


Grade	Standard	Benchmark	Know/App	Indicator	Sub-Ind.	Assessed	Non-Calc	Fin. Lit.	(Non-Assessed Indicators)			Date		% Prof(+)		Comments
									▲ (Assessed Indicators)			Date	% Prof(+)	Date	% Prof(+)	
3	1	1	K	1				\$	Knows, explains, and represents:							
3	1	1	K	1	a				Knows, explains, and represents: whole numbers from 0 through 10,000 (2.4.K1a-b)							
3	1	1	K	1	b			\$	Knows, explains, and represents: fractions greater than or equal to zero (halves, fourths, thirds, eighths, tenths, sixteenths) (2.4.K1c);							
3	1	1	K	1	c				Knows, explains, and represents: decimals greater than or equal to zero through tenths place (2.4.K1c).							
3	1	1	K	2	a	▲	■	\$	Compares and orders: whole numbers from 0 through 10,000 with and without the use of concrete objects (2.4.K1a-b)							
3	1	1	K	2	b				Compares and orders: fractions greater than or equal to zero with like denominators (halves, fourths, thirds, eighths, tenths, sixteenths) using concrete objects (2.4.K1a,c);							
3	1	1	K	2	c				Compares and orders: decimals greater than or equal to zero through tenths place using concrete objects (2.4.K1a-c).							
3	1	1	K	3		▲			Knows, explains, and uses equivalent representations including the use of mathematical models for:							
3	1	1	K	3	a			\$	Knows, explains, and uses equivalent representations including the use of mathematical models for: addition and subtraction of whole numbers from 0 through 1,000 (2.4.K1a-b), e.g., $144 + 236 = 300 + 80$ <div style="text-align: center;">  </div> \$100 \$10 \$10 \$100 \$10 \$10 \$100 \$10 \$10 \$10 \$10							
3	1	1	K	3	b				Knows, explains, and uses equivalent representations including the use of mathematical models for: multiplication using the basic facts through the 5s and the multiplication facts of the 10s (2.4.K1a), e.g., 3×2 can be represented as $4 + 2$ or as an array, $\begin{matrix} X & X & X \\ X & X & X \end{matrix}$;							
3	1	1	K	3	c			\$	Knows, explains, and uses equivalent representations including the use of mathematical models for: addition and subtraction of money (2.4.K1d), e.g., three half dollars equals $50\text{¢} + 50\text{¢} + 50\text{¢}$ or $50\text{¢} + 100\text{¢}$							

3	1	1	K	4		▲	N	\$	Determines the value of mixed coins and bills with a total value of \$50 or less (2.1.K1d)			
3	1	1	A	1				\$	Solves real-world problems using equivalent representations and concrete objects to:			
3	1	1	A	1	a				Solves real-world problems using equivalent representations and concrete objects to: compare and order whole numbers from 0 through 5,000 (2.4.A1a-b), e.g., using base ten blocks, represent the total school attendance for a week; then represent the numbers using digits and compare and order in different ways;			
3	1	1	A	1	b				Solves real-world problems using equivalent representations and concrete objects to: add and subtract whole numbers from 0 through 1,000 and when used as monetary amounts (2.4.A1a,d) (\$), e.g., use real money to show at least 2 ways to represent \$10.42; then subtract the cost of a book purchases at the school's book fair from \$10.42 (the amount you have earned and can spend).			
3	1	1	A	2				\$	Determines whether or not solutions to real-world problems that involve the following are reasonable.			
3	1	1	A	2	a				Determines whether or not solutions to real-world problems that involve the following are reasonable. Whole numbers from 0 through 1,000 (2.4.A1a-b), e.g., a student says that there are 1,000 students in grade 3 at her school, is this reasonable?			
3	1	1	A	2	b				Determines whether or not solutions to real-world problems that involve the following are reasonable. Fractions greater than or equal to zero (halves, fourths, thirds, eighths, tenths, sixteenths) (2.4.A1a,c); e.g., you ate $\frac{1}{2}$ of a sandwich and a friend ate $\frac{3}{4}$ of the same sandwich; is this reasonable?			
3	1	1	A	2	c				Determines whether or not solutions to real-world problems that involve the following are reasonable. Decimals greater than or equal to zero when used as monetary amounts (2.4.A1d), e.g., a pack of chewing gum costs what amount - \$62 \$75 9¢ \$75.00 750¢? Is this reasonable?;			
3	1	1	A	3					Determines the amount of change owed through \$100.00 (2.4.A1d), e.g., school supplies cost \$12.37. What was the amount of change received after giving the clerk \$20.00? To solve, $\$20.00 - \$12.37 = \$7.63$ (the change).			
3	1	2	K	1				\$	Identifies, reads, and writes numbers using numerals and words from tenths place through ten thousands place (2.4.K1a-b), e.g., sixty-four thousand, three hundred eighty and five tenths is written in numerical form as 64,380.5.			

