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ABSTRACT

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the document contains a mathematics skills continuum to be used as a tool for individualizing instruction for students learning basic educational skills. A comprehensive set of learner objectives for each grade level, Head Start through sixth grade, has been correlated to the instructional objectives set by a Texas school district. The skills continuum has been organized by curriculum areas and given a computer code. Global skills, terminal program objectives, and specific grade-level enabling objectives have been identified for each curriculum area and program goal. Although the learner objectives have been customized to a particular school district, a similar continuum could be adapted for any school district. (LH)

Mathematics Skill Continuum: Learner Based Objectives, Head Start → Grade 6

Revised Edition

The Best of BES
Basic Educational Skills Materials

1981

Southwest Educational Development Lab.
Austin, Texas

and

Eductaional Service Center Region 16
Amarillo, Texas

Mathematics Skills Continuum

Learner Based Objectives
Head Start — Grade 6

BES Math Committee 1980-81

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Introduction

This volume contains a revised edition of the Basic Educational Skills (BES) Mathematics Skills Continuum to be used as a tool for individualizing instruction for BES students.

This effort is an ongoing endeavor which began during the 1979-80 schol year. A committee of grade level teachers from the Amarillo BES sites of Sanborn and Hamlet Elementary Schools defined a comprehensive set of learner objectives for each grade level, Head Start through sixth grade. These learner objectives were correlated to the instructional objectives set by Amarillo Independent School District. All classroom teachers at the site schools were involved in the validation of the Learner Performance Enabling Objectives (EO).

This revision includes further correlations made by the Mathematics Committee of the skills assessed at Grades 3, 5 and Exit level through the Texas Assessment of Basic Skills (TABS) to learner performance at each grade level.

This Skills Continuum is still considered a working copy. It is probable that additions, modifications and refinements will take place as the performance of the learner is assessed at each grade level, thus determining individual student profiles of strengths and weakness.

Current research data proves that mastery of any skill is developed in direct ratio to time spent on task. The identified Learner Objectives (EO's) are the bases upon which the Home Lesson Library is being developed. Home Lessons are activities which involve parent and child as one way to provide more time on task to reinforce specific learner skills and guarantee parents a partnership in the education of their children.

ORGANIZATION

The Skills Continuum has been organized by curriculum areas and coded by a computer code.

For each curriculum area, global skills have been identified across grade levels as Program Goals and coded P.G.

For each Program Goal, (PG) Terminal Program Objectives have been identified across grade levels and coded TPO.

Specific grade level Enabling Objectives have been identified for each Terminal Program Objective and coded EO.

All Learner Objectives (EO) have been customized by AISD objectives and have been correlated to all TABS objectives.

Key to Computer Code

EO's are read from left to right.

The first set of 2 digits of the EO identifies the curriculum area. 01 Language Arts, 02 Mathematics, 03 Science.

The second set of 2 digits of the EO refers to the Program Goal (PG).

The third set of 2 digits refers to the Terminal Program Objective (TPO) specific to the Program Goal identified.

The fourth set of 2 digits refers to the grade level. Learner Objectives for Head Start are coded grade 99. Kindergarten Objectives are coded 00. Each grade thereafter is coded by a 2 digit number as .01 for first grade, .02 for second grade....06 for sixth grade.

The last 2 digits refer to the specific Learner Performance Enabling Objective (EO).

Objectives at each grade level correlated with the TABS objectives are indicated by double asterisks (**) and TABS grade level assessments. (Grades 3, 5 and Exit Level)

02 MATHEMATICS

PG 02.01 DEVELOP AN UNDERSTANDING OF THE NUMBER SYSTEM AND ITS DEVELOPMENT.

TPO 02.01.01 EXHIBIT AN UNDERSTANDING OF WHOLE NUMBERS AND NUMBER THEORY.

EO 02.01.01.99.01 GIVEN TEN PICTURES, THE STUDENT WILL GROUP BY LIKE SETS BASED ON A SINGLE CRITERIA.

EO 02.01.01.99.02 THE STUDENT WILL COUNT CONCRETE OBJECTS CONSECUTIVELY TO TEN.

EO 02.01.01.99.03 GIVEN A PICTURE WITH NO MORE THAN FIVE OBJECTS, THE STUDENT WILL MATCH THE CORRECT NUMERAL TO THE SET.

EO 02.01.01.99.04 THE STUDENT WILL ORDER THE NUMERALS ONE THROUGH TEN.

**EO 02.01.01.99.05 THE STUDENT WILL NAME THE NUMERALS ONE THROUGH TEN. (*TABS GRADE 3)

EO 02.01.01.99.06 WITH CONCRETE OBJECTS, THE STUDENT WILL DEMONSTRATE ONE-TO-ONE CORRESPONDENCE.

EO 02.01.01.99.07 THE STUDENT WILL DEMONSTRATE SPATIAL REASONING BY REPRODUCING SHAPES WITH BLOCKS.

PG 02.02 DEVELOP AN UNDERSTANDING OF GEOMETRIC FIGURES AND THEIR PROPERTIES.

TPO 02.02.01 EXHIBIT THE ABILITY TO RECOGNIZE AND CONSTRUCT BASIC GEOMETRIC FIGURES AND EXHIBIT AN UNDERSTANDING OF THEIR PROPERTIES.

EO 02.02.01.99.01 GIVEN GEOMETRIC FIGURES OF A CIRCLE, SQUARE, AND TRIANGLE, THE STUDENT WILL IDENTIFY ANOTHER FIGURE HAVING "THE SAME SHAPE AS" THE FIRST.

**EO 02.02.01.99.02 THE STUDENT WILL IDENTIFY BY NAME THE SHAPES OF CIRCLE, SQUARE, AND TRIANGLE. (*TABS GRADE 5)

PG 02.03 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON WHOLE NUMBERS.

TPO 02.03.01 EXHIBIT THE ABILITY TO ADD WHOLE NUMBERS.

**EO 02.03.01.99.01 WITH CONCRETE OBJECTS, THE STUDENT WILL DEMONSTRATE THE JOINING OF SETS. (*TABS GRADE 3)

PG 02.08 DEVELOP AN UNDERSTANDING OF AMERICAN AND METRIC SYSTEMS OF MEASUREMENT.

TPO 02.08.01 EXHIBIT AN UNDERSTANDING OF THE MONEY SYSTEM.

**EO 02.08.01.99.01 USING REAL COINS, THE STUDENT WILL IDENTIFY THE ONE THAT IS A PENNY, NICKLE, DIME, OR QUARTER AS SPECIFIED. (*TABS GRADE 3)

TPO 02.08.02 EXHIBIT AN UNDERSTANDING OF TIME AND TEMPERATURE.

**EO 02.08.02.99.01 GIVEN A PICTURE OF SEVERAL INSTRUMENTS OF MEASURE, THE STUDENT WILL IDENTIFY THE ONE THAT IS A CLOCK, CALENDAR, OR THERMOMETER, OR THE ONE THAT IS USED TO MEASURE TIME, TEMPERATURE, OR DAY OF THE MONTH AS SPECIFIED. (*TABS GRADE 3)

TPO 02.08.03 EXHIBIT AN UNDERSTANDING OF LENGTH, VOLUME, AND WEIGHT.

**EO 02.08.03.99.01 THE STUDENT WILL SEQUENCE OBJECTS BY LENGTH AND HEIGHT AND DEPTH. (*TABS GRADE 3)

**EO 02.08.03.99.02 THE STUDENT WILL MEASURE SAND, RICE, OR, WATER TO SEE WHICH HOLDS MORE QUARTS, PINTS, CUPS, SPOONS. (*TABS GRADE 3)

GRADE 00

02 MATHEMATICS

PG 02.01 DEVELOP AN UNDERSTANDING OF THE NUMBER SYSTEM AND ITS DEVELOPMENT.

TPO 02.01.01 EXHIBIT AN UNDERSTANDING OF WHOLE NUMBERS AND NUMBER THEORY.

**EO 02.01.01.00.01 GIVEN SEVERAL NUMERALS, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS A SPECIFIED NUMBER FROM ONE THROUGH TEN. (*TABS GRADE 3)

EO 02.01.01.00.02 GIVEN A PICTURE WITH NO MORE THAN TEN OBJECTS, THE STUDENT WILL IDENTIFY THE NUMBER OF OBJECTS.

EO 02.01.01.00.03 GIVEN FOUR PICTURES, EACH CONTAINING NO MORE THAN TEN OBJECTS, THE STUDENT WILL IDENTIFY THE PICTURE WITH THE "MOST," "FEWEST," OR "SAME AS" OBJECTS.

EO 02.01.01.00.04 GIVEN A PICTURE OF THREE OBJECTS IN A ROW, THE STUDENT WILL IDENTIFY THE FIRST, SECOND, OR THIRD OBJECT AS SPECIFIED.

EO 02.01.01.00.05 GIVEN A PICTURE WITH NO MORE THAN FIVE OBJECTS, THE STUDENT WILL IDENTIFY WITHOUT COUNTING THE NUMBER OF OBJECTS.

EO 02.01.01.00.06 GIVEN A PICTURE OF NO MORE THAN TEN OBJECTS, THE STUDENT WILL MATCH THE NUMERAL TO THE CORRECT SET.

EO 02.01.01.00.07 GIVEN THE NUMERALS ONE THROUGH TEN, THE STUDENT WILL ORDER THE NUMERALS.

EO 02.01.01.00.08 GIVEN A GROUP OF OBJECTS, THE STUDENT WILL REPRODUCE A SPECIFIC PATTERN.

PG 02.02 DEVELOP AN UNDERSTANDING OF GEOMETRIC FIGURES AND THEIR PROPERTIES.

TPO 02.02.01 EXHIBIT THE ABILITY TO RECOGNIZE AND CONSTRUCT BASIC GEOMETRIC FIGURES AND EXHIBIT AN UNDERSTANDING OF THEIR PROPERTIES.

EO 02.02.01.00.01 GIVEN A GEOMETRIC FIGURE, THE FIRST OF WHICH IS A CIRCLE, RECTANGLE, OR SQUARE, THE STUDENT WILL IDENTIFY THE OTHER FIGURE HAVING "THE SAME SHAPE AS" THE FIRST.

