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To the WKCE-CRT Mathematics Assessment Frameworks

GRADE KINDERGARTEN			
GRADE 3 WKCE-CRT MATHEMATICS ASSESSMENT FRAMEWORKS	**INSTRUCTION**	**MAINTENANCE**	**ASSESSMENT**
MATHEMATICS			
Objective A: Mathematical Processes			
Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation and problem solving.			
Use reasoning and logic to: • Perceive patterns • Identify relationships • Formulate questions • Pose problems • Make conjectures • Justify strategies • Test reasonableness of results	**New Concept** Lesson(s): 16, 17, 27, 44, 78, 89, 109, 119, 127 **Problem-Solving Strategies** Lesson(s): 40-2, 50-2, 60-2, 70-2, 80-2, 90-2, 100-2, 110-2, 120-2, 130-2	**Problem-Solving Worksheet** Lesson(s): 40-2, 70-2, 90-2, 100-2, 110-2, 120-2, 130-2	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 110-2
Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways e.g., using words, numbers, symbols, pictures, charts, tables, diagrams, graphs, and models.	**New Concept** Lesson(s): 12, 18, 24, 27, 44, 50-1, 73, 80-2, 89, 119, 121, 127, 128 **Problem-Solving Strategies** Lesson(s): 50-2, 60-2, 70-2, 80-2, 90-2, 100-2, 110-2, 120-2, 130-2	**The Meeting** Lesson(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 **Lesson Practice** Lesson(s): 24 **Math Center Activities** Lesson(s): 73, 76, 79, 86, 105, 108, 111, 114 **Problem-Solving Worksheet** Lesson(s): 50-2, 60-2, 70-2, 80-2, 90-2, 100-2, 110-2, 120-2, 130-2	**Oral Assessment** Lesson(s): 40-2, 50-2, 60-2, 70-2
Connect mathematics to the real world, as well as within mathematics.	**New Concept** Lesson(s): 51, 59, 68, 81, 96, 100-1, 116, 130-1	*There is an opportunity to practice by teacher questioning and observation following*: **New Concept** Lesson(s): 51, 59, 68, 81, 96, 100-1, 116, 130-1	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 51, 59, 68, 81, 96, 100-1, 116, 130-1
Create and use representations to organize, record, and communicate mathematical ideas.	**New Concept** Lesson(s): 18, 24, 27, 37, 44, 50-1, 56, 57, 59, 73, 80-1, 82, 86, 89, 97, 119, 121, 127, 128 **Problem-Solving Strategies** Lesson(s): 50-2, 60-2, 70-2, 80-2, 90-2, 100-2, 110-2, 120-2, 130-2	**Lesson Practice** Lesson(s): 24, 56, 57, 86 **Math Center Activities** Lesson(s): 21, 24, 29, 34, 56, 61, 62, 73, 76, 79, 86, 105, 108, 114 **Problem-Solving Worksheet** Lesson(s): 50-2, 60-2, 70-2, 80-2, 90-2, 100-2, 110-2, 120-2, 130-2	**Oral Assessment** Lesson(s):40-2, 50-2, 60-2, 130-2

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GRADE KINDERGARTEN			
GRADE 3 WKCE-CRT MATHEMATICS ASSESSMENT FRAMEWORKS	**INSTRUCTION**	**MAINTENANCE**	**ASSESSMENT**
MATHEMATICS			
Objective A: Mathematical Processes			
Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation and problem solving.			