3	1	2	K	2				Identifies, models, reads, and writes numbers using expanded form from tenths place through ten thousands place (2.4.K1b), e.g., $56,277.3 = (5 \times 10,000) + (6 \times 1,000) + (2 \times 100) + (7 \times 10) + (7 \times 1) + (3 \times .1) = 50,000 + 6,000 + 200 + 70 + 7 + .3$.					
3	1	2	K	3				Classifies various subsets of numbers as whole numbers, fractions (including mixed numbers), or decimals (2.4.K1a-c, 2.4.K1i)					
3	1	2	K	4			\$	Identifies the place value of various digits from tenths to one hundred thousands place (2.4.K1b).					
3	1	2	K	5				Identifies any whole number through 1,000 as even or odd (2.4.K1a).					
3	1	2	K	6			\$	Uses the concepts of these properties with whole numbers from 0 through 100 and demonstrates their meaning including the use of concrete objects (2.4.K1a):					
3	1	2	K	6	a			Uses the concepts of these properties with whole numbers from 0 through 100 and demonstrates their meaning including the use of concrete objects (2.4.K1a): commutative properties of addition and multiplication, e.g., $7 + 8 = 8 + 7$ or $3 \times 6 = 6 \times 3$;					
3	1	2	K	6	b			Uses the concepts of these properties with whole numbers from 0 through 100 and demonstrates their meaning including the use of concrete objects (2.4.K1a): zero property of addition (additive identity), e.g., $4 + 0 = 4$;					
3	1	2	K	6	c			Uses the concepts of these properties with whole numbers from 0 through 100 and demonstrates their meaning including the use of concrete objects (2.4.K1a): property of one for multiplication (multiplicative identity), $1 \times 3 = 3$;					
3	1	2	K	6	d			Uses the concepts of these properties with whole numbers from 0 through 100 and demonstrates their meaning including the use of concrete objects (2.4.K1a): associative property of addition, e.g., $(3 + 2) + 4 = 3 + (2 + 4)$;					
3	1	2	K	6	e			Uses the concepts of these properties with whole numbers from 0 through 100 and demonstrates their meaning including the use of concrete objects (2.4.K1a): symmetric property of equality applied to addition and multiplication, e.g., $100 = 20 + 80$ is the same as $20 + 80 = 100$ and $3 \times 4 = 12$ is the same as $12 = 3 \times 4$;					
3	1	2	K	6	f			Uses the concepts of these properties with whole numbers from 0 through 100 and demonstrates their meaning including the use of concrete objects (2.4.K1a): zero property of multiplication, e.g., $9 \times 0 = 0$ or $0 \times 32 = 0$.					
3	1	2	K	7				Divides whole numbers from 0 through 99,999 into groups of 10,000s; 1,000s; 100s; 10s, and 1s using base ten models (2.4.K1b).					

