

Oakley Union Elementary School District (O.U.E.S.D.)

Kid-Friendly California Standards & Benchmarks for Math



OUESD Kid Friendly Standards & Benchmarks – Math (Kindergarten)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Number Sense		
1.0	Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):	
1.1	Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	<i>I can tell by looking at two groups of up to 10 things, which group has more, less or the same number of things in it.</i>
1.2	Count, recognize, represent, name, and order a number of objects (up to 30).	<i>I can read, write, and count objects up to 30. I can also put them in order by number.</i>
1.3	Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	<i>I know that a larger numeral tells about a group with more objects than a smaller numeral.</i>
2.0	Students understand and describe simple additions and subtractions:	
2.1	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	<i>I use real objects to find answers to addition and subtraction problems.</i>
3.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:	
3.1	Recognize when an estimate is reasonable.	<i>I can tell when an estimate makes sense.</i>
Algebra and Functions		
1.0	Students sort and classify objects:	
1.1	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	<i>I can sort objects into groups by the ways they are alike. I can tell which objects don't belong to a group.</i>
Measurement and Geometry		
1.0	Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:	
1.1	Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).	<i>I can tell if objects are shorter, longer, taller, lighter, heavier, or can hold more than each other.</i>
1.2	Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).	<i>I know about time and ways to measure it with clocks and calendars. I know the meaning of time words such as morning, evening, today, yesterday, tomorrow, week, month and year.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (Kindergarten)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
1.3	Name the days of the week.	<i>I know the names of the days of the week.</i>
1.4	Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).	<i>I can tell the time of everyday events to the nearest hour.</i>
2.0	Students identify common objects in their environment and describe the geometric features:	
2.1	Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).	<i>I can name and describe common shapes like circles, triangles, squares, rectangles, cubes, spheres, and cones.</i>
2.2	Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	<i>I can name and tell about flat and solid objects by things they have the same, such as position, shape, size, roundness, and number of corners.</i>
Statistics, Data Analysis, and Probability		
1.0	Students collect information about objects and events in their environment:	
1.1	Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.	<i>I can ask questions, gather data, and share results using objects, pictures, and picture graphs.</i>
1.2	Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	<i>I can name, tell about, and make longer patterns using shapes, sizes and colors.</i>
Mathematical Reasoning		
1.0	Students make decisions about how to set up a problem:	
1.1	Determine the approach, materials, and strategies to be used.	<i>I can figure out how to solve a math problem and what materials I will need to use to do it.</i>
1.2	Use tools and strategies, such as manipulatives or sketches, to model problems.	<i>I can use tools and plan how to solve a math problem.</i>
2.0	Students solve problems in reasonable ways and justify their reasoning:	
2.1	Explain the reasoning used with concrete objects and/ or pictorial representations.	<i>I can explain how I solved a math problem using objects and/or drawings.</i>
2.2	Make precise calculations and check the validity of the results in the context of the problem.	<i>I can solve a problem and then consider if my answer makes sense.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (1st Grade)

CA Standards & Benchmarks	<i>OUESD Kid Friendly Standards & Benchmarks</i>
Number Sense	
1.0	Students understand and use numbers up to 100:
1.1	Count, read, and write whole numbers to 100. <i>I can count, read and write numbers 0 to 100.</i>
1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >). <i>I know how to use the symbols +, -, =, >, and <.</i>
1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3). <i>I can show different ways to make a number.</i>
1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4). <i>I know how to count and group objects by tens and ones.</i>
1.5	Identify and know the value of coins and show different combinations of coins that equal the same value. <i>I can name pennies, nickels, dimes and quarters I can add different coins to get the same value.</i>
2.0	Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:
2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory. <i>I can solve and have memorized all the addition and subtraction facts from 0-20.</i>
2.2	Use the inverse relationship between addition and subtraction to solve problems. <i>I know that adding and subtracting are opposites and are used to solve problems.</i>
2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number. <i>If someone tells me a number between 0-100, I can tell you what one more than, what one less than, what 10 more than or what 10 less than that number is.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (1st Grade)