**EO 02.02.01.00.02 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT IS A CIRCLE, RECTANGLE, OR SQUARE AS SPECIFIED. (*TABS GRADE 5)

EO 02.02.01.00.03 GIVEN A PICTURE OF A STRAIGHT LINE, A CORNER, AND A CURVED LINE, THE STUDENT WILL IDENTIFY THE ONE SPECIFIED.

PG 02.08 DEVELOP AN UNDERSTANDING OF AMERICAN AND METRIC SYSTEMS OF MEASUREMENT.

TPO 02.08.01 EXHIBIT AN UNDERSTANDING OF THE MONEY SYSTEM.

**EO 02.08.01.00.01 GIVEN A PICTURE OF SEVERAL COINS, THE STUDENT WILL IDENTIFY THE ONE THAT IS A PENNY, NICKLE, OR DIME AS SPECIFIED. (*TABS GRADE 3)

TPO 02.08.02 EXHIBIT AN UNDERSTANDING OF TIME AND TEMPERATURE.

**EO 02.08.02.00.01 GIVEN A PICTURE OF SEVERAL INSTRUMENTS OF MEASURE, THE STUDENT WILL IDENTIFY THE ONE THAT IS A CLOCK, CALENDAR, OR THERMOMETER, OR THE ONE THAT IS USED TO MEASURE TIME, TEMPERATURE, OR DAY OF THE MONTH AS SPECIFIED. (*TABS GRADE

TPO 02.08.03 EXHIBIT AN UNDERSTANDING OF LENGTH, VOLUME, AND WEIGHT.

**EO 02.08.03.00.01 GIVEN FOUR OBJECTS, THE STUDENT WILL SEQUENCE THEM BY SIZE, BY LENGTH, AND BY HEIGHT. (*TABS GRADE 3)

02 MATHEMATICS

PG 02.01 DEVELOP AN UNDERSTANDING OF THE NUMBER SYSTEM AND ITS DEVELOPMENT.

TPO 02.01.01 EXHIBIT AN UNDERSTANDING OF WHOLE NUMBERS AND NUMBER THEORY.

**EO 02.01.01.01.01 GIVEN SEVERAL NUMBERS, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS A SPECIFIED NUMBER BETWEEN 10 AND 100. (*TABS GRADE 3)

EO 02.01.01.01.02 GIVEN A PICTURE CONTAINING BETWEEN 10 AND 100 OBJECTS, WITH GROUPS OF 10 BUNDLED, THE STUDENT WILL IDENTIFY THE NUMBER OF OBJECTS.

EO 02.01.01.01.03 GIVEN SEVERAL NUMERALS BETWEEN 10 AND 100, THE STUDENT WILL IDENTIFY THE ONE REPRESENTING THE LARGEST OR SMALLEST NUMBER AS SPECIFIED.

EO 02.01.01.01.04 GIVEN A SEQUENCE OF CONSECUTIVE COUNTING NUMBERS BETWEEN 1 AND 100, THE STUDENT WILL IDENTIFY THE NEXT NUMBER IN THE SEQUENCE.

EO 02.01.01.01.05 GIVEN A SEQUENCE OF CONSECUTIVE MULTIPLES OF FIVE OR CONSECUTIVE MULTIPLES OF TEN LESS THAN 90, WITH ONE NUMBER MISSING, THE STUDENT WILL IDENTIFY THE MISSING NUMBER.

EO 02.01.01.01.06 GIVEN A PICTURE OF FIVE OBJECTS IN A ROW, THE STUDENT WILL IDENTIFY THE FIRST, SECOND, THIRD, FOURTH, OR FIFTH OBJECT AS SPECIFIED.

EO 02.01.01.01.07 GIVEN SEVERAL NUMBERS NO GREATER THAN 100, THE STUDENT WILL IDENTIFY THE ONE THAT IS "JUST BEFORE" OR "JUST AFTER" A SPECIFIED NUMBER.

EO 02.01.01.01.08 GIVEN A SEQUENCE OF CONSECUTIVE COUNTING NUMBERS NO GREATER THAN TEN, WITH ONE NUMBER MISSING, THE STUDENT WILL IDENTIFY THE MISSING NUMBER.

EO 02.01.01.01.09 GIVEN SEVERAL NUMBERS NO GREATER THAN TEN, THE STUDENT WILL IDENTIFY THE ONE THAT IS "JUST BEFORE" OR "JUST AFTER" A SPECIFIED NUMBER.

PG 02.02 DEVELOP AN UNDERSTANDING OF GEOMETRIC FIGURES AND THEIR PROPERTIES.

TPO 02.02.01 EXHIBIT THE ABILITY TO RECOGNIZE AND CONSTRUCT BASIC GEOMETRIC FIGURES AND EXHIBIT AN UNDERSTANDING OF THEIR PROPERTIES.

EO 02.02.01.01.01 GIVEN A GEOMETRIC FIGURE FOLLOWED BY SEVERAL OTHER FIGURES, THE STUDENT WILL IDENTIFY THE FIGURE HAVING "THE SAME SHAPE AS" THE FIRST FIGURE.

**EO 02.02.01.01.02 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT IS A CIRCLE, RECTANGLE, SQUARE, OR TRIANGLE AS SPECIFIED. (*TABS GRADE 5)

PG 02.03 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON WHOLE NUMBERS.

TPO 02.03.01 EXHIBIT THE ABILITY TO ADD WHOLE NUMBERS.

**EO 02.03.01.01.01 GIVEN TWO ONE-DIGIT NUMBERS, VERTICALLY OR HORIZONTALLY, WHOSE SUM IS TEN OR LESS, THE STUDENT WILL IDENTIFY THE SUM. (*TABS GRADE 3)

**EO 02.03.01.01.02 GIVEN THREE ONE-DIGIT NUMBERS, VERTICALLY OR HORIZONTALLY, WHOSE SUM IS TEN OR LESS, THE STUDENT WILL IDENIFY THE SUM. (*TABS GRADE 3)

TPO 02.03.02 EXHIBIT THE ABILITY TO SUBTRACT WHOLE NUMBERS.

**EO 02.03.02.01.01 GIVEN TWO ONE-DIGIT NUMBERS, VERTICALLY OR HORIZONTALLY, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS GRADE 3)

PG 02.08 DEVELOP AN UNDERSTANDING OF AMERICAN AND METRIC SYSTEMS OF MEASUREMENT.

TPO 02.08.01 EXHIBIT AN UNDERSTANDING OF THE MONEY SYSTEM.

EO 02.08.01.01.01 GIVEN THE PICTURE OF SEVERAL COINS, THE STUDENT WILL IDENTIFY THE ONE THAT IS A PENNY, NICKLE, DIME, OR QUARTER AS SPECIFIED.

TPO 02.08.02 EXHIBIT AN UNDERSTANDING OF TIME AND TEMPERATURE.

EO 02.08.02.01.01 GIVEN SEVERAL PICTURES OF CLOCKS, EACH WITH THE MINUTE HAND POINTING TO 12, THE STUDENT WILL IDENTIFY THE CLOCK SHOWING A SPECIFIED TIME.

TPO 02.08.03 EXHIBIT AN UNDERSTANDING OF LENGTH, VOLUME, AND WEIGHT.

EO 02.08.03.01.01 GIVEN SEVERAL OBJECTS, THE STUDENT WILL IDENTIFY THE LONGEST OR SHORTEST AS SPECIFIED.

EO 02.08.03.01.02 GIVEN SEVERAL BOXES WITH PROPORTIONAL DIMENSIONS, THE STUDENT WILL IDENTIFY THE LARGEST OR SMALLEST AS SPECIFIED.

PG 02.09 DEVELOP THE ABILITY TO APPLY MATHEMATICAL SKILLS AND CONCEPTS IN SOLVING PROBLEMS.

TPO 02.09.01 EXHIBIT THE ABILITY TO SOLVE WORD PROBLEMS.

EO 02.09.01.01.01 GIVEN A PICTURE OF LESS THAN TEN OBJECTS, THE STUDENT WILL RECOGNIZE THE ADDITION FACT OR SUBTRACTION FACT WHICH DESCRIBES THE PICTURE.

TPO 02.09.02 EXHIBIT THE ABILITY TO SOLVE OPEN SENTENCES.

EO 02.09.02.01.01 GIVEN SEVERAL MATHEMATICAL SYMBOLS, THE STUDENT WILL IDENTIFY THE SYMBOL FOR "PLUS," "ADDITION," "MINUS," "SUBTRACTION," OR "EQUALS" AS SPECIFIED.

GRADE 02

02 MATHEMATICS

PG 02.01 DEVELOP AN UNDERSTANDING OF THE NUMBER SYSTEM AND ITS DEVELOPMENT.

TPO 02.01.01 EXHIBIT AN UNDERSTANDING OF WHOLE NUMBERS AND NUMBER THEORY.

**EO 02.01.01.02.01 GIVEN SEVERAL NUMERALS, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS A SPECIFIED NUMBER BETWEEN 100 AND 999. (*TABS GRADE 3)

**EO 02.01.01.02.02 GIVEN SEVERAL TWO-DIGIT NUMERALS, THE STUDENT WILL IDENTIFY THE ONE THAT IS EITHER "GREATER THAN" OR "LESS THAN" A SPECIFIED NUMBER. (*TABS GRADE 3)

EO 02.01.01.02.03 GIVEN A SEQUENCE OF CONSECUTIVE COUNTING NUMBERS BETWEEN 1 AND 999, THE STUDENT WILL IDENTIFY THE NEXT NUMBER IN THE SEQUENCE.

**EO 02.01.01.02.04 GIVEN A SEQUENCE OF CONSECUTIVE MULTIPLES OF TWO, EACH LESS THAN 999, WITH ONE NUMBER MISSING, THE STUDENT WILL IDENTIFY THE MISSING NUMBER. (*TABS GRADE 3)

EO 02.01.01.02.05 GIVEN A PICTURE OF TEN OBJECTS IN A ROW, THE STUDENT WILL IDENTIFY THE SIXTH, SEVENTH, EIGHTH, NINTH, OR TENTH OBJECT AS SPECIFIED.