Solve and analyze routine and non-routine problems.	**New Concept** Lesson(s): 18, 27, 44, 89, 119, 121, 127, 128 **Problem-Solving Strategies** Lesson(s): 50-2, 80-2, 100-2, 110-2, 130-2	**Problem-Solving Worksheet** Lesson(s): 50-2, 80-2, 100-2, 110-2, 130-2	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 18, 27, 44, 89, 119, 121, 127, 128
Objective B: Number Operations and Relationships			
Subskill B.a.: Concepts			
Recognize and apply place-value concepts to whole numbers less than 1,000	*There is an opportunity to introduce during*: **New Concept** Lesson(s): 64, 65, 66, 67, 68, 69	*There is an opportunity to practice by teacher questioning and observation following*: **The Meeting** Lesson(s): 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 64, 65, 66, 67, 68, 69
Read, write, and represent numbers using words, numerals, pictures (e.g. base-ten blocks), number lines, arrays, expanded forms (24=20+4) and symbolic renaming e.g., 24=30-6.	**New Concept** Lesson(s): 18, 27, 42, 44, 48, 61, 62, 69, 71, 73, 75, 76, 80-1, 89, 90-1, 109, 110-1, 111, 119, 120-1, 121, 127, 128, 130-1, 132 **Problem-Solving Strategies** Lesson(s): 50-2, 100-2, 130-2	**The Meeting** Lesson(s): 19, 20, 21, 22, 23, 24, 25 **Lesson Practice** Lesson(s): 41, 42, 48, 61, 62, 69, 71, 74, 109, 111, 114, 117, 118, 131, 132 **Math Center Activities** Lesson(s): 21, 24, 35, 42, 61, 62, 76, 111, 117, 118 **Problem-Solving Worksheet** Lesson(s): 50-2, 100-2, 130-2	**Oral Assessment** Lesson(s): 30-2, 40-2, 50-2
Compare and order whole numbers less than 1,000	**New Concept** Lesson(s): 21, 35, 36, 38, 39, 48, 49, 71, 74, 75, 76, 98, 99, 102, 109, 111	**The Meetings** Lesson(s): 2, 3, 4A, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 **Lesson Practice** Lesson(s): 21, 33, 35, 36, 38, 71, 74, 75, 98, 99, 102 **Math Center Activities** Lesson(s): 21, 35, 38, 39, 62, 74, 99, 102, 111, 118	**Oral Assessment** Lesson(s): 30-2

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GRADE KINDERGARTEN			
GRADE 3 WKCE-CRT MATHEMATICS ASSESSMENT FRAMEWORKS	**INSTRUCTION**	**MAINTENANCE**	**ASSESSMENT**
MATHEMATICS			
Objective B: Number Operations and Relationships			
Subskill B.a.: Concepts			
Count by 2s, 3s, 5s, 10s, 25s and 100s	**New Concept** Lesson(s): 7, 8, 9, 12, 20, 41, 64, 65, 66, 67, 68, 69, 81, 91, 92, 93, 94, 96, 113, 116, 125	**The Meeting** Lesson(s): 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 **Lesson Practice** Lesson(s): 65, 81, 91, 94, 96, 113, 116 **Math Center Activities** Lesson(s): 68, 92, 96, 113, 116, 125	**Oral Assessment** Lesson(s): 120-2, 130-2
Count, compare and make change using a collection of coins (up to one dollar) and one-dollar bills.	*There is an opportunity to introduce during*: **New Concept** Lesson(s): 41, 42, 44, 49, 51, 52, 59, 64, 65, 67, 68, 81, 91, 92, 94, 96, 113, 116, 130-1	*There is an opportunity to practice by teacher questioning and observation following*: **The Meeting** Lesson(s): 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 **Lesson Practice** Lesson(s): 41, 51, 59, 67, 68, 81, 91, 94, 96, 113, 116, 125 **Math Center Activities** Lesson(s): 51, 68, 81, 92, 96, 113, 116	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 41, 42, 44, 49, 51, 52, 59, 64, 65, 67, 68, 81, 91, 92, 94, 96, 113, 116, 130-1
Identify a fractional part of a collection/set.	*There is an opportunity to introduce in* **Grade 1**.	*There is an opportunity to practice in* **Grade 1**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 1**.