2.4	Count by 2s, 5s, and 10s to 100.	<i>I can skip count to 100 by 2's, 5's, and 10's.</i>
2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	<i>I can show you what it means to add or subtract.</i>
2.6	Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).	<i>I can add and subtract one and two digit numbers.</i>
2.7	Find the sum of three one-digit numbers.	<i>I can add three numbers together.</i>
3.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:	
3.1	Make reasonable estimates when comparing larger or smaller numbers.	<i>I can make a guess (estimate) close to the correct answer when comparing numbers.</i>
Algebra and Functions		
1.0	Students use number sentences with operational symbols and expressions to solve problems:	
1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	<i>I can write number sentences to solve word problems.</i>
1.2	Understand the meaning of the symbols +, -, =.	<i>I understand the meaning of the symbols (+), (-), and (=).</i>
1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.	<i>I can make up a word problem and write the number sentence that matches.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (1st Grade)

Measurement and Geometry		
1.0	Students use direct comparison and nonstandard units to describe the measurements of objects:	
1.1	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.	<i>I can compare the length, weight, and volume of different objects.</i>
1.2	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).	<i>I know the time things happen during the day and I can tell time by the hour and half hour.</i>
2.0	Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:	
2.1	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.	<i>I can name, describe and compare shapes such as triangles, rectangles, squares, and circles.</i>
2.2	Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.	<i>I can sort objects and explain how I sorted them.</i>
2.3	Give and follow directions about location.	<i>I can give and follow directions using words like “on top, above, next to, in front of, or behind.”</i>
2.4	Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).	<i>I can arrange and describe objects in space.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (1st Grade)

Statistics, Data Analysis, and Probability		
1.0	Students organize, represent, and compare data by category on simple graphs and charts:	
1.1	Sort objects and data by common attributes and describe the categories.	<i>I can sort objects and information and describe why or how I sorted them.</i>
1.2	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.	<i>I can use picture graphs, bar graphs, and tally charts to find and talk about information.</i>
2.0	Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:	
2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	<i>I can build my own patterns and finish patterns someone else has started, and explain what kind of pattern it is.</i>
Mathematical Reasoning		
1.0	Students make decisions about how to set up a problem:	
1.1	Determine the approach, materials, and strategies to be used.	<i>I can figure out what kind of math to do and what materials I need to solve the problem.</i>
1.2	Use tools, such as manipulatives or sketches, to model problems.	<i>I can use math tools or drawings to solve a math problem.</i>
2.0	Students solve problems and justify their reasoning:	
2.1	Explain the reasoning used and justify the procedures selected.	<i>I can explain how I solved a math problem using objects and/or drawings.</i>
2.2	Make precise calculations and check the validity of the results from the context of the problem.	<i>I can solve a problem and then decide if my answer makes.</i>
3.0	Students note connections between one problem and another.	

OUESD Kid Friendly Standards & Benchmarks – Math (2nd Grade)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Number Sense		
1.0	Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:	
1.1	Count, read, and write whole numbers to 1,000 and identify the place value for each digit.	<i>I can count, read, and write numbers to 1,000 and tell the place value of each digit.</i>
1.2	Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).	<i>I can use words, objects, and expanded forms to show numbers to 1,000.</i>
1.3	Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.	<i>I can use $<$, $=$, $>$ to order and compare numbers to 1,000.</i>
2.0	Students estimate, calculate, and solve problems involving addition and subtraction of two- and three digit numbers:	
2.1	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.	<i>I know how to solve addition and subtraction problems and check my answers by using the opposite operation.</i>
2.2	Find the sum or difference of two whole numbers up to three digits long.	<i>I can add and subtract two whole numbers up to three digits long.</i>
2.3	Use mental arithmetic to find the sum or difference of two two-digit numbers.	<i>I can figure in my head the sum or difference of two 2-digit numbers.</i>
3.0	Students model and solve simple problems involving multiplication and division:	
3.1	Use repeated addition, arrays, and counting by multiples to do multiplication.	<i>I can use repeated addition, arrays, and multiples counting to do multiplication.</i>
3.2	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.	<i>I can use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.</i>
3.3	Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.	<i>I have memorized the 2s, 5s, and 10s multiplication tables.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (2nd Grade)