3	1	2	A	1					Solves real-world problems with whole numbers from 0 through 100 using place value models, money, and the concepts of these properties to explain reasoning (2.4.A1a-b,d):					
3	1	2	A	1	a				Solves real-world problems with whole numbers from 0 through 100 using place value models, money, and the concepts of these properties to explain reasoning (2.4.A1a-b,d): commutative property of addition, e.g., a student has a dime, a nickel, and a quarter to purchase a pencil; he/she totals the amount of the coins to see whether or not there is enough money; the student could count the quarter, nickel, and dime as $25¢ + 5¢ + 10¢$ or as $25¢ + 10¢ + 5¢$ because adding in any order does not change the sum;					
3	1	2	A	1	b				Solves real-world problems with whole numbers from 0 through 100 using place value models, money, and the concepts of these properties to explain reasoning (2.4.A1a-b,d): zero property of addition, e.g., a student has 6 marbles in one pocket and none in the other, so all together there are: $6 + 0 = 6$;					
3	1	2	A	1	c				Solves real-world problems with whole numbers from 0 through 100 using place value models, money, and the concepts of these properties to explain reasoning (2.4.A1a-b,d): associative property of addition, e.g., a student has two dimes and a quarter; there are 2 ways to group the coins to find the total: $10¢$ (dime) + $10¢$ (dime) = $20¢$, then add the quarter, $20¢ + 25¢$ (quarter) = $45¢$ or $10¢$ (dime) + $25¢$ (quarter) = $35¢$, then add the other dime to $35¢$ and $35¢ + 10¢ = 45¢$ or $(D + D) + Q = D + (D + Q)$ using coins or money models.					
3	1	2	A	2	a				Performs various computational procedures with whole numbers from 0 through 100 using the concepts of these properties and explains how they were used (2.4.A1a-b): commutative property of multiplication, e.g., given 4×6 , the student says: I know that 4×6 is 24 because I know 6×4 is 24 and multiplying in any order gets the same answer;					
3	1	2	A	2	b				Performs various computational procedures with whole numbers from 0 through 100 using the concepts of these properties and explains how they were used (2.4.A1a-b): zero property of multiplication without computing, e.g., $7 \times 3 \times 4 \times 0 \times 5 = \square$, the student says: I know the answer (product) is zero because no matter how many factors you have, when you multiply with a 0, the product is zero;					

3	1	2	A	2	c						Performs various computational procedures with whole numbers from 0 through 100 using the concepts of these properties and explains how they were used (2.4.A1a-b): associative property of addition, e.g., $9 + 8$ could be solved as $1 + (8 + 8)$ or $(1 + 8) + 8$, the student says: I don't know $9 + 8$, but I know my doubles ($8 + 8$), so I made the 9 into $1 + 8$ and added $8 + 8$ and then added 1 more to make 17.						
3	1	3	K	1							\$	Estimates whole numbers quantities from 0 through 1,000; fractions (halves, fourths); and monetary amounts through \$500 using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology (2.4.K1a-d).					
3	1	3	K	2							\$	Uses various estimation strategies to estimate using whole number quantities from 0 through 1,000 and explains the process used (2.4.K1a)e.g., 362 rounded to the nearest ten is 360 and 362 rounded to the nearest hundred is 400. Using front-end estimation, 362 is about 300 or 400 depending on the context of the problem. Using a "nice" number, 362 is about 350 because of the benchmark number – 350, since 350 is the halfway point between 300 and 400.					
3	1	3	K	3								Recognizes and explains the difference between an exact and an approximate answer (2.4.K1a), e.g., when asked how many students are in a classroom, an exact answer could be 24. Whereas, an approximate answer could be 20 since 24 could be rounded down to the nearest ten (underestimated) or rounded up to 30 (overestimated).					
3	1	3	A	1							\$	Adjusts original whole number estimate of a real-world problem using numbers from 0 through 1,000 based on additional information (a frame of reference) (2.4.A1a), e.g., if given a pint container and told the number of marbles it has in it, the student would estimate the number of marbles in a quart container.					
3	1	3	A	2							\$	Estimates to check whether or not the result of a real-world problem using whole numbers from 0 through 1,000 and monetary amounts through \$500 is reasonable and makes predictions based on the information (2.4.A1a-b,d), e.g., at the movies, you bought popcorn for \$2.35 and a soda for \$2.50; and then paid \$4.50 for a ticket. Is it reasonable to say you spent \$10? How much will you need to save to go to the movies once a week for the next month?					
3	1	3	A	3								Selects a reasonable magnitude from three given quantities based on a familiar problem situation and explains the reasonableness of the results (2.4.A1a), e.g., about how many students are in my class today – 2, 20, 200?					

