

## **Mathematics**

Goal: The Real and Complex Number Systems

RIT Score Range: 191 - 200 Statements Last Updated: Mar 10, 2014

Skills and Concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
Ratios and Proportional Relationships	Ratios and Proportional Relationships	Ratios and Proportional Relationships
<ul> <li>Completes arithmetic growth patterns in number tables by identifying the missing elements</li> <li>Computes simple conversions among units of time (days, weeks)</li> </ul>	<ul> <li>Solves problems involving basic percent concepts (e.g., 10%, 50%, 100%)</li> <li>Converts between cups and pints</li> <li>Converts between cups, pints, and quarts</li> <li>Computes simple conversions among units of time (minutes, hours)</li> <li>Solves simple problems involving miles/kilometers per hour</li> <li>Writes the missing number in a proportion using basic facts</li> </ul>	Converts between inches and feet Solves simple problems involving measurement of length Estimates simple conversions involving length between the customal and metric system Converts between cups and pints Converts between cups, pints, and quarts Computes simple conversions among units of time (hours, days) Computes more difficult conversions among units of time Applies dimensional analysis to simple real-world problems (time) Solves simple problems involving miles per gallon Solves simple problems involving miles/kilometers per hour Determines unit price Writes the missing number in a proportion using basic facts
Perform Operations	Perform Operations	Identifies the percent represented in a 2-D region  Perform Operations
<ul> <li>Uses rounding to estimate answers to real-world problems involving addition of numbers less than 100 (whole numbers only)</li> <li>Instantly recalls basic addition facts with sums to 18 in a table</li> <li>Adds two or three 2-digit number with regrouping</li> <li>Adds 3-digit numbers, with regrouping, with sums under 1000</li> <li>Performs mental computation with 2, 3, or 4 addends</li> <li>Adds two 3- and/or 4-digit numbers, with regrouping, with sums over 1000</li> <li>Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>Solves real-world whole number addition problems with sums to 20 (result unknown) - with extraneous information given</li> <li>Solves real-world whole number addition problems with sums to 100 (result unknown)</li> <li>Uses models to calculate differences through 100 (whole numbers)</li> <li>Instantly recalls basic subtraction facts with minuend less than 10</li> <li>Subtracts a 2-digit number from a 2-digit number, with regrouping</li> <li>Uses strategies for sums and differences with 2-digit numbers (e.g., decomposing, compatible, compensation, partial sums, counting on)</li> <li>Subtracts 2- and/or 3-digit numbers with no regrouping</li> </ul>	Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with addition and subtraction (whole numbers only)  Uses rounding to estimate answers to addition and subtraction problems (whole numbers only)  Adds two 3- and/or 4-digit numbers, with regrouping, with sums over 1000  Adds multiple-digit numbers, with regrouping, with sums over 1000  Adds multiple-digit numbers with sums under 1000  Solves real-world whole number addition problems with sums to 20 (result unknown) - with extraneous information given  Solves real-world whole number addition problems with sums to 20 (change unknown)  Solves whole number addition word problems with sums over 1000  Subtracts 1-digit number from a 2-digit number with regrouping  Subtracts a 2-digit number from a 2-digit number, with regrouping  Uses strategies for sums and differences with 2-digit numbers (e.g., decomposing, compatible, compensation, partial sums, counting on)  Subtracts a 2-digit number from a 3-digit number with a single regrouping	Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater with addition and subtraction (whole number only)  Uses rounding to estimate answers to addition and subtraction problems (whole numbers only)  Adds multiple-digit numbers, with regrouping, with sums over 1000  Adds multiple-digit numbers with sums under 1000  Performs mental computation with more than 4 addends  Subtracts 3- or 4-digit numbers with regrouping  Subtracts numbers with 5 digits or more with regrouping  Solves real-world whole number problems involving subtraction with numbers 100 and under (analysis)  Solves problems using the inverse relationship between addition and subtraction  Instantly recalls basic multiplication and division facts in a table  Multiplies a 2-digit number by a 1-digit number with regrouping  Multiplies multiple 1-digit numbers  Multiplies a 2-digit number by a 2-digit number with regrouping
Subtracts 3- or 4-digit numbers with regrouping     Performs mental subtraction with numbers under 1000     Subtracts multiple-digit numbers with no regrouping	Subtracts 3- or 4-digit numbers with regrouping     Performs mental subtraction with numbers under 1000     Subtracts multiple-digit numbers with no regrouping	<ul> <li>Multiplies a 3-digit number by a 2-digit number with regrouping</li> <li>Performs mental computation with multiplication</li> <li>Multiplies a 2- or 3-digit number by multiples of 10 or 100</li> <li>Multiplies a 3-digit number by a 3-digit number</li> </ul>