**EO 02.01.01.02.06 GIVEN A THREE-DIGIT NUMERAL, THE STUDENT WILL IDENTIFY THE INDICATED NUMBER OF ONES, TENS, OR HUNDREDS AS SPECIFIED. (*TABS GRADE 5)

EO 02.01.01.02.07 GIVEN SEVERAL NUMBERS LESS THAN 999, THE STUDENT WILL IDENTIFY THE ONE THAT IS "ONE MORE THAN" OR "ONE LESS THAN" A SPECIFIED NUMBER.

**EO 02.01.01.02.08 GIVEN SEVERAL LISTS OF WHOLE NUMBERS, EACH WITH AS MANY AS THREE DIGITS, THE STUDENT WILL IDENTIFY THE LIST WHICH HAS THE NUMBERS ARRANGED FROM SMALLEST TO LARGEST OR FROM LARGEST TO SMALLEST AS SPECIFIED.) (*TABS GRADE 3)

TPO 02.01.02 EXHIBIT AN UNDERSTANDING OF FRACTIONAL NUMBERS.

**EO 02.01.02.02.01 GIVEN AN OBJECT CUT INTO TWO, THREE, OR FOUR EQUAL PIECES, THE STUDENT WILL IDENTIFY THE FRACTION THAT INDICATES THE SHADED PART. (*TABS GRADES 3 AND 5)

**EO 02.01.02.02.02 GIVEN SEVERAL OBJECTS, EACH CUT INTO SEVERAL PIECES WITH PART OF EACH OBJECT SHADED, THE STUDENT WILL IDENTIFY THE ONE THAT HAS 1/2, 1/3, OR 1/4 SHADED AS SPECIFIED. (*TABS GRADE 3)

PG 02.02 DEVELOP AN UNDERSTANDING OF GEOMETRIC FIGURES AND THEIR PROPERTIES.

TPO 02.02.01 EXHIBIT THE ABILITY TO RECOGNIZE AND CONSTRUCT BASIC GEOMETRIC FIGURES AND EXHIBIT AN UNDERSTANDING OF THEIR PROPERTIES.

EO 02.02.01.02.01 GIVEN PICTURES OF SEVERAL OBJECTS, THE STUDENT WILL IDENTIFY THE OBJECT WHOSE BASIC SHAPE IS A CIRCLE, RECTANGLE, SQUARE, OR TRIANGLE AS SPECIFIED.

**EO 02.02.01.02.02 GIVEN A SQUARE, RECTANGLE, OR TRIANGLE BY NAME, THE STUDENT WILL IDENTIFY THE NUMBER OF SIDES. (*TABS GRADE 5)

EO 02.02.01.02.03 GIVEN SEVERAL FIGURES, THE STUDENT WILL IDENTIFY THE OPEN OR CLOSED FIGURE.

PG 02.03 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON WHOLE NUMBERS.

TPO 02.03.01 EXHIBIT THE ABILITY TO ADD WHOLE NUMBERS.

**EO 02.03.01.02.01 GIVEN TWO TWO- OR THREE-DIGIT NUMBERS WHICH REQUIRE NO REGROUPING TO ADD, THE STUDENT WILL IDENTIFY THE SUM. (*TABS GRADE 3)

**EO 02.03.01.02.02 GIVEN A ONE-, TWO-, OR THREE-DIGIT NUMBER AND ZERO, THE STUDENT WILL IDENTIFY THE SUM. (*TABS GRADE 3)

TPO 02.03.02 EXHIBIT THE ABILITY TO SUBTRACT WHOLE NUMBERS.

**EO 02.03.02.02.01 GIVEN TWO TWO-DIGIT OR ONE TWO-DIGIT AND ONE ONE-DIGIT NUMBERS WHICH DO NOT REQUIRE REGROUPING TO SUBTRACT, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS GRADE 3)

**EO 02.03.02.02.02 GIVEN A NUMBER WHICH DOES NOT EXCEED 99 AND ITSELF, OR A NUMBER WHICH DOES NOT EXCEED 99 AND 0, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS GRADE 3)

TPO 02.03.03 EXHIBIT THE ABILITY TO MULTIPLY WHOLE NUMBERS.

**EO 02.03.03.03.01 GIVEN TWO ONE-DIGIT NUMBERS, THE FIRST LESS THAN FIVE, THE STUDENT WILL IDENTIFY THE PRODUCT. (*TABS GRADE 3)

EO 02.03.03.03.02 GIVEN A ONE-DIGIT NUMBER AND TEN, THE STUDENT WILL IDENTIFY THE PRODUCT.

PG 02.08 DEVELOP AN UNDERSTANDING OF AMERICAN AND METRIC SYSTEMS OF MEASUREMENT.

TPO 02.08.01 EXHIBIT AN UNDERSTANDING OF THE MONEY SYSTEM.

**EO 02.08.01.02.01 GIVEN A PICTURE OF COINS WITH A TOTAL VALUE LESS THAN 99, THE STUDENT WILL IDENTIFY THE AMOUNT OF MONEY SHOWN. (*TABS GRADE 3)

TPO 02.08.02 EXHIBIT AN UNDERSTANDING OF TIME AND TEMPERATURE.

EO 02.08.02.02.01 GIVEN SEVERAL PICTURES OF CLOCKS, EACH WITH THE MINUTE HAND POINTING AT 6 OR 12. THE STUDENT WILL IDENTIFY THE ONE SHOWING A SPECIFIED TIME EXPRESSED IN STANDARD NOTATION.

EO 02.08.02.02.02 GIVEN A PICTURE OF A CALENDAR SHOWING A CERTAIN MONTH, THE STUDENT WILL IDENTIFY THE DAY OF THE WEEK A SPECIFIED DATE FALLS ON.

TPO 02.08.03 EXHIBIT AN UNDERSTANDING OF LENGTH, VOLUME, AND WEIGHT.

EO 02.08.03.02.01 GIVEN AN OBJECT ALIGNED WITH A RULER MARKED OFF IN ARBITRARY UNITS, THE STUDENT WILL IDENTIFY THE LENGTH OF THE OBJECT.

EO 02.08.03.02.02 GIVEN AN OBJECT ALIGNED WITH A RULER MARKED OFF IN INCHES OR CENTIMETERS, THE STUDENT WILL IDENTIFY THE LENGTH OF THE OBJECT TO THE NEAREST UNIT.

**EO 02.08.03.02.03 GIVEN PICTURES OF SEVERAL OBJECTS, THE STUDENT WILL IDENTIFY THE ONE WHOSE LENGTH OR HEIGHT WOULD MOST APPROPRIATELY BE MEASURED IN INCHES, CENTIMETERS, OR AS SPECIFIED. (*TABS GRADE 3)

PG 02.09 DEVELOP THE ABILITY TO APPLY MATHEMATICAL SKILLS AND CONCEPTS IN SOLVING PROBLEMS.

TPO 02.09.01 EXHIBIT THE ABILITY TO SOLVE WORD PROBLEMS.

EO 02.09.01.02.01 GIVEN A PICTURE OF LESS THAN 18 OBJECTS, THE STUDENT WILL IDENTIFY THE ADDITION OR SUBTRACTION FACT THAT DESCRIBES THE PICTURE.

TPO 02.09.02 EXHIBIT THE ABILITY TO SOLVE OPEN SENTENCES.

EO 02.09.02.02.01 GIVEN SEVERAL MATHEMATICAL SYMBOLS, THE STUDENT WILL IDENTIFY THE SYMBOL FOR "PLUS," "MINUS," "EQUALS," "GREATER THAN," OR "LESS THAN" AS SPECIFIED.

EO 02.09.02.02.02 GIVEN AN ADDITION OR SUBTRACTION SENTENCE TO A SUM OF 18, THE STUDENT WILL IDENTIFY THE SYMBOL FOR "GREATER THAN," LESS THAN," OR EQUALS" THAT MAKES THE SENTENCE TRUE.

EO 02.09.02.02.03 GIVEN A NUMBER SENTENCE INVOLVING SUMS TO 18, WITH THE SYMBOL FOR "PLUS," "MINUS," OR "EQUALS" MISSING, THE STUDENT WILL IDENTIFY THE SYMBOL THAT MAKES THE SENTENCE TRUE.

PG 02.10 DEVELOP A BASIC UNDERSTANDING OF PROBABILITY AND STATISTICS.

TPO 02.10.01 EXHIBIT THE ABILITY TO CONSTRUCT AND INTERPRET GRAPHS.

EO 02.10.01.02.01 GIVEN SPECIFIED DATA, THE STUDENT WILL REPRESENT DATA ON A BAR GRAPH.

GRADE 03

02 MATHEMATICS

PG 02.01 DEVELOP AN UNDERSTANDING OF THE NUMBER SYSTEM AND ITS DEVELOPMENT.

TPO 02.01.01 EXHIBIT AN UNDERSTANDING OF WHOLE NUMBERS AND NUMBER THEORY.

**EO 02.01.01.03.01 GIVEN SEVERAL NUMERALS, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS A SPECIFIED NUMBER BETWEEN 1,000 AND 9,999. (*TABS GRADE 3)

**EO 02.01.01.03.02 GIVEN SEVERAL NUMERALS BETWEEN 1,000 AND 9,999, THE STUDENT WILL IDENTIFY THE ONE THAT IS "GREATER THAN" OR "LESS THAN" A SPECIFIED NUMBER. (*TABS GRADES 3 AND 5)

**EO 02.01.01.03.05 GIVEN SEVERAL LISTS OF WHOLE NUMBERS, EACH WITH AS MANY AS THREE DIGITS, THE STUDENT WILL IDENTIFY THE LIST WHICH HAS THE NUMBERS ARRANGED FROM SMALLEST TO LARGEST OR FROM LARGEST TO SMALLEST AS SPECIFIED.) (*TABS GRADE 3)

**EO 02.01.01.03.06 GIVEN SEVERAL LISTS OF WHOLE NUMBERS WITH UP TO FOUR DIGITS, THE STUDENT WILL IDENTIFY THE LIST WHICH HAS THE NUMBERS ARRANGED FROM SMALLEST TO LARGEST OR LARGEST TO SMALLEST.) (*TABS GRADE 5)

EO 02.01.01.03.03 GIVEN A SEQUENCE OF CONSECUTIVE COUNTING NUMBERS BETWEEN 1,000 AND 9,999, THE STUDENT WILL IDENTIFY THE NEXT NUMBER IN THE SEQUENCE.