3	1	3	A	4				\$	Determines if a real-world problem with whole numbers from 0 through 1,000 calls for an exact or approximate answer and performs the appropriate computation using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology (2.4.A1a).						
3	1	4	K	1				\$	Computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology (2.4.K1a).						
3	1	4	K	2			N	\$	States and uses with efficiency and accuracy the multiplication facts through the 5s and the multiplication facts of the 10s and corresponding division facts (2.4.K1a).						
3	1	4	K	3					Skip counts (multiples) by 2s, 3s, 4s, 5s, and 10s (2.4.K1a).						
3	1	4	K	4			N		Performs and explains these computational procedures:						
3	1	4	K	4	a				Performs and explains these computational procedures: adds and subtracts whole numbers from 0 through 10,000 (2.4.K1a-b);						
3	1	4	K	4	b				Performs and explains these computational procedures: multiplies whole numbers when one factor is 5 or less and the other factor is a multiple of 10 through 1,000 with or without the use of concrete objects (2.4.K1a-b), e.g., $400 \times 3 = 1200$ or $70 \times 5 = 350$;						
3	1	4	K	4	c			\$	Performs and explains these computational procedures: adds and subtracts monetary amounts using dollar and cents notation through \$500.00 (2.4.K1d), e.g., $\$47.07 + \$356.96 = \$404.03$.						
3	1	4	K	5					Fair shares/measures out (divides) a total amount through 100 concrete objects into equal groups (2.4.K1a-b), e.g., fair sharing 52 pieces of candy with 8 friends resulting in eight groups of 6 with four pieces left over or measuring out into groups of eight 52 pieces of candy with four pieces left over.						
3	1	4	K	6				\$	Explains the relationship between addition and subtraction (2.4.K1a-b).						
3	1	4	K	7			▲ ■	N	Identifies multiplication and division fact families through the 5s and the multiplication and division fact families of the 10s (2.4.K1a), e.g., when given $6 \times \square = 18$, the student recognizes the remaining members of the fact family.						
3	1	4	K	8					Reads and writes horizontally, vertically, and with different operational symbols the same addition, subtraction, multiplication, or division expression, e.g., $4 \bullet 6$ is the same as 4×6 or $4(6)$ or 6 and 10 divided by 2 is the same as $10 \div 2$ or $10/2$ $\times 4$						
3	1	4	A	1			▲	N	\$	Solves one-step real-world addition or subtraction problems with:					

3	2	2	A	3	c				Generates (2.4.A1a): number comparison statements using equality and inequality symbols ($=$, $<$, $>$) for whole numbers from 0 through 100, measurement, and money \$, e.g. 4 ft 4 in $>$ 4 ft 2 in.					
3	2	3	K	1				\$	States mathematical relationships between whole numbers from 0 through 200 using various methods including mental math, paper and pencil, concrete objects, and appropriate technology (2.4.K1a), e.g., every time a quarter is added to the amount; 25¢ is added to the total.					
3	2	3	K	2					Finds the values and determines the rule with one operation (addition, subtraction) of whole numbers from 0 through 200 using a horizontal or vertical function table (input/output machine, T-table) (2.4.K1e), e.g., using this input/output machine, different student responses might be that the rule is Input minus 10 equals Output, the rule is $N - 10$, or the rule is subtract 10.					
3	2	3	K	3			▲		Generalizes numerical patterns using whole numbers from 0 through 200 with one operation (addition, subtraction) by stating the rule using words, e.g., if the sequence is 30, 50, 70, 90, ...; in words, the rule is add twenty to the number before.					
3	2	3	K	4					Uses a function table (input/output machine, T-table) to identify and plot ordered pairs in the first quadrant of a coordinate plane (2.4.K1a,e).					
3	2	3	A	1				\$	Represents and describes mathematical relationships between whole numbers from 0 through 100 using concrete objects, pictures, written descriptions, symbols, equations, tables, and graphs (2.4.A1a).					
3	2	3	A	2					Finds the rule, states the rule using words, and extends numerical patterns with whole numbers from 0 through 100 (2.4.A1a,e), e.g., at school each student must check out three library books. After the tenth student has checked out, how many total books will have been checked out? A solution using a function table might be: Number of Students 1 2 5 10 Total Number Of Books 3 6 15 ? The rule could be that for every student, add three books or multiply the number of children by three to get the total number of books. Other solutions might be using a pattern to count by three ten times - 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 - or skip count by three ten times.					