Read, write and represent fractional parts of a whole e.g., 1/4, 1/2.	**New Concept** Lesson(s): 132, 134	**Lesson Practice** Lesson(s): 134	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 134

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GRADE KINDERGARTEN			
GRADE 3 WKCE-CRT MATHEMATICS ASSESSMENT FRAMEWORKS	**INSTRUCTION**	**MAINTENANCE**	**ASSESSMENT**
MATHEMATICS			
Objective B: Number Operations and Relationships			
Subskill B.b.: Computation			
Use addition and subtraction in everyday situations and solve one-step word problems.	**New Concept** Lesson(s): 18, 27, 44, 73, 89, 119, 121, 127, 128 **Problem-Solving Strategies** Lesson(s): 50-2, 60-2, 110-2	**Lesson Practice** Lesson(s): 73, 121, 122, 126, 128, 131, 132 **Problem-Solving Worksheet** Lesson(s): 50-2, 60-2, 80-2, 90-2, 100-2, 110-2, 120-2, 130-2	**Oral Assessment** Lesson(s): 110-2
Solve single and double-digit addition and subtraction problems with regrouping including horizontal format in problems with and without context.	*There is an opportunity to introduce in* **Grade 1**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 1**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 1**.
Demonstrate the concept of multiplication as grouping or repeated addition in context with products up to 50.	*There is an opportunity to introduce in* **Grade 2**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 2**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 2**.
Demonstrate understanding of the concept of division as repeated subtraction, partitioning/sharing or measuring (dividend up to 30 and divisors up to 5).	**New Concept** Lesson(s): 97, 102, 125	**Math Center Activities** Lesson(s): 97, 125	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 97, 102, 125
Use fractions to represent quantities when solving problems involving equal sharing or partitioning.	**New Concept** Lesson(s): 70-1, 115, 132, 134	**Lesson Practice** Lesson(s): 115, 134	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 70-1, 115, 132, 134
Represent with shaded circles, rods, squares, pictorial representations of a whole.	**New Concept** Lesson(s): 70-1, 132, 134	**Lesson Practice** Lesson(s): 134	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 70-1, 132, 134
Estimate sums to tens and hundreds and differences to ten.	*There is an opportunity to introduce in* **Grade 1**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 1**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 1.**
Determine reasonableness of answers.	**Problem-Solving Strategies** Lesson(s): 70-2, 90-2, 120-2	**Problem-Solving Worksheet** Lesson(s): 70-2, 90-2, 120-2	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 70-2, 90-2, 120-2

GRADE KINDERGARTEN			
GRADE 3 WKCE-CRT MATHEMATICS ASSESSMENT FRAMEWORKS	**INSTRUCTION**	**MAINTENANCE**	**ASSESSMENT**
MATHEMATICS			
Objective C: Geometry			
Subskill C.a.: Describing figures			
Identify, describe, and compare properties of 2 and 3 dimensional figures such as squares, triangles, rectangles, circles, pattern block shapes, cubes, pyramids, rectangular prisms, cylinders, and spheres (e.g., comparing sides, faces, corners, and edges).	**New Concept** Lesson(s): 19, 23, 31, 32, 37, 43, 54, 57, 60-1, 61, 63, 72, 83, 84, 85, 87, 93, 105, 112, 114, 123	**The Meeting** Lesson(s): 7, 8, 10, 12, 15, 17, 19, 22, 23, 25 **Lesson Practice** Lesson(s): 19, 23, 31, 32, 37, 43, 54, 57, 63, 85, 105, 123 **Math Center Activities** Lesson(s): 63, 114	**Oral Assessment** Lesson(s): 10, 100-2, 130-2
Subskill C.b.: Spatial relationships and transformations			
Identify 2-dimensional geometric shapes created by combining or decomposing other shapes (e.g., square/triangles; trapezoid/rhombus, triangle; hexagon/triangles, rhombus, trapezoid).	**New Concept** Lesson(s): 79, 104	**Lesson Practice** Lesson(s): 79, 104	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 79, 104
Apply concepts of single-motion geometry (e.g., slides, flips and turns) to match two identical shapes.	**New Concept** Lesson(s): 108, 114	**Lesson Practice** Lesson(s): 108	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 108, 114
Subskill C.c.: Coordinate systems			
Use simple 2-dimensional coordinate systems to find locations on maps and to represent points and simple figures with coordinates of letters and numbers, (e.g., (E, 3)).	*There is an opportunity to introduce during in* **Grade 3**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 3**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 3**.