**EO 02.01.01.03.04 GIVEN A FOUR-DIGIT NUMERAL, THE STUDENT WILL IDENTIFY THE INDICATED NUMBER OF ONES, TENS, HUNDREDS, OR THOUSANDS AS SPECIFIED. (*TABS GRADE 5)

TPO 02.01.02 EXHIBIT AN UNDERSTANDING OF FRACTIONAL NUMBERS.

**EO 02.01.02.03.01 GIVEN AN OBJECT CUT INTO AS MANY AS FOUR EQUAL PIECES, THE STUDENT WILL IDENTIFY THE FRACTION THAT REPRESENTS THE SHADED PART. (*TABS GRADE 5)

EO 02.01.02.03.02 GIVEN SEVERAL OBJECTS, EACH CUT INTO EQUAL PIECES, WITH PART OF EACH OBJECT SHADED, THE STUDENT WILL IDENTIFY THE ONE THAT HAS A SPECIFIED FRACTION WITH A DENOMINATOR TO FOUR SHADED.

**EO 02.01.02.03.03 GIVEN A PICTURE WHICH DEPICTS A SPECIFIED FRACTION WITH A DENOMINATOR AS LARGE AS 10, THE STUDENT WILL IDENTIFY ANOTHER PICTURE WHICH DEPICTS AN EQUIVALENT FRACTION. (*TABS GRADE 5)

PG 02.02 DEVELOP AN UNDERSTANDING OF GEOMETRIC FIGURES AND THEIR PROPERTIES.

TPO 02.02.01 EXHIBIT THE ABILITY TO RECOGNIZE AND CONSTRUCT BASIC GEOMETRIC FIGURES AND EXHIBIT AN UNDERSTANDING OF THEIR PROPERTIES.

EO 02.02.01.03.01 GIVEN SEVERAL CURVES, THE STUDENT WILL IDENTIFY THE ONE THAT IS OPEN OR CLOSED AS SPECIFIED.

PG 02.03 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON WHOLE NUMBERS.

TPO 02.03.01 EXHIBIT THE ABILITY TO ADD WHOLE NUMBERS.

**EO 02.03.01.03.01 GIVEN TWO TWO-DIGIT NUMBERS WHICH REQUIRE REGROUPING TO ADD, THE STUDENT WILL IDENTIFY THE SUM. (*TABS GRADES 3 AND 5)

**EO 02.03.01.03.02 GIVEN TWO FOUR-DIGIT NUMBERS WHICH REQUIRE NO REGROUPING TO ADD, THE STUDENT WILL IDENTIFY THE SUM. (*TABS GRADE 3)

TPO 02.03.02 EXHIBIT THE ABILITY TO SUBTRACT WHOLE NUMBERS.

**EO 02.03.02.03.01 GIVEN TWO NUMBERS, NEITHER EXCEEDING 999, WHICH REQUIRE NO REGROUPING TO SUBTRACT, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS GRADE 3)

**EO 02.03.02.03.02 GIVEN TWO NUMBERS, NEITHER EXCEEDING 99, WHICH REQUIRE REGROUPING TO SUBTRACT, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS GRADES 3 AND 5)

TPO 02.03.03 EXHIBIT THE ABILITY TO MULTIPLY WHOLE NUMBERS.

**EO 02.03.03.03.01 GIVEN TWO ONE-DIGIT NUMBERS, THE FIRST LESS THAN FIVE, THE STUDENT WILL IDENTIFY THE PRODUCT. (*TABS GRADE 5)

EO 02.03.03.03.02 GIVEN A ONE-DIGIT NUMBER AND TEN, THE STUDENT WILL IDENTIFY THE PRODUCT.

TPO 02.03.04 EXHIBIT THE ABILITY TO DIVIDE WHOLE NUMBERS.

**EO 02.03.04.03.01 GIVEN TWO ONE-DIGIT NUMBERS, THE FIRST LESS THAN FIVE, THE STUDENT WILL IDENTIFY THE QUOTIENT AND REMAINDER. (*TABS GRADE 5)

PG 02.08 DEVELOP AN UNDERSTANDING OF AMERICAN AND METRIC SYSTEMS OF MEASUREMENT.

TPO 02.08.01 EXHIBIT AN UNDERSTANDING OF THE MONEY SYSTEM.

EO 02.08.01.03.01 GIVEN A PICTURE OF SEVERAL COINS, THE STUDENT WILL IDENTIFY THE ONE THAT IS A PENNY, NICKLE, DIME, QUARTER, HALF DOLLAR, OR DOLLAR AS SPECIFIED.

**EO 02.08.01.03.02 GIVEN A PICTURE OF COINS WITH A TOTAL VALUE LESS THAN $5.00, THE STUDENT WILL IDENTIFY THE AMOUNT SHOWN. (*TABS GRADE 3)

TPO 02.08.02 EXHIBIT AN UNDERSTANDING OF TIME AND TEMPERATURE.

EO 02.08.02.03.01 GIVEN A PICTURE OF A CLOCK WITH THE MINUTE HAND POINTING TO A WHOLE NUMBER AND SEVERAL TIMES EXPRESSED IN STANDARD NOTATION, THE STUDENT WILL IDENTIFY THE TIME SHOWN ON THE CLOCK.

EO 02.08.02.03.02 GIVEN A SEQUENCE OF CONSECUTIVE DAYS WITH ONE MISSING, THE STUDENT WILL IDENTIFY THE ONE THAT IS MISSING.

EO 02.08.02.03.03 GIVEN A SEQUENCE OF CONSECUTIVE DAYS WITH ONE MISSING, THE STUDENT WILL IDENTIFY THE ONE THAT IS MISSING.

TPO 02.08.03 EXHIBIT AN UNDERSTANDING OF LENGTH, VOLUME, AND WEIGHT.

EO 02.08.03.03.01 GIVEN AN OBJECT ALIGNED WITH A RULER MARKED OFF IN INCHES OR CENTIMETERS WITH THE HALF UNITS INDICATED, THE STUDENT WILL IDENTIFY THE LENGTH TO THE NEAREST HALF UNIT.

EO 02.08.03.03.02 GIVEN THE LENGTH OF THE SIDES, THE STUDENT WILL DESCRIBE, MEASURE, AND CONSTRUCT A RECTANGLE, A SQUARE, OR A TRIANGLE AS SPECIFIED.

PG 02.09 DEVELOP THE ABILITY TO APPLY MATHEMATICAL SKILLS AND CONCEPTS IN SOLVING PROBLEMS.

TPO 02.09.01 EXHIBIT THE ABILITY TO SOLVE WORD PROBLEMS.

**EO 02.09.01.03.01 GIVEN A WORD PROBLEM INVOLVING ADDITION OR SUBTRACTION OF TWO OR MORE ONE-DIGIT NUMBERS, THE STUDENT WILL SOLVE THE PROBLEM. (*TABS GRADE 3)

EO 02.09.01.03.02 GIVEN A PICTURE OF OBJECTS WITH EQUAL NUMBERS OF OBJECTS GROUPED, THE STUDENT WILL IDENTIFY THE MULTIPLICATION OR DIVISION FACT WHICH DESCRIBES THE PICTURE.

TPO 02.09.02 EXHIBIT THE ABILITY TO SOLVE OPEN SENTENCES.

EO 02.09.02.03.01 GIVEN A NUMBER SENTENCE INVOLVING SUMS TO 99 OR PRODUCTS TO 45, WITH THE SYMBOL FOR ADDITION, SUBTRACTION, MULTIPLICATION, OR DIVISION MISSING, THE STUDENT WILL IDENTIFY THE SYMBOL THAT MAKES THE SENTENCE TRUE.

PG 02.10 DEVELOP A BASIC UNDERSTANDING OF PROBABILITY AND STATISTICS.

TPO 02.10.01 EXHIBIT THE ABILITY TO CONSTRUCT AND INTERPRET GRAPHS.

EO 02.10.01.03.01 GIVEN A BAR GRAPH OR PICTOGRAPH, THE STUDENT WILL IDENTIFY DATA REPRESENTED.

02 MATHEMATICS

PG 02.01 DEVELOP AN UNDERSTANDING OF THE NUMBER SYSTEM AND ITS DEVELOPMENT.

TPO 02.01.01 EXHIBIT AN UNDERSTANDING OF WHOLE NUMBERS AND NUMBER THEORY.

EO 02.01.01.04.01 GIVEN SEVERAL NUMERALS, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS A SPECIFIED NUMBER BETWEEN 10,000 AND 99,999.

**EO 02.01.01.04.02 GIVEN A FIVE-DIGIT NUMERAL, THE STUDENT WILL IDENTIFY THE DIGIT THAT IS IN A SPECIFIED PLACE. (*TABS GRADE 5)

**EO 02.01.01.04.03 GIVEN SEVERAL NUMBERS EACH LESS THAN 10,000, THE STUDENT WILL IDENTIFY THE ONE THAT IS "GREATER THAN" OR "LESS THAN" A SPECIFIED NUMBER. (*TABS GRADE 5)

**EO 02.01.01.04.04 GIVEN SEVERAL LISTS OF SEVERAL WHOLE NUMBERS WITH UP TO FIVE DIGITS, THE STUDENT WILL IDENTIFY THE LIST WHICH HAS THE NUMBERS ARRANGED FROM SMALLEST TO LARGEST OR LARGEST TO SMALLEST AS SPECIFIED.) (*TABS GRADE 5)

TPO 02.01.02 EXHIBIT AN UNDERSTANDING OF FRACTIONAL NUMBERS.