3	2	3	A	1	d				\$	Recognizes that various mathematical models can be used to represent the same problem situation. Mathematical models include: money models (base ten blocks or coins) to compare, order, and represent numerical quantities (1.1.A1b, 1.1.A2c, 1.2.A1, 1.3.A2, 1.4.A1b, 2.1.A1e, 2.2.A3c);					
3	2	3	A	1	e				\$	Recognizes that various mathematical models can be used to represent the same problem situation. Mathematical models include: function tables (input/output machines, T-tables) to model numerical relationships (2.3.A2);					
3	2	3	A	1	f					Recognizes that various mathematical models can be used to represent the same problem situation. Mathematical models include: two-dimensional geometric models (geoboards, dot paper, pattern blocks, or tangrams) to model perimeter, area, and properties of geometric shapes and three-dimensional geometric models (solids) and real-world objects to compare size and to model attributes of geometric shapes (2.1.A1c, 3.1.A1-3);					
3	2	3	A	1	g				\$	Recognizes that various mathematical models can be used to represent the same problem situation. Mathematical models include: two-dimensional geometric models (spinners), three-dimensional models (number cubes), and process models (concrete objects) to model probability (4.1.A1-2);					
3	2	3	A	1	h				\$	Recognizes that various mathematical models can be used to represent the same problem situation. Mathematical models include: graphs using concrete objects, representational objects, or abstract representations pictographs, frequency tables, horizontal and vertical bar graphs, Venn diagrams or other pictorial displays, line plots, charts and tables to organize and display data (4.1.A1-2, 4.2.A1a-d, 4.2.A1f-g, 4.2.A3);					
3	2	3	A	1	i					Recognizes that various mathematical models can be used to represent the same problem situation. Mathematical models include: Venn diagrams to sort data and show relationships.					
3	2	3	A	2						Selects a mathematical model that is more useful than other mathematical models in a given situation.					
3	3	1	K	1						Recognizes and investigates properties of plane figures (circles, squares, rectangles, triangles, ellipses, rhombi, octagons) using concrete objects, drawings, and appropriate technology (2.4.K1f).					
3	3	1	K	2						Recognizes, draws, and describes plane figures (circles, squares, rectangles, triangles, ellipses, rhombi, octagons) (2.4.K1f).					
3	3	1	K	3		■				Recognizes the solids (cubes, rectangular prisms, cylinders, cones, spheres) (2.4.K1f).					