Objective D: Measurement			
Subskill D.a.: Measurable attributes			
Describe attributes of length, time and temperature and identify appropriate units to measure them. Units include: inches, feet, yards, centimeters, meters, seconds, minutes, hours, days, months, years and degrees Fahrenheit/Celsius.	**New Concept** Lesson(s): 40-1, 82, 87, 100-1, 124, 131, 133, 135	**The Meetings** Lesson(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 **Lesson Practice** Lesson(s): 133 **Math Center Activities** Lesson(s): 124, 133	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 40-1, 82, 87, 100-1, 124, 131, 133, 135

GRADE KINDERGARTEN			
GRADE 3 WKCE-CRT MATHEMATICS ASSESSMENT FRAMEWORKS	**INSTRUCTION**	**MAINTENANCE**	**ASSESSMENT**
MATHEMATICS			
Objective D: Measurement			
Subskill D.a.: Measurable attributes			
Compare attributes of length and weight by observation or when given actual measurements.	**New Concept** Lesson(s): 53, 72, 83, 84, 93, 106, 126	**Lesson Practice** Lesson(s): 72, 83, 84, 93, 106 **Math Center Activities** Lesson(s): 53, 72, 83, 84, 87, 106, 126	**Oral Assessment** Lesson(s): 120-2
Subskill D.b.: Direct measurement			
Read and interpret measuring instruments to determine the measurement of objects with non-standard and standard units to the nearest centimeter or 1/2-inch.	*There is an opportunity to introduce during*: **New Concept** Lesson(s): 133	*There is an opportunity to practice by teacher questioning and observation following*: **Lesson Practice** Lesson(s): 133 **Math Center Activities** Lesson(s): 133	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 133
Read thermometers to the nearest 5 degrees F/C.	*There is an opportunity to introduce in* **Grade 3**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 3**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 3**.
Tell time to the nearest minute using analog and digital clocks; translate time from analog to digital clocks and vice versa.	*There is an opportunity to introduce in* **Grade 2**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 2**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 2**.
Investigate measurements of area.	**New Concept** Lesson(s): 105, 112, 115	*There is an opportunity to practice by teacher questioning and observation following*: **New Concept** Lesson(s): 105, 112, 115	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 105, 112, 115
Subskill D.c.: Indirect measurement			
Apply estimation techniques using non-standard units.	**New Concept** Lesson(s): 131	*There is an opportunity to practice by teacher questioning and observation following*: **New Concept** Lesson(s): 131	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 131
Objective E: Statistics and Probability			
Subskill E.a.: Data analysis and statistics			
Answer and pose questions about collecting, organizing and displaying data. Work with data in the context of real-world situations by determining what data to collect and when and how to collect it to answer questions.	**New Concept** Lesson(s): 122	*There is an opportunity to practice by teacher questioning and observation following*: **New Concept** Lesson(s): 122	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 70-1, 115, 132, 134

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GRADE 3 WKCE-CRT MATHEMATICS ASSESSMENT FRAMEWORKS	**INSTRUCTION**	**MAINTENANCE**	**ASSESSMENT**
MATHEMATICS			
Objective E: Statistics and Probability			
Subskill E.a.: Data analysis and statistics			
Collect, organize and display data in simple bar graphs and charts including translating data from one form to the other.	**New Concept** Lesson(s): 11, 17, 22, 58, 69, 73, 107, 122	**Lesson Practice** Lesson(s): 5, 11, 17, 22, 58, 107 **Math Center Activities** Lesson(s): 14, 22, 58, 69, 73, 113	**Oral Assessment** Lesson(s): 90-2