4.0	Students understand that fractions and decimals may refer to parts of a set and parts of a whole:	
4.1	Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.	<i>I can recognize, name and compare fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</i>
4.2	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).	<i>I know fractions are a part of a whole or a group and can understand and name the part.</i>
4.3	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.	<i>I know that when all the fraction parts of an object are put together, they make one whole or 1.</i>
5.0	Students model and solve problems by representing, adding, and subtracting amounts of money:	
5.1	Solve problems using combinations of coins and bills.	<i>I can solve dollar and cents math problems.</i>
5.2	Know and use the decimal notation and the dollar and cent symbols for money.	<i>I can write the value of money using \$ (dollar) and ¢ (cents).</i>
6.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones	
6.1	Recognize when an estimate is reasonable in measurements (e.g.	<i>I can tell when my estimate makes sense when I am measuring things.</i>
Algebra and Functions		
1.0	Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:	
1.1	Use the commutative and associative rules to simplify mental calculations and to check results.	<i>I can use addition and subtraction property rules (commutative and associative) to figure in my head and check my answers.</i>
1.2	Relate problem situations to number sentences involving addition and subtraction.	<i>I can rewrite a word problem into an addition or subtraction number problem.</i>
1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	<i>I can use the information from charts, picture graphs, and number sentences to solve addition and subtraction problems.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (2nd Grade)

Measurement and Geometry		
1.0	Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:	
1.1	Measure the length of objects by iterating (repeating) a nonstandard or standard unit.	<i>I can measure the length of an object by repeating a standard or nonstandard unit.</i>
1.2	Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.	<i>I know that when I use different units to measure an object, the measures will be different and I can predict which will be greater or smaller.</i>
1.3	Measure the length of an object to the nearest inch and/ or centimeter.	<i>I know how to measure the length of an object to the nearest inch and/or centimeter.</i>
1.4	Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).	<i>I can tell time to the nearest quarter hour. I know there are 60 minutes in one hour, 7 days in one week, 28-31 days in one month, and 52 weeks in one year.</i>
1.5	Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).	<i>I can figure out how many hours have gone by between two times.</i>
2.0	Students identify and describe the attributes of common figures in the plane and of common objects in space:	
2.1	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.	<i>I can name, describe and group plane and solid shapes by the number and shape of faces, edges, and vertices (circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism).</i>
2.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).	<i>I can put shapes together and take them apart to make other shapes.</i>
Statistics, Data Analysis, and Probability		
1.0	Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:	
1.1	Record numerical data in systematic ways, keeping track of what has been counted.	<i>I can collect and record data and keep track of what I have counted in many ways.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (2nd Grade)

1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).	<i>I can share the data I have collected in more than one way such as graphs, charts, and drawings.</i>
1.3	Identify features of data sets (range and mode).	<i>I know what “range” and “mode” mean when talking about sets of data.</i>
1.4	Ask and answer simple questions related to data representations.	<i>I can ask and answer simple questions about what a graph or chart means.</i>
2.0	Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:	
2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses).	<i>I can name, tell about, and extend patterns and figure out what comes next in a linear numeric pattern.</i>
2.2	Solve problems involving simple number patterns.	<i>I can solve problems where I need to figure out a pattern.</i>
Mathematical Reasoning		
1.0	Students make decisions about how to set up a problem:	
1.1	Determine the approach, materials, and strategies to be used.	<i>I can figure out how to solve a math problem and what things I will need to use to solve it.</i>
1.2	Use tools, such as manipulatives or sketches, to model problems.	<i>I can draw my answers or use objects to solve a problem.</i>
2.0	Students solve problems and justify their reasoning:	
2.1	Defend the reasoning used and justify the procedures selected.	<i>I can explain to someone my answer and why I solved a problem in the way I did.</i>
2.2	Make precise calculations and check the validity of the results in the context of the problem.	<i>I can solve a problem carefully, check my work and then decide if my answer makes sense.</i>
3.0	Students note connections between one problem and another.	