3	3	1	K	4		▲		Recognizes and describes the square, triangle, rhombus, hexagon, parallelogram, and trapezoid from a pattern block set (2.4.K1f).						
3	3	1	K	5				Recognizes and describes a quadrilateral as any four-sided figure (2.4.K1f).						
3	3	1	K	6				Determines if geometric shapes and real-world objects contain line(s) of symmetry and draws the line(s) of symmetry if the line(s) exist(s) (2.4.K1f).						
3	3	1	A	1				Solves real-world problems by applying properties of plane figures (circles, squares, rectangles, triangles, ellipses) to (2.4.A1f), e.g., the teacher asked each student to draw a rectangle. A student draws a square. Did the student follow directions? Why or why not?						
3	3	1	A	2	a			Demonstrates how (2.4.A1f): plane figures (circles, squares, rectangles, triangles, ellipses, rhombi, hexagons, trapezoids) can be combined to make a new shape;						
3	3	1	A	2	b			Demonstrates how (2.4.A1f): solids (cubes, rectangular prisms, cylinders, cones, spheres) can be combined to make a new shape.						
3	3	1	A	3				Identifies the plane figures (circles, squares, rectangles, triangles, ellipses, rhombi, hexagons, trapezoids) used to form a composite figure (2.4.A1f).						
3	3	2	K	1				\$ Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time, and perimeter using standard and nonstandard units of measure (2.4.K1a).						
3	3	2	K	2		▲		Reads and tells time to the minute using analog and digital clocks (2.4.K1a).						
3	3	2	K	3				\$ Selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to measure (2.4.K1a):						
3	3	2	K	3	a			Selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to measure (2.4.K1a): length width, and height to the nearest half inch, inch, foot, and yard; and to the nearest whole unit of nonstandard unit;						
3	3	2	K	3	b			Selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to measure (2.4.K1a): length, width, and height to the nearest centimeter and meter;						
3	3	2	K	3	c			Selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to measure (2.4.K1a): weight to the nearest whole unit of a nonstandard unit;						

3	3	2	K	3	d			Selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to measure (2.4.K1a): volume to the nearest cup, pint, quart, and gallon;						
3	3	2	K	3	e			Selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to measure (2.4.K1a): volume to the nearest liter;						
3	3	2	K	3	f			Selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to measure (2.4.K1a): temperature to the nearest degree.						
3	3	2	K	4	a			States (2.4.K1a): the number of hours in a day and days in a year;						
3	3	2	K	4	b			States (2.4.K1a): the number of inches in a foot, inches in a yard, and feet in a yard;						
3	3	2	K	4	c			States (2.4.K1a): the number of centimeters in a meter;						
3	3	2	K	4	d			States (2.4.K1a): the number of cups in a pint, pints in a quart, and quarts in a gallon.						
3	3	2	K	5				Finds the perimeter of squares, rectangles, and triangles given the measures of all the sides (2.4.K1f).						
3	3	2	A	1	a	▲		Solves real-world problems by applying appropriate measurements: length to the nearest inch, foot, or yard, e.g., Jill has a piece of rope that is 36 inches long and Bob has a piece that is 15 inches long. If they put their pieces together, how long would the piece of rope be?						
3	3	2	A	1	b	▲		Solves real-world problems by applying appropriate measurements: length to the nearest centimeter or meter, e.g., a new pencil is about how many centimeters long?						
3	3	2	A	1	c			Solves real-world problems by applying appropriate measurements: length to the nearest whole unit of a nonstandard unit, e.g., how many paper clips long is a hot dog?						
3	3	2	A	1	d			Solves real-world problems by applying appropriate measurements: temperature to the nearest degree, e.g., what would the temperature outside be if it was a good day for swimming?						
3	3	2	A	1	e	▲		Solves real-world problems by applying appropriate measurements: number of days in a week, e.g., if school started 37 weeks ago, how many days of school have passed?						
3	3	2	A	2			\$	Estimates to check whether or not measurements or calculations for length, temperature, and time in real-world problems are reasonable (2.4.A1a), e.g., after finding the range of temperature over a two-week period, determine whether or not the answer is reasonable.						

3	4	1	A	1					Makes predictions about a simple event in an experiment or simulation; conducts the experiment or simulation including the use of concrete objects; records the results in a chart, table, or graph; and uses the results to draw conclusions about the event (2.4.A1g-h).					
3	4	1	A	2					Compares what should happen (theoretical probability/expected results) with what did happen (experimental probability/empirical results) in an experiment or simulation with a simple event (2.4.A1g).					
3	4	2	K	1				\$	Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (2.4.K1h):					
3	4	2	K	1	a				Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (2.4.K1h): graphs using concrete objects;					
3	4	2	K	1	b				Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (2.4.K1h): pictographs with a whole symbol or picture representing one, two, five, ten, twenty-five, or one-hundred (no partial symbols or pictures);					
3	4	2	K	1	c				Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (2.4.K1h): frequency tables (tally marks);					
3	4	2	K	1	d				Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (2.4.K1h): horizontal and vertical bar graphs;					
3	4	2	K	1	e				Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (2.4.K1h): Venn diagrams or other pictorial displays, e.g., glyphs;					
3	4	2	K	1	f				Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (2.4.K1h): line plots;					