### Evalanatory Notes

Generated 6/5/14, 2:48:02 PM

\* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

Page



## **Mathematics**

Goal: The Real and Complex Number Systems

RIT Score Range: 191 - 200 Statements Last Updated: Mar 10, 2014

Skills and Concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
Perform Operations	Perform Operations	Perform Operations
<ul> <li>Solves real-world whole number problems involving subtraction with numbers under 20</li> </ul>	Solves real-world whole number problems involving subtraction with numbers 100 and under	Solves word problems involving whole number multiplication with numbers greater than 10 x 10
Solves real-world whole number problems involving subtraction with numbers 100 and under	Solves problems using the inverse relationship between addition and subtraction	Models whole number multiplication and division algorithms (e.g., uses physical materials to show 4 groups of 3 objects)
• Solves problems using the inverse relationship between addition and	Instantly recalls basic multiplication facts where one factor is 6-12 and	Instantly recalls division facts with dividend and divisors less than 13
subtraction	the other factor is 0-12	Divides a 2-digit number by a 1-digit number with no remainder
Uses counting by multiples for multiplication	Multiplies a 2- or 3-digit number by a 1-digit number with no regrouping	Divides a 2-digit number or a 3-digit number by a 1-digit number with a
<ul> <li>Instantly recalls basic multiplication facts where one factor is 6-12 and the other factor is 0-12</li> </ul>	Multiplies a 2-digit number by a 1-digit number with regrouping	remainder
Multiplies basic facts to 10 x 10 vertically	Multiplies a 3- or 4-digit number by a 1-digit number	Performs mental computation with division
Multiplies a 2-digit number by a 1-digit number with regrouping	Multiplies a 2-digit number by a 2-digit number with no regrouping	Divides a 3-digit number by a 1-digit number with no remainder
	Performs mental computation with multiplication	Divides a 4-digit number by a 1-digit number with no remainder
Multiplies a 2-digit number by a 2-digit number with no regrouping	Solves word problems involving basic whole number multiplication	Divides a 3-digit number by a multiple of 10
<ul> <li>Solves word problems involving basic whole number multiplication facts to 10 x 10</li> </ul>	facts to 10 x 10	Divides a 4-digit number by a 2-digit number
• Uses manipulatives to divide a small set of objects into groups of equal	Solves word problems involving whole number multiplication with numbers greater than 10 x 10	Solves word problems with whole number division facts with dividend and divisors less than 11
size • Uses sharing for division	Uses manipulatives to divide a small set of objects into groups of equal size	Solves simple word problems involving whole number division with remainder (e.g., 1-step, 1-digit divisor)
Models whole number multiplication and division algorithms (e.g.,	Models whole number multiplication and division algorithms (e.g.,	Solves whole number word problems with division over 10 x 10
shows multiplication as repeated addition and division as repeated subtraction)	shows multiplication as repeated addition and division as repeated subtraction)	Determines the remainder in a real-world problem (whole numbers)
Models multiplication and division algorithms using arrays (whole	Instantly recalls division facts with dividend and divisors less than 10	Uses division for multiple-step real-world problems (whole numbers)
numbers)	Instantly recalls division facts with dividend and divisors less than 13	Solves real-world problems involving 2-step multiple operations, whole
• Instantly recalls division facts with dividend and divisors less than 10	Divides a 2-digit number by a 1-digit number with no remainder	numbers only
Solves real-world whole number problems involving addition and	Solves word problems with whole number division facts with dividend	Adds fractions with like denominators without reducing
subtraction	and divisors less than 11	Adds whole numbers and fractions
<ul> <li>Recognizes addition and subtraction fact families through 18</li> <li>Demonstrates an understanding of the inverse relationship between</li> </ul>	Solves simple word problems involving whole number division with remainder (e.g., 1-step, 1-digit divisor)	Uses models to add and subtract fractions and connect the actions to algorithms
multiplication and division	Uses models to add and subtract fractions and connect the actions to	Subtracts fractions with like denominators without reducing
Adds decimals to the hundredths place (same number of digits)	algorithms	Subtracts mixed fractions with like denominators with no regrouping
<ul> <li>Identifies the value of a collection of coins to \$1.00 (without picture of coins)</li> </ul>	Subtracts fractions with like denominators without reducing     Solves real-world 1-step problems involving addition and subtraction of	Solves real-world 1-step problems involving addition and subtraction of fractions with like denominators
Adds money with regrouping	fractions with like denominators	Multiplies a fraction by a fraction without reducing to simplest form
<ul> <li>Identifies the value of a collection of coins and bills to \$10.00 by counting on (with picture of money)</li> </ul>	Solves real-world 1-step problems involving multiplication or division of a whole number by a fraction	(simple problem)  • Adds decimals to the thousandths place horizontally with and without
Finds equivalent combinations of coins with the same value	Adds decimals to the hundredths place (same number of digits)	regrouping
Combines a collection of coins and identifies the correct notation	Adds decimals to the hundredths place in vertical format (not same number of digits)	Subtracts decimals to the hundredths place (same number of digits)
Makes change to \$1.00 by counting on or subtracting		with regrouping
Computes with dollars and cents up to and including \$5.00 and converts to decimals (addition/subtraction only)	Adds decimals to the thousandths place vertically with and without regrouping	Subtracts decimals to the thousandths place, vertically, with and without regrouping
Computes 1 operation on addition or subtraction real-world problems involving money up to \$5.00	Identifies the value of a collection of coins to \$1.00 (without picture of coins)	Subtracts decimals through the hundred-thousandths place, vertically

\* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.



## **Mathematics**

Goal: The Real and Complex Number Systems

RIT Score Range: 191 - 200 Statements Last Updated: Mar 10, 2014

Skills and Concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
Perform Operations	Perform Operations	Perform Operations
Identifies the correct time, given the words, and vice versa     Determines classed clock time.	Adds money with regrouping     Identifies the value of a collection of coins and bills to \$10.00 by	Computes the value of multiple bills and coins (addition/subtraction only)
<ul> <li>Determines elapsed clock time</li> <li>Determines elapsed time under 1 hour or to the hour</li> </ul>	counting on (without picture of money)	Multiplies a decimal by whole number
<ul> <li>Determines elapsed time involving whole hours, whole days, whole years</li> <li>Tells time to the nearest 5 minutes</li> <li>Determines the operation needed from a simple problem</li> </ul>	Finds equivalent combinations of coins with the same value     Subtracts decimals to the hundredths place (same number of digits) with regrouping     Subtracts decimals to the thousandths place, vertically, with and	Divides decimal by a whole number     Computes with dollars and cents up to and including \$5.00 and converts to decimals (multiplication/division)     Computes addition and subtraction on multiple-step real-world
Identifies the number that is 1 less than a given number     Distinguishes between odd and even numbers	without regrouping     Makes change to \$1.00 by counting on or subtracting	problems involving money     Computes money problems with multiple operations (addition/
	Solves real-world problems involving decimals (not money) using addition and subtraction     Computes with dollars and cents up to and including \$5.00 and	<ul> <li>subtraction only)</li> <li>Computes addition, subtraction, multiplication, and division on multiple step, real-world problems involving money</li> </ul>
	converts to decimals (addition/subtraction only)  Computes 1 operation on real-world problems involving money over	Solves real-world problems involving addition and subtraction of integers
	\$5.00 (addition/subtraction only)  • Multiplies a decimal by whole number	Solves problems involving measurement of time     Solves simple problems involving elapsed time, with the conversion or
	Computes with dollars and cents up to and including \$5.00 and converts to decimals (multiplication/division)	hours • Solves problems using tables
	Computes 1 operation on real-world problems involving money over \$5.00 (multiplication/division)	Writes a terminating decimal as a fraction or mixed number     Expresses the equivalent form of a fraction, decimal, and/or percent
	Computes basic operations with units of weight/mass	(simple fraction)
	Identifies the correct time, given the words, and vice versa	
	Determines elapsed clock time	
	Tells time to the nearest quarter hour	
	Determines elapsed time involving whole hours, whole days, whole years	
	Tells time to the nearest 1 minute	
	Solves simple problems involving elapsed time, with the conversion of hours	
	Determines the operation needed from a simple problem	
	Solves problems using tables	
	Distinguishes between odd and even numbers	
	Identifies numbers as composite	
xtend and Use Properties	Extend and Use Properties	Extend and Use Properties
• Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)	Determines and names locations in the first quadrant on a labeled grid or coordinate system (e.g., map or graph)	Graphs ordered pairs in the first quadrant     Determines and names locations in the first quadrant on a labeled graph.
Identifies the numeral and written name for whole numbers to 1000 to 10999 (e.g., 3456 is three thousand, four hundred fifty-six, and vice versa) Identifies the numeral and written name for whole numbers 10,000 to 100,000	Identifies whole numbers over 999 using base-10 blocks	or coordinate system (e.g., map or graph)
	Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place	Determines the distance between horizontal and vertical lines in the first quadrant of a rectangular coordinate system

Generated 6/5/14, 2:48:02 PM

\* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.