EO 02.01.02.04.01 GIVEN AN OBJECT OR A SET OF OBJECTS DIVIDED INTO EQUAL PARTS, THE STUDENT WILL IDENTIFY THE FRACTION SPECIFIED.

EO 02.01.02.04.02 GIVEN A FRACTION, THE STUDENT WILL IDENTIFY THE NUMERATOR OR DENOMINATOR AS SPECIFIED.

**EO 02.01.02.04.03 GIVEN SEVERAL FRACTIONS WITH DENOMINATORS AS LARGE AS 10, THE STUDENT WILL IDENTIFY THE ONE THAT IS EQUIVALENT TO A SPECIFIED FRACTION. (*TABS GRADE 5)

**EO 02.01.02.04.05 GIVEN A PICTURE WHICH DEPICTS A SPECIFIED FRACTION WITH A DENOMINATOR AS LARGE AS 20, THE STUDENT WILL IDENTIFY ANOTHER PICTURE WHICH DEPICTS AN EQUIVALENT FRACTION.) (*TABS GRADE 5)

EO 02.01.02.04.04 GIVEN SEVERAL FRACTIONS WITH LIKE DENOMINATORS AS LARGE AS 10, THE STUDENT WILL IDENTIFY THE ONE THAT IS "GREATER THAN" OR "LESS THAN" A SPECIFIED FRACTION HAVING THE SAME DENOMINATOR.

PG 02.02 DEVELOP AN UNDERSTANDING OF GEOMETRIC FIGURES AND THEIR PROPERTIES.

TPO 02.02.01 EXHIBIT THE ABILITY TO RECOGNIZE AND CONSTRUCT BASIC GEOMETRIC FIGURES AND EXHIBIT AN UNDERSTANDING OF THEIR PROPERTIES.

**EO 02.02.01.04.01 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS A LINE, LINE SEGMENT, OR RAY AS SPECIFIED. (*TABS GRADE 5)

**EO 02.02.01.04.02 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT IS A QUADRILATERAL. (*TABS GRADE 5)

**EO 02.02.01.04.03 GIVEN SEVERAL QUADRILATERALS, THE STUDENT WILL IDENTIFY THE ONE THAT IS A SQUARE, RECTANGLE; OR PARALLELOGRAM AS SPECIFIED. (*TABS GRADE 5)

**EO 02.02.01.04.04 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS AN ANGLE. (*TABS GRADE 5)

**EO 02.02.01.04.05 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT IS A POLYGON. (*TABS GRADE 5)

**EO 02.02.01.04.06 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT IS A REGULAR POLYGON. (*TABS GRADE 5)

EO 02.02.01.04.07 GIVEN SEVERAL PAIRS OF LINES OR LINE SEGMENTS, THE STUDENT WILL IDENTIFY THE PAIR IN WHICH THE LINES ARE PARALLEL, PERPENDICULAR, OR INTERSECTING AS SPECIFIED.

EO 02.02.01.04.08 GIVEN A CIRCLE WITH SEVERAL LINE SEGMENTS AND POINTS, THE STUDENT WILL IDENTIFY THE POINT OR SEGMENT REPRESENTING THE CENTER, RADIUS, OR DIAMETER OF THE CIRCLE AS SPECIFIED.

TPO 02.02.02 EXHIBIT THE ABILITY TO FIND THE MEASUREMENT OF BASIC GEOMETRIC FIGURES.

**EO 02.02.02.04.01 GIVEN A POLYGON WITH THE LENGTH OF EACH SIDE INDICATED USING EITHER AMERICAN OR METRIC UNITS, THE STUDENT WILL IDENTIFY THE PERIMETER. (*TABS EXIT LEVEL)

PG 02.03 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON WHOLE NUMBERS.

TPO 02.03.01 EXHIBIT THE ABILITY TO ADD WHOLE NUMBERS.

**EO 02.03.01.04.01 GIVEN TWO FIVE-DIGIT NUMBERS WHICH REQUIRE REGROUPING TO ADD, THE STUDENT WILL IDENTIFY THE SUM. (*TABS GRADES 3 AND 5)

**EO 02.03.01.04.02 GIVEN THREE OR MORE ONE- OR TWO-DIGIT NUMBERS WHICH REQUIRE REGROUPING TO ADD, THE STUDENT WILL IDENTIFY THE SUM. (*TABS GRADE 3)

TPO 02.03.02 EXHIBIT THE ABILITY TO SUBTRACT WHOLE NUMBERS.

**EO 02.03.02.04.01 GIVEN TWO NUMBERS, NEITHER EXCEEDING 9,999, WHICH REQUIRE REGROUPING TO SUBTRACT, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS GRADES 3 AND 5)

TPO 02.03.03 EXHIBIT THE ABILITY TO MULTIPLY WHOLE NUMBERS.

EO 02.03.03.04.01 GIVEN TWO ONE-DIGIT NUMBERS, THE STUDENT WILL IDENTIFY THE PRODUCT.

EO 02.03.03.04.02 GIVEN A TWO- OR THREE-DIGIT NUMBER AND A ONE-DIGIT NUMBER, THE STUDENT WILL IDENTIFY THE PRODUCT.

**EO 02.03.03.04.03 GIVEN A THREE-DIGIT NUMBER AND A MULTIPLE OF TEN OR 100, THE STUDENT WILL IDENTIFY THE PRODUCT. (*TABS GRADE 5)

TPO 02.03.04 EXHIBIT THE ABILITY TO DIVIDE WHOLE NUMBERS.

**EO 02.03.04.04.01 GIVEN A TWO-DIGIT DIVIDEND AND ONE-DIGIT DIVISOR, THE STUDENT WILL IDENTIFY THE QUOTIENT AND REMAINDER. (*TABS GRADE 5)

PG 02.04 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON FRACTIONS AND MIXED NUMBERS AND UNDERSTAND THEIR PROPERTIES.

TPO 02.04.01 EXHIBIT THE ABILITY TO ADD FRACTIONS AND MIXED NUMBERS.

**EO 02.04.01.04.01 GIVEN TWO FRACTIONS WITH LIKE DENOMINATORS WHOSE SUM IS LESS THAN ONE, THE STUDENT WILL IDENTIFY THE SUM. (*TABS EXIT LEVEL)

TPO 02.04.02 EXHIBIT THE ABILITY TO SUBTRACT FRACTIONS AND MIXED NUMBERS.

**EO 02.04.02.04.01 GIVEN TWO FRACTIONS WITH LIKE DENOMINATORS, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS EXIT LEVEL)

PG 02.08 DEVELOP AN UNDERSTANDING OF AMERICAN AND METRIC SYSTEMS OF MEASUREMENT.

TPO 02.08.01 EXHIBIT AN UNDERSTANDING OF THE MONEY SYSTEM.

**EO 02.08.01.04.01 GIVEN A PICTURE OF MONEY CONTAINING COINS AND DOLLAR BILLS, HAVING A TOTAL LESS THAN $10.00, THE STUDENT WILL IDENTIFY THE AMOUNT SHOWN. (*TABS GRADES 3 AND 5)

EO 02.08.01.04.02 GIVEN THE AMOUNT OF A PURCHASE AND THE AMOUNT GIVEN TO THE CLERK, NEITHER OF WHICH IS MORE THAN $5.00, THE STUDENT WILL IDENTIFY THE AMOUNT OF CHANGE THAT SHOULD BE RETURNED.

TPO 02.08.02 EXHIBIT AN UNDERSTANDING OF TIME AND TEMPERATURE.

EO 02.08.02.04.01 GIVEN A PICTURE OF A CLOCK AND FOUR TIMES GIVEN IN STANDARD NOTATION TO THE NEAREST MINUTE, THE STUDENT WILL IDENTIFY THE TIME SHOWN ON THE CLOCK.

**EO 02.08.02.04.02 GIVEN A PICTURE OF A FAHRENHEIT OR CELSIUS THERMOMETER, THE STUDENT WILL IDENTIFY THE TEMPERATURE SHOWN. (*TABS GRADE 5)

**EO 02.08.02.04.03 GIVEN SEVERAL NUMBERS, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS THE NUMBER OF SECONDS IN A MINUTE, MINUTES IN AN HOUR, HOURS IN A DAY, DAYS IN A WEEK, DAYS IN A YEAR, OR WEEKS IN A YEAR. (*TABS GRADE 5)

TPO 02.08.03 EXHIBIT AN UNDERSTANDING OF LENGTH, VOLUME, AND WEIGHT.

**EO 02.08.03.04.01 GIVEN SEVERAL OBJECTS, THE STUDENT WILL IDENTIFY THE ONE WHICH WOULD MOST APPROPRIATELY BE MEASURED IN INCHES, FEET, YARDS, MILES, CENTIMETERS, METERS, OR KILOMETERS AS SPECIFIED. (*TABS GRADES 3 AND 5)

**EO 02.08.03.04.02 GIVEN A MEASURE IN CUPS, PINTS, QUARTS, GALLONS, OR LITERS, THE STUDENT WILL IDENTIFY THE EQUIVALENT MEASURE USING ONE OF THE OTHER SPECIFIED UNITS. (*TABS GRADES 3, 5, AND EXIT LEVEL)

**EO 02.08.03.04.03 GIVEN SEVERAL OBJECTS, THE STUDENT WILL IDENTIFY THE ONE WHOSE WEIGHT WOULD MOST APPROPRIATELY BE MEASURED IN OUNCES, POUNDS, TONS, GRAMS, OR KILOGRAMS AS SPECIFIED. (*TABS GRADE 5)

**EO 02.08.03.04.04 GIVEN SEVERAL NUMBERS, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS THE NUMBER OF INCHES IN A FOOT, INCHES IN A YARD, FEET IN A YARD, OR CENTIMETERS IN A METER AS SPECIFIED. (*TABS GRADE 5)

PG 02.09 DEVELOP THE ABILITY TO APPLY MATHEMATICAL SKILLS AND CONCEPTS IN SOLVING PROBLEMS.