3	4	2	K	1	g				Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (2.4.K1h): charts and tables.					
3	4	2	K	2				\$	Collects data using different techniques (observations, polls, surveys, or interviews) and explains the results (2.4.K1h).					
3	4	2	K	3		▲		\$	Finds these statistical measures of a data set with less than ten data points using whole numbers from 0 through 1,000 (2.4.K1a):					
3	4	2	K	3	a				Finds these statistical measures of a data set with less than ten data points using whole numbers from 0 through 1,000 (2.4.K1a): minimum and maximum data values,					
3	4	2	K	3	b				Finds these statistical measures of a data set with less than ten data points using whole numbers from 0 through 1,000 (2.4.K1a): range,					
3	4	2	K	3	c				Finds these statistical measures of a data set with less than ten data points using whole numbers from 0 through 1,000 (2.4.K1a): mode (uni-modal only),					
3	4	2	K	3	d				Finds these statistical measures of a data set with less than ten data points using whole numbers from 0 through 1,000 (2.4.K1a): median when data set has an odd number of data points.					
3	4	2	A	1				\$	Interprets and uses data to make reasonable inferences and predictions, answer questions, and make decisions from these data displays (2.4.A1h):					
3	4	2	A	1	a				Interprets and uses data to make reasonable inferences and predictions, answer questions, and make decisions from these data displays (2.4.A1h): graphs using concrete objects;					
3	4	2	A	1	b				Interprets and uses data to make reasonable inferences and predictions, answer questions, and make decisions from these data displays (2.4.A1h): pictographs with a whole symbol or picture representing one, two, five, ten, twenty-five, or one-hundred (no partial symbols or pictures);					
3	4	2	A	1	c				Interprets and uses data to make reasonable inferences and predictions, answer questions, and make decisions from these data displays (2.4.A1h): frequency tables (tally marks);					
3	4	2	A	1	d				Interprets and uses data to make reasonable inferences and predictions, answer questions, and make decisions from these data displays (2.4.A1h): horizontal and vertical bar graphs;					
3	4	2	A	1	e				Interprets and uses data to make reasonable inferences and predictions, answer questions, and make decisions from these data displays (2.4.A1h): Venn diagrams or other pictorial displays;					

3	4	2	A	1	f				Interprets and uses data to make reasonable inferences and predictions, answer questions, and make decisions from these data displays (2.4.A1h): line plots;										
3	4	2	A	1	g				Interprets and uses data to make reasonable inferences and predictions, answer questions, and make decisions from these data displays (2.4.A1h): charts and tables.										
3	4	2	A	2					\$ Uses these statistical measures with a data set of less than ten data points using whole numbers from 0 through 1,000 to make reasonable inferences and predictions, answer questions, and make decisions (2.4.A1a):										
3	4	2	A	2	a				Uses these statistical measures with a data set of less than ten data points using whole numbers from 0 through 1,000 to make reasonable inferences and predictions, answer questions, and make decisions (2.4.A1a): minimum and maximum data values,										
3	4	2	A	2	b				Uses these statistical measures with a data set of less than ten data points using whole numbers from 0 through 1,000 to make reasonable inferences and predictions, answer questions, and make decisions (2.4.A1a): range,										
3	4	2	A	2	c				Uses these statistical measures with a data set of less than ten data points using whole numbers from 0 through 1,000 to make reasonable inferences and predictions, answer questions, and make decisions (2.4.A1a): mode,										
3	4	2	A	2	d				Uses these statistical measures with a data set of less than ten data points using whole numbers from 0 through 1,000 to make reasonable inferences and predictions, answer questions, and make decisions (2.4.A1a): median when data set has an odd number of data points.										
3	4	2	A	3					\$ Recognizes that the same data set can be displayed in various formats including the use of concrete objects (2.4.A1h).										