OUESD Kid Friendly Standards & Benchmarks – Math (3rd Grade)

CA Standards & Benchmarks	<i>OUESD Kid Friendly Standards & Benchmarks</i>
Number Sense	
1.0	Students understand the place value of whole numbers:
1.1	Count, read, and write whole numbers to 10,000. <i>I can count, read, and write whole numbers to 10,000.</i>
1.2	Compare and order whole numbers to 10,000. <i>I can compare and order whole numbers to 10,000.</i>
1.3	Identify the place value for each digit in numbers to 10,000. <i>I can name the place value for each whole number digit to 10,000.</i>
1.4	Round off numbers to 10,000 to the nearest ten, hundred, and thousand. <i>I can round off to the nearest ten, hundred, and thousand for whole numbers to 10,000.</i>
1.5	Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$). <i>I can use expanded notation to show numbers.</i>
2.0	Students calculate and solve problems involving addition
2.1	Find the sum or difference of two whole numbers between 0 and 10,000. <i>I can add or subtract two whole numbers between 0 and 10,000.</i>
2.2	Memorize to automaticity the multiplication table for numbers between 1 and 10. <i>I know by heart the multiplication tables for numbers from 1 to 10.</i>
2.3	Use the inverse relationship of multiplication and division to compute and check results. <i>I know that multiplication and division are opposites and can use this to check my answers.</i>
2.4	Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$). <i>I can solve multiplication problems of multi-digit numbers times a one-digit number.</i>
2.5	Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 \div 5 = \underline{\quad}$). <i>I can solve division problems of multi-digit numbers evenly divided by a one-digit number.</i>
2.6	Understand the special properties of 0 and 1 in multiplication and division. <i>I know the meaning of 0 and 1 in multiplication and division.</i>
2.7	Determine the unit cost when given the total cost and number of units. <i>I can figure out the cost of one item when I know a total cost and total number of items.</i>
2.8	Solve problems that require two or more of the skills mentioned above. <i>I can solve problems that require two or more steps involving addition, subtraction, multiplication, and division.</i>
3.0	Students understand the relationship between whole numbers, simple fractions, and decimals:

OUESD Kid Friendly Standards & Benchmarks – Math (3rd Grade)

3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).	<i>I can compare fractions using drawings, math tools, or real objects to show how they are equal and to add and subtract simple fractions.</i>
3.2	Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).	<i>I can add and subtract simple fractions.</i>
3.3	Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.	<i>I can add, subtract, multiply, and divide to solve money problems involving decimals with whole-number multipliers and divisors.</i>
3.4	Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar).	<i>I understand the relationship between whole numbers, fractions, and decimals and can show examples of equality.</i>
Algebra and Functions		
1.0	Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:	
1.1	Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.	<i>I can write a math expression or equation using symbols to show how the numbers relate to each other.</i>
1.2	Solve problems involving numeric equations or inequalities.	<i>I can solve problems using the correct symbol (+, -, x, •, ÷, >, <, =, ≠)</i>
1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __ 3 = 12, what operational symbol goes in the blank?).	<i>I can pick the correct symbol to make a number sentence true.</i>
1.4	Express simple unit conversions in symbolic form (e.g., __ inches = __ feet x 12).	<i>I can change one form a measurement to another (feet to inches, hours to minutes, weeks to days).</i>
1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).	<i>I know and can use the commutative and associative properties of multiplication.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (3rd Grade)

2.0	Students represent simple functional relationships:	
2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).	<i>I can solve problems involving a relationship between two things.</i>
2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	<i>I can figure out a linear pattern and continue it.</i>
Measurement and Geometry		
1.0	Students choose and use appropriate units and measurement tools to quantify the properties of objects:	
1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.	<i>I can estimate and then use the correct tools and units to measure length, liquid volume, and weight/mass of given objects.</i>
1.2	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.	<i>I can estimate and then use squares or cubes to figure out the area and volume of solid figures.</i>
1.3	Find the perimeter of a polygon with integer sides.	<i>I can find the perimeter of a polygon with whole number sides.</i>
1.4	Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).	<i>I can do simple unit conversion within the same measurement system.</i>
2.0	Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:	
2.1	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).	<i>I can name, describe, and group different kinds of polygons (pentagons, hexagons, octagons).</i>
2.2	Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	<i>I can name different kinds of triangles and talk about their qualities.</i>
2.3	Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	<i>I can name different kinds of quadrilaterals and talk about their qualities.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (3rd Grade)