Draw reasonable conclusions based on simple interpretations of data.	**New Concept** Lesson(s): 5, 6, 11, 17, 22, 82, 107, 135	**Lesson Practice** Lesson(s): 5, 11, 17, 22 **Math Center Activities** Lesson(s): 22, 58	**Oral Assessment** Lesson(s): 90-2
Read, use information and draw reasonable conclusions from data in graphs, tables, charts and Venn diagrams.	**New Concept** Lesson(s): 5, 6, 11, 17, 22, 82, 107, 135	**Lesson Practice** Lesson(s): 5, 11, 17, 22 **Math Center Activities** Lesson(s): 22, 58	**Oral Assessment** Lesson(s): 90-2
Subskill E.b.: Probability			
Determine if the occurrence of future events are more, less or equally likely to occur.	**New Concept** Lesson(s): 124	*There is an opportunity to practice by teacher questioning and observation following*: **New Concept** Lesson(s): 124	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 124
Choose a fair and an unfair spinner.	*There is an opportunity to introduce in* **Grade 3**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 3**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 3**.
Objective F : Algebraic Relationships			
Subskill F.a.: Patterns, relations and functions			
Recognize, extend, describe, create and replicate a variety of patterns including attribute, number and geometric patterns. • Picture patterns • Patterns in tables and charts • "What's-my–rule?" patterns • Patterns using addition and subtraction rules.	**New Concept** Lesson(s): 9, 25, 26, 33, 52, 54, 55, 60-1, 66, 88, 95, 101 **Problem-Solving Strategies** Lesson(s): 40-2	**The Meetings** Lesson(s): 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 **Lesson Practice** Lesson(s): 9, 25, 26, 52, 54, 55, 66, 88, 95, 101 **Math Center Activities** Lesson(s): 25, 26, 52, 55, 66, 88, 95, 101 **Problem-Solving Worksheet** Lesson(s): 40-2	**Oral Assessment** Lesson(s): 70-2
Determine odd or even with a total set of 20 or less.	**New Concept** Lesson(s): 125	*There is an opportunity to practice by teacher questioning and observation following*: **New Concept** Lesson(s): 125	*There is an opportunity to assess by teacher questioning and observation after:* **New Concept** Lesson(s): 125

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GRADE 3 WKCE-CRT MATHEMATICS ASSESSMENT FRAMEWORKS	**INSTRUCTION**	**MAINTENANCE**	**ASSESSMENT**
MATHEMATICS			
Objective F : Algebraic Relationships			
Subskill F.b.: Expressions, equations and inequalities			
Demonstrate an understanding that the "=" sign means "the same as" by solving open or true/false number sentences.	*There is an opportunity to introduce in* **Grade 1**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 1**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 1**.
Use notation to represent mathematical thinking: letter or box (variable); operation symbols (+, -, =).	*There is an opportunity to introduce in* **Grade 1**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 1**.	*There is an opportunity to assess by teacher questioning and in* **Grade 1**.
Subskill F.c.: Properties			
Use properties and or relationships of arithmetical thinking to determine and to reason about what number goes in a "box" to make a number sentence true, • identity property of e.g., zero Ex: property 12 + 0 = "box" adding 1 to any number, commutative property for addition of single-digits	*There is an opportunity to introduce in* **Grade 1**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 1**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 1**.
Use simple equations in a variety of ways to demonstrate the properties above.	*There is an opportunity to introduce in* **Grade 1**.	*There is an opportunity to practice by teacher questioning and observation in* **Grade 1**.	*There is an opportunity to assess by teacher questioning and observation in* **Grade 1**.