TPO 02.09.01 EXHIBIT THE ABILITY TO SOLVE WORD PROBLEMS.

**EO 02.09.01.04.01 GIVEN A WORD PROBLEM INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION, OR DIVISION OF WHOLE NUMBERS LESS THAN 100, THE STUDENT WILL SOLVE THE PROBLEM. (*TABS GRADES 3 AND 5)

TPO 02.09.02 EXHIBIT THE ABILITY TO SOLVE OPEN SENTENCES.

EO 02.09.02.04.01 GIVEN A NUMBER SENTENCE INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION, OR DIVISION OF ONE- OR TWO-DIGIT NUMBERS, WITH AN ADDEND, SUM, FACTOR, OR PRODUCT MISSING, THE STUDENT WILL IDENTIFY THE MISSING NUMBER.

PG 02.10 DEVELOP A BASIC UNDERSTANDING OF PROBABILITY AND STATISTICS.

TPO 02.10.01 EXHIBIT THE ABILITY TO CONSTRUCT AND INTERPRET GRAPHS.

EO 02.10.01.04.01 GIVEN A LINE GRAPH, THE STUDENT WILL IDENTIFY DATA REPRESENTED.

EO 02.10.01.04.02 GIVEN SPECIFIED DATA, THE STUDENT WILL REPRESENT THE DATA ON A LINE GRAPH. (NT)

GRADE 05

02 MATHEMATICS

PG 02.01 DEVELOP AN UNDERSTANDING OF THE NUMBER SYSTEM AND ITS DEVELOPMENT.

TPO 02.01.01 EXHIBIT AN UNDERSTANDING OF WHOLE NUMBERS AND NUMBER THEORY.

EO 02.01.01.05.01 GIVEN SEVERAL NUMERALS, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS A SPECIFIED NUMBER BETWEEN 100,000 AND 1,000,000.

**EO 02.01.01.05.02 GIVEN A SIX-DIGIT NUMERAL, THE STUDENT WILL IDENTIFY THE DIGIT THAT IS IN A SPECIFIED PLACE. (*TABS GRADE 5)

**EO 02.01.01.05.03 GIVEN SEVERAL NUMBERS BETWEEN 100,000 AND 1,000,000, THE STUDENT WILL IDENTIFY THE ONE THAT IS "GREATER THAN" OR "LESS THAN" A SPECIFIED NUMBER. (*TABS GRADE 5)

**EO 02.01.01.05.04 GIVEN SEVERAL LISTS OF SEVERAL WHOLE NUMBERS WITH UP TO SIX DIGITS, THE STUDENT WILL IDENTIFY THE LIST WHICH HAS THE NUMBERS ARRANGED FROM SMALLEST TO LARGEST OR LARGEST TO SMALLEST AS SPECIFIED.) (*TABS GRADE 5)

EO 02.01.01.05.04 GIVEN A FOUR-DIGIT NUMBER, THE STUDENT WILL ROUND THE NUMBER OFF AS SPECIFIED.

TPO 02.01.02 EXHIBIT AN UNDERSTANDING OF FRACTIONAL NUMBERS.

EO 02.01.02.05.01 GIVEN A FRACTION WITH A DENOMINATOR AS LARGE AS 100, THE STUDENT WILL WRITE THE FRACTION IN LOWEST TERMS.

EO 02.01.02.05.02 GIVEN TWO FRACTIONS WITH LIKE OR UNLIKE DENOMINATORS, THE STUDENT WILL IDENTIFY THE SYMBOL FOR "GREATER THAN," "LESS THAN," OR "IS EQUAL TO" TO INDICATE THEIR ORDER.

EO 02.01.02.05.03 GIVEN AN IMPROPER FRACTION, THE STUDENT WILL IDENTIFY AN EQUIVALENT MIXED NUMERAL IN LOWEST TERMS, OR CONVERSELY.

EO 02.01.02.05.04 GIVEN TWO FRACTIONS WITH UNLIKE DENOMINATORS AS LARGE AS 10, THE STUDENT WILL NAME THE LEAST COMMON DENOMINATOR.

**EO 02.01.02.05.05 GIVEN THE WORD NAME FOR A DECIMAL NUMBER THROUGH THE HUNDREDTHS, THE STUDENT WILL IDENTIFY THE INDICATED DECIMAL. (*TABS GRADE 5)

EO 02.01.02.05.06 GIVEN TWO DECIMALS WITH AS MANY AS TWO PLACES, THE STUDENT WILL IDENTIFY THE SYMBOL FOR "GREATER THAN" OR "LESS THAN" TO INDICATE THEIR ORDER.

EO 02.01.02.05.07 GIVEN A FRACTION OR MIXED NUMBER WITH A DENOMINATOR OF 10 OR 100, THE STUDENT WILL IDENTIFY THE EQUIVALENT DECIMAL.

PG 02.02 DEVELOP AN UNDERSTANDING OF GEOMETRIC FIGURES AND THEIR PROPERTIES.

TPO 02.02.01 EXHIBIT THE ABILITY TO RECOGNIZE AND CONSTRUCT BASIC GEOMETRIC FIGURES AND EXHIBIT AN UNDERSTANDING OF THEIR PROPERTIES.

**EO 02.02.01.05.01 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT IS A SPHERE, CUBE, CYLINDER, OR PYRAMID AS SPECIFIED. (*TABS GRADE 5)

EO 02.02.01.05.02 GIVEN A POLYGON WITH THE LENGTH OF EACH SIDE INDICATED USING EITHER AMERICAN OR METRIC UNITS, THE STUDENT WILL IDENTIFY THE PERIMETER.

EO 02.02.01.05.03 GIVEN SEVERAL ANGLES, THE STUDENT WILL IDENTIFY THE ONE THAT IS ACUTE, OBTUSE, OR RIGHT AS SPECIFIED.

**EO 02.02.01.05.04 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT IS A CUBE, SPHERE , CONE, PYRAMID, OR CYLINDER AS SPECIFIED. (*TABS GRADE 5)

TPO 02.02.02 EXHIBIT THE ABILITY TO FIND THE MEASUREMENT OF BASIC GEOMETRIC FIGURES.

EO 02.02.02.05.01 GIVEN A RECTANGLE WITH THE LENGTHS OF THE SIDES INDICATED USING AMERICAN OR METRIC UNITS, THE STUDENT WILL IDENTIFY THE AREA.

EO 02.02.02.05.02 GIVEN A RECTANGULAR PRISM WITH THE DIMENSIONS INDICATED USING AMERICAN OR METRIC UNITS, THE STUDENT WILL FIND THE VOLUME.

TPO 02.02.03 EXHIBIT AN UNDERSTANDING OF COORDINATE GEOMETRY.

EO 02.02.03.05.01 GIVEN THE FIRST QUADRANT OF A COORDINATE PLANE WITH SEVERAL POINTS INDICATED, THE STUDENT WILL IDENTIFY THE POINT ASSOCIATED WITH A SPECIFIED ORDERED PAIR OF WHOLE NUMBERS.

PG 02.03 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON WHOLE NUMBERS.

TPO 02.03.01 EXHIBIT THE ABILITY TO ADD WHOLE NUMBERS.

**EO 02.03.01.05.01 GIVEN THREE OR MORE ONE-, TWO-, OR THREE-DIGIT ADDENDS, WHICH REQUIRE REGROUPING TO ADD, THE STUDENT WILL IDENTIFY THE SUM. (*TABS GRADE 5)

**EO 02.03.01.05.02 GIVEN TWO NUMBERS, EACH WITH AT LEAST FIVE DIGITS, WHICH REQUIRE REGROUPING TO ADD, THE STUDENT WILL IDENTIFY THE SUM. (*TABS GRADE 5)

TPO 02.03.02 EXHIBIT THE ABILITY TO SUBTRACT WHOLE NUMBERS.

**EO 02.03.02.05.01 GIVEN TWO NUMBERS, NEITHER EXCEEDING 99,999, WHICH REQUIRE REGROUPING TO SUBTRACT, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS GRADE 5)

TPO 02.03.03 EXHIBIT THE ABILITY TO MULTIPLY WHOLE NUMBERS.

**EO 02.03.03.05.01 GIVEN A TWO-DIGIT NUMBER AND A TWO- OR THREE-DIGIT NUMBER, THE STUDENT WILL IDENTIFY THE PRODUCT. (*TABS GRADE 5)

TPO 02.03.04 EXHIBIT THE ABILITY TO DIVIDE WHOLE NUMBERS.

**EO 02.03.04.05.01 GIVEN A FOUR- OR FIVE-DIGIT DIVIDEND AND A ONE-DIGIT OR TWO-DIGIT DIVISOR, THE STUDENT WILL IDENTIFY THE QUOTIENT AND REMAINDER. (*TABS GRADE 5)

PG 02.04 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON FRACTIONS AND MIXED NUMBERS AND UNDERSTAND THEIR PROPERTIES.

TPO 02.04.01 EXHIBIT THE ABILITY TO ADD FRACTIONS AND MIXED NUMBERS.

**EO 02.04.01.05.01 GIVEN TWO FRACTIONS OR MIXED NUMBERS WITH UNLIKE DENOMINATORS WHICH DO NOT REQUIRE REGROUPING TO ADD, THE STUDENT WILL IDENTIFY THE SUM. (*TABS EXIT LEVEL)

TPO 02.04.02 EXHIBIT THE ABILITY TO SUBTRACT FRACTIONS AND MIXED NUMBERS.

**EO 02.04.02.05.01 GIVEN TWO FRACTIONS OR MIXED NUMBERS WITH UNLIKE DENOMINATORS, WHICH REQUIRE NO REGROUPING TO SUBTRACT, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS EXIT LEVEL)

TPO 02.04.03 EXHIBIT THE ABILITY TO MULTIPLY FRACTIONS AND MIXED NUMBERS.

EO 02.04.03.05.01 GIVEN TWO FRACTIONS WHOSE PRODUCT REQUIRES NO REDUCING TO LOWEST TERMS, THE STUDENT WILL IDENTIFY THE PRODUCT.