2.4	Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.	<i>I can find right angles in geometric figures and tell if other angles are greater or less than 90°.</i>
2.5	Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).	<i>I can name, describe, and group common three-dimensional geometric objects such as cube, rectangular solid, sphere, prism, pyramid, cone, and cylinder.</i>
2.6	Identify common solid objects that are the components needed to make a more complex solid object.	<i>I can find and name common solid objects that are parts of a more complex solid object.</i>
Statistics, Data Analysis, and Probability		
1.0	Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:	
1.1	Identify whether common events are certain, likely, unlikely, or improbable.	<i>I can tell whether some event is certain, likely, unlikely, or improbable.</i>
1.2	Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.	<i>I can record the possible outcomes for a simple event and track outcomes when it is repeated.</i>
1.3	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).	<i>I can make bar graphs or line plots to show the results of probability experiments.</i>
1.4	Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).	<i>I can use the results of probability experiments to help me predict what will happen in the future.</i>
Mathematical Reasoning		
1.0	Students make decisions about how to approach problems:	
	1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	<i>I can look at problems, see relationships, understand what information is needed, what information is not needed, what information is missing, put the information in sequence and importance order, and see any patterns.</i>
1.2	Determine when and how to break a problem into simpler parts.	<i>I can figure out when and how to break a problem into simpler parts so it can be solved.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (3rd Grade)

2.0	Students use strategies, skills, and concepts in finding solutions:	
2.1	Use estimation to verify the reasonableness of calculated results.	<i>I can estimate to check if an answer makes sense or not.</i>
2.2	Apply strategies and results from simpler problems to more complex problems.	<i>I can use strategies and answers from simpler problems to help solve more difficult problems.</i>
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	<i>I can use many different ways to explain how I solved a problem including words, numbers, symbols, charts, graphs, tables, diagrams and models.</i>
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	<i>I can use appropriate math notation, terms and language to clearly and logically state an answer and provide my work and words to support it.</i>
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	<i>I know when an exact answer is needed and when it is better to estimate.</i>
2.6	Make precise calculations and check the validity of the results from the context of the problem.	<i>I can find the correct answer and check my work based on the problem's information.</i>
	3.0 Students move beyond a particular problem by generalizing to other situations:	
3.1	Evaluate the reasonableness of the solution in the context of the original situation.	<i>I can check if my answer makes sense based on the problem's information.</i>
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	<i>I can show or tell the steps I used to solve a problem and use the same method to solve similar problems.</i>
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	<i>I can recognize patterns in how I reach answers and apply what I learn to other situations.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (4th Grade)

CA Standards & Benchmarks	<i>OUESD Kid Friendly Standards & Benchmarks</i>
Number Sense	
1.0	Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:
1.1	Read and write whole numbers in the millions. <i>I can read and write numbers in the millions.</i>
1.2	Order and compare whole numbers and decimals to two decimal places. <i>I can put in order and compare numbers and decimals to two decimal places.</i>
1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand. <i>I can round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.</i>
1.4	Decide when a rounded solution is called for and explain why such a solution may be appropriate. <i>I can decide when a rounded solution is called for and can explain why.</i>
1.5	Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions. <i>I can explain fractions in many different ways. I know that parts of a whole, parts of a set, and division of whole numbers by whole numbers are all ways to talk about fractions. I can explain equivalent fractions (e.g., 1/2 and 2/4).</i>
1.6	Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5$ or $.50$; $7/4 = 1\ 3/4 = 1.75$). <i>I can write tenths and hundredths in both decimals and fractions.</i>
1.7	Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line. <i>I can write a fraction shown in a drawing, can draw a figure to show a fraction, and can locate a fraction as a decimal on a number line.</i>
1.8	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing"). <i>I can use negative numbers on a number line, in counting, in temperature, and in "owing".</i>
1.9	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places. <i>I can show positive fractions, positive mixed numbers and positive decimals to two decimal places on a number line.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (4th Grade)