## **Mathematics**

Goal: The Real and Complex Number Systems

RIT Score Range: 191 - 200 Statements Last Updated: Mar 10, 2014

Skills and Concepts to Enhance (73% Probability*)	Skills and Concepts to Develop (50% Probability*)	Skills and Concepts to Introduce (27% Probability*)
181 - 190	191 - 200	201 - 210
Extend and Use Properties	Extend and Use Properties	Extend and Use Properties
<ul> <li>Compares whole numbers through 999</li> <li>Compares whole numbers through 9999</li> </ul>	Identifies the numeral and written name for whole numbers 10,000 to     100,000	Determines the distance between points, following grid lines, in the first quadrant on a coordinate graph (as in city blocks)
Rounds 2- and 3- digit whole numbers to the nearest ten	Identifies the numeral and written name for whole numbers over	Locates the origin on a coordinate grid
Rounds 3-digit whole numbers to the nearest hundred	100,000	Identifies whole numbers over 999 using base-10 blocks
Counts objects that are grouped into tens and ones	• Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (<, =, >)	Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place
<ul> <li>Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)</li> </ul>	• Compares whole numbers through the thousands using the symbols <, >, or =	Identifies the numeral and written name for whole numbers over 100,000
Identifies the place value and value of each digit in whole numbers	Rounds 2- and 3- digit whole numbers to the nearest ten	Compares whole numbers through the billions using the symbols <, >,
through the tens place	Rounds 3-digit whole numbers to the nearest hundred	or =
<ul> <li>Identifies the place value and value of each digit in whole numbers through the hundreds place</li> </ul>	• Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)	Orders whole numbers a million or greater using < or > symbols
<ul> <li>Identifies the place value and value of each digit in whole numbers</li> </ul>	• Identifies the place value and value of each digit in whole numbers	Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten
through the thousands	through the thousands	Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred
Identifies the place value and value of each digit in whole numbers     through the hundred thousands.	Identifies the place value and value of each digit in whole numbers	Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand
through the hundred thousands	through the hundred thousands	Rounds whole numbers to the nearest hundred thousand
Represents 3/4 with a diagram or model	Writes whole numbers in standard and expanded form through the	Rounds wholes numbers to the nearest billion
Identifies equal parts by using models	hundreds	Explains the rules for rounding
<ul><li>Identifies 1/2 from a region or set</li><li>Identifies one-half from a region or set</li></ul>	Writes whole numbers in standard and expanded form through the thousands	<ul> <li>Writes equivalent forms of whole numbers using place value (e.g., 54</li> <li>= 4 tens and 14 ones)</li> </ul>
<ul> <li>Identifies 1/4 from a region or set</li> </ul>	Represents 1/3 with a diagram or model	Identifies the place value and value of each digit in whole numbers