PG 02.05 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON DECIMAL NUMBERS AND UNDERSTAND THEIR PROPERTIES.

TPO 02.05.01 EXHIBIT THE ABILITY TO ADD DECIMAL NUMBERS.

EO 02.05.01.05.01 GIVEN TWO DECIMAL NUMBERS, VERTICALLY, BOTH EXPRESSED IN TENTHS OR HUNDREDTHS, THE STUDENT WILL IDENTIFY THE SUM.

TPO 02.05.02 EXHIBIT THE ABILITY TO SUBTRACT DECIMAL NUMBERS.

EO 02.05.02.05.01 GIVEN TWO DECIMAL NUMBERS, VERTICALLY, BOTH EXPRESSED IN TENTHS OR HUNDREDTHS, THE STUDENT WILL IDENTIFY THE DIFFERENCE.

PG 02.08 DEVELOP AN UNDERSTANDING OF AMERICAN AND METRIC SYSTEMS OF MEASUREMENT.

TPO 02.08.01 EXHIBIT AN UNDERSTANDING OF THE MONEY SYSTEM.

**EO 02.08.01.05.01 GIVEN A PICTURE OF MONEY HAVING A TOTAL VALUE LESS THAN $100.00, THE STUDENT WILL IDENTIFY THE AMOUNT SHOWN. (*TABS GRADES 5 AND EXIT LEVEL)

**EO 02.08.01.05.02 GIVEN THE AMOUNT OF A PURCHASE AND THE AMOUNT GIVEN TO THE CLERK, NEITHER OF WHICH EXCEEDS $10.00, THE STUDENT WILL IDENTIFY THE AMOUNT OF CHANGE THAT SHOULD BE RETURNED. (*TABS GRADE EXIT LEVEL)

TPO 02.08.02 EXHIBIT AN UNDERSTANDING OF TIME AND TEMPERATURE.

TPO 02.08.03 EXHIBIT AN UNDERSTANDING OF LENGTH, VOLUME, AND WEIGHT.

**EO 02.08.03.05.01 GIVEN A LENGTH IN INCHES, FEET, YARDS, OR MILES, THE STUDENT WILL IDENTIFY AN EQUIVALENT MEASURE USING ONE OF THE OTHER SPECIFIED UNITS. (*TABS EXIT LEVEL).

**EO 02.08.03.05.02 GIVEN A WEIGHT IN OUNCES OR POUNDS, THE STUDENT WILL IDENTIFY AN EQUIVALENT WEIGHT USING THE OTHER UNIT. (*TABS EXIT LEVEL)

PG 02.09 DEVELOP THE ABILITY TO APPLY MATHEMATICAL SKILLS AND CONCEPTS IN SOLVING PROBLEMS.

TPO 02.09.01 EXHIBIT THE ABILITY TO SOLVE WORD PROBLEMS.

**EO 02.09.01.05.01 GIVEN A ONE- OR TWO-STEP WORD PROBLEM INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION, OR DIVISION OF WHOLE NUMBERS LESS THAN 1,000, THE STUDENT WILL SOLVE THE PROBLEMS. (*TABS GRADES 5 AND EXIT LEVEL)

TPO 02.09.02 EXHIBIT THE ABILITY TO SOLVE OPEN SENTENCES.

EO 02.09.02.05.01 GIVEN A NUMBER SENTENCE INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION, OR DIVISION OF ONE-, TWO-, OR THREE-DIGIT NUMBERS, WITH AN ADDEND, SUM, FACTOR, OR PRODUCT MISSING, THE STUDENT WILL IDENTIFY THE MISSING NUMBER.

PG 02.10 DEVELOP A BASIC UNDERSTANDING OF PROBABILITY AND STATISTICS.

TPO 02.10.01 EXHIBIT THE ABILITY TO CONSTRUCT AND INTERPRET GRAPHS.

**EO 02.10.01.05.01 GIVEN A BAR, LINE, OR PICTURE GRAPH, THE STUDENT WILL IDENTIFY THE DATA REPRESENTED. (*TABS GRADE 5)

EO 02.10.01.05.02 GIVEN SPECIFIED DATA, THE STUDENT WILL REPRESENT THE DATA ON A BAR OR LINE GRAPH AS SPECIFIED. (NT)

GRADE 06

02 MATHEMATICS

PG 02.01 DEVELOP AN UNDERSTANDING OF THE NUMBER SYSTEM AND ITS DEVELOPMENT.

TPO 02.01.01 EXHIBIT AN UNDERSTANDING OF WHOLE NUMBERS AND NUMBER THEORY.

EO 02.01.01.06.01 GIVEN SEVERAL NUMERALS, THE STUDENT WILL IDENTIFY THE ONE THAT REPRESENTS A SPECIFIED NUMBER BETWEEN 1,000,000 AND 1,000,000,000.

EO 02.01.01.06.02 GIVEN A NINE-DIGIT NUMERAL, THE STUDENT WILL IDENTIFY THE DIGIT THAT IS IN A SPECIFIED PLACE.

EO 02.01.01.06.03 GIVEN A SEVEN-DIGIT NUMBER, THE STUDENT WILL ROUND THE NUMBER OFF AS SPECIFIED.

EO 02.01.01.06.04 GIVEN SEVERAL NUMBERS, THE STUDENT WILL IDENTIFY THE ONE THAT IS A FACTOR OF A SPECIFIED NUMBER LESS THAN 25.

EO 02.01.01.06.05 GIVEN TWO NUMBERS LESS THAN 25, THE STUDENT WILL IDENTIFY THE GREATEST COMMON FACTOR.

EO 02.01.01.06.06 GIVEN SEVERAL NUMBERS, THE STUDENT WILL IDENTIFY THE ONE THAT IS A MULTIPLE OF A SPECIFIED NUMBER.

EO 02.01.01.06.07 GIVEN TWO NUMBERS, THE STUDENT WILL IDENTIFY THE LEAST COMMON MULTIPLE.

EO 02.01.01.06.08 GIVEN SEVERAL NUMBERS, THE STUDENT WILL IDENTIFY THE ONE THAT IS PRIME OR COMPOSITE AS SPECIFIED.

EO 02.01.01.06.09 GIVEN A PRODUCT OF SEVERAL FACTORS, THE STUDENT WILL REWRITE THE PRODUCT USING EXPONENTS.

EO 02.01.01.06.10 GIVEN A NUMBER, THE STUDENT WILL WRITE THE NUMBER AS A PRODUCT OF ITS PRIME FACTORS USING EXPONENTS.

TPO 02.01.02 EXHIBIT AN UNDERSTANDING OF FRACTIONAL NUMBERS.

EO 02.01.02.06.01 GIVEN TWO FRACTIONS OR MIXED NUMBERS WITH LIKE OR UNLIKE DENOMINATORS, TO 100, THE STUDENT WILL IDENTIFY THE SYMBOL FOR "GREATER THAN," LESS THAN," OR "IS EQUAL TO" TO INDICATE THEIR ORDER.

EO 02.01.02.06.02 GIVEN THE WORD NAME FOR A DECIMAL NUMBER THROUGH THE THOUSANDTHS, THE STUDENT WILL IDENTIFY THE INDICATED DECIMAL.

EO 02.01.02.06.03 GIVEN A THREE-PLACE DECIMAL, THE STUDENT WILL IDENTIFY THE DIGIT IN A SPECIFIED PLACE.

EO 02.01.02.06.04 GIVEN TWO DECIMALS WITH AS MANY AS THREE PLACES, THE STUDENT WILL IDENTIFY THE SYMBOL FOR "GREATER THAN," "LESS THAN," OR "EQUAL TO" TO INDICATE THEIR ORDER.

EO 02.01.02.06.05 GIVEN A FRACTION OR MIXED NUMBER WITH A DENOMINATOR OF 10, 100, OR 1,000, THE STUDENT WILL IDENTIFY THE EQUIVALENT DECIMAL, OR CONVERSELY.

EO 02.01.02.06.06 GIVEN A FRACTION WITH A DENOMINATOR OF 100, THE STUDENT WILL WRITE THE EQUIVALENT PERCENT.

PG 02.02 DEVELOP AN UNDERSTANDING OF GEOMETRIC FIGURES AND THEIR PROPERTIES.

TPO 02.02.01 EXHIBIT THE ABILITY TO RECOGNIZE AND CONSTRUCT BASIC GEOMETRIC FIGURES AND EXHIBIT AN UNDERSTANDING OF THEIR PROPERTIES.

EO 02.02.01.06.01 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT IS SYMMETRICAL.

EO 02.02.01.06.02 GIVEN SEVERAL POLYGONS, THE STUDENT WILL IDENTIFY THE ONE THAT IS A TRIANGLE, QUADRILATERAL, PENTAGON, HEXAGON, OR OCTAGON AS SPECIFIED.

EO 02.02.01.06.03 GIVEN SEVERAL TRIANGLES, THE STUDENT WILL IDENTIFY THE ONE THAT IS SCALENE, ISOSCELES, EQUILATERAL, OR A RIGHT TRIANGLE AS SPECIFIED.

EO 02.02.01.06.04 GIVEN SEVERAL GEOMETRIC FIGURES, THE STUDENT WILL IDENTIFY THE ONE THAT IS CONGRUENT TO THE FIRST FIGURE.

EO 02.02.01.06.05 GIVEN A CIRCLE WITH SEVERAL LINES OR LINE SEGMENTS INDICATED, THE STUDENT WILL IDENTIFY A RADIUS, DIAMETER, OR CHORD AS SPECIFIED.

TPO 02.02.02 EXHIBIT THE ABILITY TO FIND THE MEASUREMENT OF BASIC GEOMETRIC FIGURES.

**EO 02.02.02.06.01 GIVEN THE DIMENSIONS OF A RECTANGULAR PRISM, THE STUDENT WILL FIND THE VOLUME. (*TABS EXIT LEVEL)

**EO 02.02.02.06.02 GIVEN THE DIMENSIONS OF A RECTANGLE, THE STUDENT WILL IDENTIFY THE AREA. (*TABS EXIT LEVEL)

EO 02.02.02.06.03 GIVEN AN ANGLE ALIGNED WITH A PROTRACTOR, THE STUDENT WILL IDENTIFY THE MEASURE OF THE ANGLE.