2.0	Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:	
2.1	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.	<i>I can estimate and compute whole numbers and positive decimals to two places using addition and subtraction.</i>
2.2	Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.	<i>I can round hundredths to tenths or the nearest whole number and decide if the answer makes sense.</i>
3.0	Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:	
3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi digit numbers.	<i>I can accurately add and subtract multi-digit numbers.</i>
3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi digit number by a two-digit number and for dividing a multi digit number by a one-digit number; use relationships between them to simplify computations and to check results.	<i>I can accurately multiply a multi-digit number by a 2-digit number, divide a multi-digit number by a 1-digit number, and check my work.</i>
3.3	Solve problems involving multiplication of multi digit numbers by two-digit numbers.	<i>I can multiply multi-digit numbers by 2-digit numbers.</i>
3.4	Solve problems involving division of multi digit numbers by one-digit numbers.	<i>I can divide multi-digit numbers by 1-digit numbers.</i>
4.0	Students now how to factor small whole numbers:	
4.1	Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).	<i>I can factor whole numbers.</i>
4.2	Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.	<i>I know what prime numbers are.</i>
Algebra and Functions		
1.0	Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:	

OUESD Kid Friendly Standards & Benchmarks – Math (4th Grade)

1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).	<i>I can use letters, boxes, and other symbols to represent a variable in a simple expression or equation.</i>
1.2	Interpret and evaluate mathematical expressions that now use parentheses.	<i>I can solve expressions that have parentheses.</i>
1.3	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	<i>I can use parentheses to show which operation to perform first in expressions with more than 2 terms and different operations.</i>
1.4	Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships.	<i>I can solve problems using formulas like Area = Length X Width or $A=LW$.</i>
1.5	Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.	<i>I know that an equation is a method for figuring out a second number when the first number is given ($y=3x + 5$).</i>
2.0	Students know how to manipulate equations:	
2.1	Know and understand that equals added to equals are equal.	<i>I know that equals added to equals are equal.</i>
2.2	Know and understand that equals multiplied by equals are equal.	<i>I know that equals multiplied by equals are equal.</i>
Measurement and Geometry		
1.0	Students understand perimeter and area:	
1.1	Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2).	<i>I can measure the area of rectangular shapes using appropriate units (cm^2, m^2, km^2, in^2, yd^2, mi^2).</i>
1.2	Recognize that rectangles that have the same area can have different perimeters.	<i>I know that rectangles with the same area can have different perimeters.</i>
1.3	Understand that rectangles that have the same perimeter	<i>I know that rectangles with the same perimeter can have</i>

OUESD Kid Friendly Standards & Benchmarks – Math (4th Grade)

	can have different areas.	<i>different areas.</i>
1.4	Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.	<i>I can use formulas to calculate perimeters and areas of rectangles and squares and use the formulas with more complex figures by dividing the figures into basic shapes.</i>
2.0	Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:	
2.1	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).	<i>I can draw points on a graph that shows a linear relationship.</i>
2.2	Understand that the length of a horizontal line segment equals the difference of the x -coordinates.	<i>I know the length of a horizontal line segment equals the difference of the x-coordinates.</i>
2.3	Understand that the length of a vertical line segment equals the difference of the y -coordinates.	<i>I know the length of a vertical line segment equals the difference of the y-coordinates.</i>
3.0	Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:	
3.1	Identify lines that are parallel and perpendicular.	<i>I can identify parallel and perpendicular lines.</i>
3.2	Identify the radius and diameter of a circle.	<i>I can identify the radius and diameter of a circle.</i>
3.3	Identify congruent figures.	<i>I can identify congruent figures.</i>
3.4	Identify figures that have bilateral and rotational symmetry.	<i>I can identify figures that have bilateral and rotational symmetry.</i>
3.5	Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90° , 180° , 270° , and 360° are associated, respectively, with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns.	<i>I can define right, acute and obtuse angles. I can relate circle angles of 90°, 180°, 270°, and 360° with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns respectively.</i>
3.6	Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw	<i>I can picture, talk about, and make models of geometric solids (prisms, pyramids) in terms of the number and shapes of faces, edges, and vertices. I can understand, draw, cut, fold, and build a paper pattern to create a 3-</i>