• Identifies 2/4, 3/4, or 4/4 from a region or set	Represents fractions with denominators other than 2, 3, 4 with a diagram or model	through the billions  • Writes whole numbers in standard and expanded form through the
Identifies 2/3 or 3/3 from a region or set	Identifies 1/4 from a region or set	hundred thousands
<ul><li>Identifies tenths from a region or set</li><li>Identifies eighths from a region or set</li></ul>	Identifies 1/3 from a region or set	Applies base ten place value concepts with whole numbers to solve problems
<ul> <li>Identifies a fraction (denominators other than 2, 3, 4, 8, 10) from a</li> </ul>	• Identifies 2/3 or 3/3 from a region or set	Writes whole numbers using place value terms and vice versa
region or set	Identifies tenths from a region or set	Identifies halves of a region using nonadjacent parts
<ul> <li>Compares and orders decimals to the hundredths place (same number of digits after decimal)</li> </ul>	Identifies a fraction (denominators other than 2, 3, 4, 8, 10) from a region or set	Identifies equivalent fractions using visual representations
or digits after decimal)	Identifies equivalent fractions using visual representations	• Expresses 1 in many different ways (e.g., 3/3, 4/4)
	Matches numeric and visual representation of equivalent fractions	Converts a basic fractional numeral to lowest terms (e.g., halves, thirds, quarters)
	Explains different interpretations of fractions (e.g., parts of a whole, parts of a set, and division of whole numbers by whole numbers)	Writes mixed numbers as improper fractions and improper fractions as mixed numbers
		Compares fractions (e.g., common denominator, 1 in the numerator,
		denominator is 2, 3, 4, 6, 8, 10)  • Orders fractions on a number line
		Explains different interpretations of fractions (e.g., parts of a whole,
		parts of a set, and division of whole numbers by whole numbers)
		Identifies a decimal on a number line to the tenths place
		Rounds decimals to the nearest whole number
Explanatory Notes		

\* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.



**Mathematics** 

Goal: The Real and Complex Number Systems

RIT Score Range: 191 - 200 Statements Last Updated: Mar 10, 2014

Skills and Concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
Extend and Use Properties	Extend and Use Properties	Extend and Use Properties
		Compares integers on a number line
New Vocabulary: changed, clock, closest, digit, fourths, gave, half past, how much time, hundreds, left, left over, million, nearest, noon, o'clock, one, pennies, quarter past, quarter to, row, ten thousand, unifix cubes, what time	New Vocabulary: billion, composite number, decade, deposit, each, grid, hundred million, miles per hour, prime number, quintillion, standard numeral, trillion	New Vocabulary: biggest, coordinate, coordinate point, expanded numeral, larger, miles per gallon, origin
		New Signs and Symbols: ft feet, in. inch, mpg miles per gallon, - negative number
New Signs and Symbols: { } set notation, ÷ division, long division symbol, : used with time, : used with time	<ul> <li>New Signs and Symbols: ( ) ordered pair, °F degrees Fahrenheit, g gram,</li> <li>&gt; greater than, lb pound, &lt; less than, min minute, mph miles per hour, %</li> <li>percent, • point, R remainder</li> </ul>	

**Explanatory Note** 

Generated 6/5/14, 2:48:02 PM

\* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

of

Page