PG 02.03 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON WHOLE NUMBERS.

TPO 02.03.01 EXHIBIT THE ABILITY TO ADD WHOLE NUMBERS.

**EO 02.03.01.06.01 GIVEN FOUR NUMBERS, EACH WITH AS MANY AS FOUR DIGITS, WHICH REQUIRE REGROUPING TO ADD, THE STUDENT WILL IDENTIFY THE SUM. (*TABS EXIT-LEVEL)

TPO 02.03.02 EXHIBIT THE ABILITY TO SUBTRACT WHOLE NUMBERS.

**EO 02.03.02.06.01 GIVEN TWO NUMBERS, NEITHER EXCEEDING 999,999, WHICH REQUIRE REGROUPING TO SUBTRACT, THE STUDENT WILL IDENTIFY THE DIFFERENCE. (*TABS EXIT LEVEL)

TPO 02.03.03 EXHIBIT THE ABILITY TO MULTIPLY WHOLE NUMBERS.

**EO 02.03.03.06.01 GIVEN TWO THREE-DIGIT NUMBERS, THE STUDENT WILL IDENTIFY THE PRODUCT. (*TABS EXIT LEVEL)

TPO 02.03.04 EXHIBIT THE ABILITY TO DIVIDE WHOLE NUMBERS.

**EO 02.03.04.06.01 GIVEN A FOUR- OR FIVE-DIGIT DIVIDEND AND A TWO-DIGIT DIVISOR, THE STUDENT WILL IDENTIFY THE QUOTIENT AND REMAINDER. (*TABS EXIT LEVEL)

PG 02.04 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON FRACTIONS AND MIXED NUMBERS AND UNDERSTAND THEIR PROPERTIES.

TPO 02.04.01 EXHIBIT THE ABILITY TO ADD FRACTIONS AND MIXED NUMBERS.

EO 02.04.01.06.01 GIVEN THREE FRACTIONS WITH UNLIKE DENOMINATORS WHOSE SUM IS LESS THAN ONE, THE STUDENT WILL IDENTIFY THE SUM IN LOWEST TERMS.

**EO 02.04.01.06.02 GIVEN TWO MIXED NUMBERS WITH UNLIKE DENOMINATORS, THE STUDENT WILL IDENTIFY THE SUM IN LOWEST TERMS. (*TABS EXIT LEVEL)

TPO 02.04.02 EXHIBIT THE ABILITY TO SUBTRACT FRACTIONS AND MIXED NUMBERS.

**EO 02.04.02.06.01 GIVEN TWO MIXED NUMBERS WHICH REQUIRE REGROUPING TO SUBTRACT, THE STUDENT WILL IDENTIFY THE DIFFERENCE IN LOWEST TERMS. (*TABS EXIT LEVEL)

TPO 02.04.03 EXHIBIT THE ABILITY TO MULTIPLY FRACTIONS AND MIXED NUMBERS.

**EO 02.04.03.06.01 GIVEN TWO FRACTIONS, THE STUDENT WILL IDENTIFY THE PRODUCT IN LOWEST TERMS. (*TABS EXIT LEVEL)

EO 02.04.03.06.02 GIVEN A FRACTION AND A WHOLE NUMBER, THE STUDENT WILL IDENTIFY THE PRODUCT IN LOWEST TERMS.

TPO 02.04.04 EXHIBIT THE ABILITY TO DIVIDE FRACTIONS AND MIXED NUMBERS.

EO 02.04.04.06.01 GIVEN TWO FRACTIONS, THE STUDENT WILL IDENTIFY THE QUOTIENT IN LOWEST TERMS.

EO 02.04.04.06.02 GIVEN A WHOLE NUMBER AND A FRACTION, THE STUDENT WILL IDENTIFY THE QUOTIENT IN LOWEST TERMS.

PG 02.05 DEVELOP THE ABILITY TO PERFORM BASIC MATH OPERATIONS ON DECIMAL NUMBERS AND UNDERSTAND THEIR PROPERTIES.

TPO 02.05.01 EXHIBIT THE ABILITY TO ADD DECIMAL NUMBERS.

EO 02.05.01.06.01 GIVEN TWO DECIMAL NUMBERS, EACH EXPRESSED IN TENTHS OR HUNDREDTHS, THE STUDENT WILL IDENTIFY THE SUM.

TPO 02.05.02 EXHIBIT THE ABILITY TO SUBTRACT DECIMAL NUMBERS.

EO 02.05.02.06.01 GIVEN TWO DECIMAL NUMBERS, EACH EXPRESSED IN TENTHS OR HUNDREDTHS, THE STUDENT WILL IDENTIFY THE DIFFERENCE.

TPO 02.05.03 EXHIBIT THE ABILITY TO MULTIPLY DECIMAL NUMBERS.

EO 02.05.03.06.01 GIVEN A DECIMAL NUMBER AND A WHOLE NUMBER NEITHER OF WHICH HAS MORE THAN TWO PLACES, THE STUDENT WILL IDENTIFY THE PRODUCT.

TPO 02.05.04 EXHIBIT THE ABILITY TO DIVIDE DECIMAL NUMBERS.

EO 02.05.04.06.01 GIVEN A DECIMAL DIVIDEND EXPRESSED IN TENTHS, HUNDREDTHS, OR THOUSANDTHS, AND A WHOLE NUMBER DIVISOR, THE STUDENT WILL IDENTIFY THE QUOTIENT.

EO 02.05.04.06.02 GIVEN A DECIMAL DIVIDEND AND DIVISOR EXPRESSED IN TENTHS, HUNDREDTHS, OR THOUSANDTHS, THE STUDENT WILL IDENTIFY THE QUOTIENT.

PG 02.08 DEVELOP AN UNDERSTANDING OF AMERICAN AND METRIC SYSTEMS OF MEASUREMENT.

TPO 02.08.01 EXHIBIT AN UNDERSTANDING OF THE MONEY SYSTEM.

**EO 02.08.01.06.01 GIVEN THE AMOUNT OF A PURCHASE AND THE AMOUNT GIVEN TO THE CLERK, NEITHER OF WHICH IS MORE THAN $100.00, THE STUDENT WILL IDENTIFY THE AMOUNT OF CHANGE THAT SHOULD BE RETURNED. (*TABS EXIT LEVEL)

**EO 02.08.01.06.02 GIVEN THE COST OF A SINGLE ITEM, THE STUDENT WILL IDENTIFY THE COST OF A SPECIFIED NUMBER OF THESE ITEMS. (*TABS EXIT LEVEL)

**EO 02.08.01.06.03 GIVEN THE TOTAL COST OF A SPECIFIED NUMBER OF IDENTICAL ITEMS, THE STUDENT WILL IDENTIFY THE COST OF ONE ITEM. (*TABS EXIT LEVEL)

TPO 02.08.02 EXHIBIT AN UNDERSTANDING OF TIME AND TEMPERATURE.

TPO 02.08.03 EXHIBIT AN UNDERSTANDING OF LENGTH, VOLUME, AND WEIGHT.

**EO 02.08.03.06.01 GIVEN A LENGTH IN MILLIMETERS, CENTIMETERS, OR METERS, THE STUDENT WILL IDENTIFY AN EQUIVALENT MEASURE USING ONE OF THE OTHER SPECIFIED UNITS. (*TABS EXIT LEVEL)

**EO 02.08.03.06.02 GIVEN A WEIGHT IN GRAMS OR KILOGRAMS, THE STUDENT WILL IDENTIFY AN EQUIVALENT WEIGHT USING THE OTHER UNIT. (*TABS EXIT LEVEL)

**EO 02.08.03.06.03 GIVEN A WEIGHT IN OUNCES, POUNDS, OR TONS, THE STUDENT WILL IDENTIFY AN EQUIVALENT WEIGHT USING ONE OF THE OTHER SPECIFIED UNITS. (*TABS EXIT LEVEL)

PG 02.09 DEVELOP THE ABILITY TO APPLY MATHEMATICAL SKILLS AND CONCEPTS IN SOLVING PROBLEMS.

TPO 02.09.01 EXHIBIT THE ABILITY TO SOLVE WORD PROBLEMS.

**EO 02.09.01.06.01 GIVEN A ONE- OR TWO-STEP WORD PROBLEM INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION, OR DIVISION OF WHOLE NUMBERS LESS THAN 100,000, THE STUDENT WILL SOLVE THE PROBLEM. (*TABS EXIT LEVEL)

TPO 02.09.02 EXHIBIT THE ABILITY TO SOLVE OPEN SENTENCES.

EO 02.09.02.06.01 GIVEN A NUMBER SENTENCE INVOLVING ADDITION OR SUBTRACTION OF FRACTIONS, MIXED NUMBERS, OR DECIMALS, WITH AN ADDEND OR SUM MISSING, THE STUDENT WILL IDENTIFY THE MISSING NUMBER.

EO 02.09.02.06.02 GIVEN A PROPORTION WITH ONE TERM MISSING, THE STUDENT WILL IDENTIFY THE MISSING TERM.

PG 02.10 DEVELOP A BASIC UNDERSTANDING OF PROBABILITY AND STATISTICS.

TPO 02.10.01 EXHIBIT THE ABILITY TO CONSTRUCT AND INTERPRET GRAPHS.

**EO 02.10.01.06.01 GIVEN A BAR, LINE, CIRCLE, OR PICTOGRAPH, THE STUDENT WILL IDENTIFY DATA REPRESENTED. (*TABS EXIT LEVEL)

EO 02.10.01.06.02 GIVEN SPECIFIED DATA, THE STUDENT WILL REPRESENT THE DATA ON A BAR, LINE, OR CIRCLE GRAPH AS SPECIFIED.

TPO 02.10.02 EXHIBIT AN UNDERSTANDING OF PROBABILITY AND STATISTICS.

EO 02.10.02.06.01 GIVEN A LIST OF NUMBERS, THE STUDENT WILL IDENTIFY THE MEAN.