OUESD Kid Friendly Standards & Benchmarks – Math (4th Grade)

	patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.	<i>dimensional object.</i>
3.7	Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.	<i>I can name and describe different triangles (equilateral, isosceles, scalene).</i>
3.8	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).	<i>I can name and describe different quadrilaterals (rhombus, square, rectangle, parallelogram, trapezoid).</i>
Statistics, Data Analysis, and Probability		
1.0	Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:	
1.1	Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.	<i>I can create survey questions and collect and represent the data from the survey on a number line, coordinate graphs, tables, and charts.</i>
1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.	<i>I can identify the mean, mode, and median for a set of data.</i>
1.3	Interpret one- and two-variable data graphs to answer questions about a situation.	<i>I can interpret one- and two-variable data graphs to answer questions about a situation.</i>
2.0	Students make predictions for simple probability situations:	
2.1	Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).	<i>I can show all possible outcomes for probability problems in an organized way.</i>
2.2	Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; $\frac{3}{4}$).	<i>I can show the outcomes of probability situations with both words and numbers.</i>
Mathematical Reasoning		
1.0	Students make decisions about how to approach problems:	
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	<i>I can look at problems, see relationships, understand what information is needed, what information is not needed, what information is missing, put the information in sequence and importance order, and see any patterns.</i>
1.2	Determine when and how to break a problem into	<i>I can figure out when and how to break a problem into</i>

OUESD Kid Friendly Standards & Benchmarks – Math (4th Grade)

	simpler parts.	<i>simpler parts so it can be solved.</i>
2.0	Students use strategies, skills, and concepts in finding solutions:	
2.1	Use estimation to verify the reasonableness of calculated results.	<i>I can estimate to check if an answer makes sense or not.</i>
2.2	Apply strategies and results from simpler problems to more complex problems.	<i>I can use strategies and answers from simpler problems to help solve more difficult problems.</i>
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	<i>I can use many different ways to explain how I solved a problem including words, numbers, symbols, charts, graphs, tables, diagrams and models.</i>
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	<i>I can use appropriate math notation, terms and language to clearly and logically state an answer and provide my work and words to support it.</i>
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	<i>I know when an exact answer is needed and when it is better to estimate.</i>
2.6	Make precise calculations and check the validity of the results from the context of the problem.	<i>I can find the correct answer and check my work based on the problem's information.</i>
3.0	Students move beyond a particular problem by generalizing to other situations:	
3.1	Evaluate the reasonableness of the solution in the context of the original situation.	<i>I can check if my answer makes sense based on the problem's information.</i>
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	<i>I can show or tell the steps I used to solve a problem and use the same method to solve similar problems.</i>
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	<i>I can recognize patterns in how I reach answers and apply what I learn to other situations.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (5th Grade)

CA Standards & Benchmarks	<i>OUESD Kid Friendly Standards & Benchmarks</i>
Number Sense	
1.0	Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:
1.1	Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers. <i>I can estimate, round, and manipulate very large (millions) and very small (thousandths) numbers.</i>
1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number. <i>I can explain percent and calculate a percent of a whole number. I can compute and explain fraction, decimal and percent equivalents.</i>
1.3	Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication. <i>I can understand and compute using exponents.</i>
1.4	Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$). <i>I know the prime factors of all numbers through 50 and can write their prime factorization using exponents.</i>
1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers. <i>I can name and show decimals, fractions, mixed numbers, and positive and negative integers on a number line.</i>
2.0	Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:
2.1	Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. <i>I can add, subtract, multiply, and divide decimals. I can add and subtract negative numbers. I can check my answer for accuracy.</i>
2.2	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors. <i>I can solve division problems with whole numbers, positive decimals, and multi-digit divisors.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (5th Grade)

