> Understanding:		N A P E			
<input type="checkbox"/> Reasoning, Strategies, & Mathematical Procedures:		N A P E			
<input type="checkbox"/> Communication:		N A P E			
APS MATHEMATICS STRAND: Data Analysis, Statistics, and Probability					
GRADE: KINDERGARTEN					
Describes patterns in nature and daily routines.		Makes predictions based on familiar situations and relates to the concept of chance (e.g., Will it rain on a sunny day?).		Uses probability terms such as "likely" and "unlikely".	
GRADE: FIRST					
Describes regularly occurring patterns in nature and in daily routines.		Describes an event as likely or unlikely to occur.		Makes predictions about events.	
GRADE: SECOND					
Describes the outcomes of simple probability experiments.		Uses probability terms such as likely, unlikely, impossible, probable, and certainty.			
APS MATHEMATICS STRAND: Number Sense and Operations					
GRADE: KINDERGARTEN					
Combines and separates sets of objects with quantities and identifies the parts and the whole.		Records numerical information using pictures, words, and/or numbers.			
GRADE: FIRST					
Records strategies for solving, combining, and separating problems using pictures, numbers, equations, and words.					

Mathematics Standards Matrix: Blocks in a Box K - 2

APS/RDA/CHF/Third Quarter Supplement/Mathematics Task Bank/February 2002

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

APS MATHEMATICS STRAND: Patterns, Functions and Algebraic Concepts				
GRADE: KINDERGARTEN				
Identifies, describes, and extends patterns with familiar objects in both classroom and real-life situations.		Creates, describes, and extends patterns.		
GRADE: FIRST				
Identifies, describes, creates, and extends patterns observed in familiar objects in real-life situations (e.g. 1 child = 2 eyes, 2 children = 4 eyes).		Describes how a pattern develops, repeats, and builds toward more complex patterns.		
GRADE: SECOND				
Describes, creates, and extends a wide variety of patterns.		Identifies patterns in the number system (e.g., 5, 10, 15...).		Develops and applies more complex patterns and relationships in real-life and mathematical problem situations.
APS MATHEMATICS STRAND: Global Mathematical Processes				
GRADE: K - 12				
Develops resourcefulness and perseverance in problem solving in mathematics and other disciplines.		Recognizes when to use previously learned strategies to solve new problems.		Develops and uses strategies for solving given problems.
Monitors and reflects on the process of mathematical problem solving.		Makes and investigates mathematical conjectures and uses them successfully in developing and evaluating mathematical arguments and proofs.		Uses the concept of counterexample to test the legitimacy of an argument.
Develops a logical sequence of arguments leading to a valid conclusion or solution to a problem (statement/reasons, proof, informal proof, and algebraic steps).		Works in teams to share ideas, to develop and coordinate group approaches to problems, and to share from each other in communicating findings.		Relates applications to mathematical language in various modalities.

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Communicates mathematical thinking coherently and clearly to others.		Analyzes and evaluates mathematical thinking and strategies of others.		Identifies and connects functions with real-world applications.	
Identifies how seemingly different mathematical situations may be essentially the same (e.g. the intersection of two lines is the same as the solution to a system of linear equations).		Investigates and explains the mathematics required for various careers.		Recognizes and applies mathematics in contexts outside the mathematics course.	
Develops a repertoire of mathematical representations that can be used purposefully, and appropriately interchangeably (e.g. pictures, written symbols, oral language, real-world situations, and manipulative models).		Selects, applies, and translates among mathematical representations to solve problems.		Uses representations to model and interpret physical, social, and mathematical phenomena.	