2.3	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.	<i>I can add and subtract fractions and mixed numbers and write the answer in the simplest form.</i>
2.4	Understand the concept of multiplication and division of fractions.	<i>I understand the concept of multiplication and division of fractions.</i>
2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	<i>I can multiply and divide fractions and use these methods to solve problems.</i>
Algebra and Functions		
1.0	Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:	
1.1	Use information taken from a graph or equation to answer questions about a problem situation.	<i>I can use information taken from a graph or equation to answer questions about a problem situation.</i>
1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.	<i>I can write and solve one-variable equations using a letter to represent an unknown.</i>
1.3	Know and use the distributive property in equations and expressions with variables.	<i>I can use the distributive property to solve equations with variables.</i>
1.4	Identify and graph ordered pairs in the four quadrants of the coordinate plane.	<i>I can identify, graph, and label ordered pairs in all the quadrants of the coordinate plane.</i>
1.5	Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.	<i>I can write, solve, and graph linear function equations.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (5th Grade)

Measurement and Geometry		
1.0	Students understand and compute the volumes and areas of simple objects:	
1.1	Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).	<i>I can explain and use the formula for the area of a triangle and parallelogram by comparing it with the formula for the area of a rectangle.</i>
1.2	Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.	<i>I can construct a cube and a rectangular box from 2-D patterns and then use the patterns to compute the surface area.</i>
1.3	Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm ³], cubic meter [m ³], cubic inch [in ³], cubic yard [yd ³]) to compute the volume of rectangular solids.	<i>I know about volume and I can find the volume of rectangular solids in appropriate measuring system units (cubic centimeter [cm³], cubic meter [m³], cubic inch [in³], cubic yard [yd³]).</i>
1.4	Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).	<i>I can tell the difference between and use the right units of measure for 2-D and 3-D objects.</i>
2.0	Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:	
2.1	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).	<i>I can measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles with appropriate tools.</i>
2.2	Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.	<i>I know the sum of the angles of any triangle is 180°, the sum of the angles of any quadrilateral is 360°, and I know how to use this information to solve problems.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (5th Grade)

2.3	Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.	<i>I can imagine and draw 2-D views and 3-D objects made from rectangular solids.</i>
Statistics, Data Analysis, and Probability		
1.0	Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:	
1.1	Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.	<i>I can calculate and compare the mean, median, and mode of a set of data.</i>
1.2	Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.	<i>I can explain which types of graphs are appropriate for various sets of data and organize single-variable data to display accordingly.</i>
1.3	Use fractions and percentages to compare data sets of different sizes.	<i>I can use fractions and percentages to compare data sets of different sizes.</i>
1.4	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.	<i>I can identify an ordered pair of data from a graph and understand the meaning of that data as displayed.</i>
1.5	Know how to write ordered pairs correctly; for example, (x, y).	<i>I know how to write ordered pairs correctly.</i>
Mathematical Reasoning		
1.0	Students make decisions about how to approach problems:	
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	<i>I can look at problems, see relationships, understand what information is needed, what information is not needed, what information is missing, put the information in sequence and importance order, and see any patterns.</i>
1.2	Determine when and how to break a problem into simpler parts.	<i>I can figure out when and how to break a problem into simpler parts so it can be solved.</i>

OUESD Kid Friendly Standards & Benchmarks – Math (5th Grade)

2.0	Students use strategies, skills, and concepts in finding solutions:	
2.1	Use estimation to verify the reasonableness of calculated results.	<i>I can estimate to check if an answer makes sense or not.</i>
2.2	Apply strategies and results from simpler problems to more complex problems.	<i>I can use strategies and answers from simpler problems to help solve more difficult problems.</i>
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	<i>I can use many different ways to explain how I solved a problem including words, numbers, symbols, charts, graphs, tables, diagrams and models.</i>
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	<i>I can use appropriate math notation, terms and language to clearly and logically state an answer and provide my work and words to support it.</i>
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	<i>I know when an exact answer is needed and when it is better to estimate.</i>
2.6	Make precise calculations and check the validity of the results from the context of the problem.	<i>I can find the correct answer and check my work based on the problem's information.</i>
3.0	Students move beyond a particular problem by generalizing to other situations:	
3.1	Evaluate the reasonableness of the solution in the context of the original situation.	<i>I can check if my answer makes sense based on the problem's information.</i>
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	<i>I can show or tell the steps I used to solve a problem and use the same method to solve similar problems.</i>
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	<i>I can recognize patterns in how I reach answers and apply what I learn to other situations.</i>