Common Core State Standards
English Language Arts and Mathematics

Correlated to

BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II)

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Curriculum Associates

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English Language Arts Standards Kindergarten	CIBS II Assessments
Reading: Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	F-2a Comprehends Passages at Primer Level
2. With prompting and support, retell familiar stories, including key details.	A-27 Readiness for Reading
3. With prompting and support, identify characters, settings, and major events in a story.	F-2a Comprehends Passages at Primer Level
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	A-27 Readiness for Reading F-2a Comprehends Passages at Primer Level
Reading: Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	A-27 Readiness for Reading
2. With prompting and support, identify the main topic and retell key details of a text.	A-27 Readiness for Reading
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	A-27 Readiness for Reading
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	A-27 Readiness for Reading
Reading: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
Follow words from left to right, top to bottom, and page by page.	A-27 Readiness for Reading
Recognize and name all upper- and lowercase letters of the alphabet.	A-9 Reads Uppercase Letters A-10 Reads Lowercase Letters
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Recognize and produce rhyming words.	H-7 Reads Words with Common Endings
Count, pronounce, blend, and segment syllables in spoken words.	H-12 Divides Words into Syllables

English Language Arts Standards Kindergarten	CIBS II Assessments
Blend and segment onsets and rimes of single-syllable spoken words.	A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination A-33 Identifies Initial Consonants in Spoken Words H-1 Word Analysis Survey H-7 Reads Words with Common Endings
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination A-33 Identifies Initial Consonants in Spoken Words H-1 Word Analysis Survey
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	H-2 Substitutes Initial Consonant Sounds H-3 Substitutes Short-Vowel Sounds H-4 Substitutes Long-Vowel Sounds H-5 Substitutes Final-Consonant Sounds H-6 Substitutes Initial-Blend and Initial-Digraph Sounds
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	A-34 Sounds of Letters
Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).	A-27 Readiness for Reading A-28 Knows Common Signs I-1 Basic Sight Vocabulary I-2 Direction Words I-3 Number Words I-4 Warning and Safety Signs I-5 Informational Signs I-6 Warning Labels I-7 Food Labels
Fluency	
4. Read emergent-reader texts with purpose and understanding.	A-27 Readiness for Reading F-2a Comprehends Passages at Primer Level

English Language Arts Standards Kindergarten	CIBS II Assessments
Writing	
Text Types and Purposes	
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
Production and Distribution of Writing	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
Research to Build and Present Knowledge	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing
Speaking and Listening	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.	
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	B-1 General Speech and Language Development C-5 Listening Observations Checklist

English Language Arts Standards Kindergarten	CIBS II Assessments
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	A-29 Oral Expression B-1 General Speech and Language Development
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	A-29 Oral Expression B-1 General Speech and Language Development
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	A-29 Oral Expression B-1 General Speech and Language Development
6. Speak audibly and express thoughts, feelings, and ideas clearly.	A-29 Oral Expression B-1 General Speech and Language Development
Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Print many upper- and lowercase letters.	A-11 Prints Uppercase Letters in Sequence A-12 Prints Lowercase Letters in Sequence A-13 Prints Uppercase Letters Dictated A-14 Prints Lowercase Letters Dictated
Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).	A-29 Oral Expression B-1 General Speech and Language Development
Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).	A-26 Understands Directional and Positional Concepts B-1 General Speech and Language Development N-6 Positional and Directional Concepts
Produce and expand complete sentences in shared language activities.	A-29 Oral Expression B-1 General Speech and Language Development
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Capitalize the first word in a sentence and the pronoun *I*.	K-5 Capitalization
Recognize and name end punctuation.	K-6 Punctuation
Write a letter or letters for most consonant and short-vowel sounds (phonemes).	A-34 Sounds of Letters

English Language Arts Standards Kindergarten	CIBS II Assessments
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	J-1 Spelling Grade-Placement Test L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
Vocabulary Acquisition and Use	
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	A-29 Oral Expression B-1 General Speech and Language Development C-3 Listening Vocabulary Comprehension Grade-Placement Test F-1 Reading Vocabulary Comprehension Grade-Placement Test R-1 Sorts Objects
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).	
Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

English Language Arts Standards Grade 1	CIBS II Assessments
Reading: Literature	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	F-2b Comprehends Passages at Lower First-Grade Level F-2c Comprehends Passages at Upper First-Grade Level G-1a Comprehends Passages at First-Grade Level
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	A-27 Readiness for Reading
3. Describe characters, settings, and major events in a story, using key details.	F-2b Comprehends Passages at Lower First-Grade Level F-2c Comprehends Passages at Upper First-Grade Level G-1a Comprehends Passages at First-Grade Level
Craft and Structure	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
6. Identify who is telling the story at various points in a text.	
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events.	B-2 Responds to a Picture F-2b Comprehends Passages at Lower First-Grade Level F-2c Comprehends Passages at Upper First-Grade Level G-1a Comprehends Passages at First-Grade Level
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories.	

English Language Arts Standards Grade 1	CIBS II Assessments
Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	E-1c&d Reads Orally at Lower First-Grade or Upper-First Grade Level F-2b Comprehends Passages at Lower First-Grade Level F-2c Comprehends Passages at Upper First-Grade Level G-1a Comprehends Passages at First-Grade Level
Reading: Informational Text	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	A-27 Readiness for Reading
2. Identify the main topic and retell key details of a text.	A-27 Readiness for Reading
Craft and Structure	
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	A-27 Readiness for Reading
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	A-27 Readiness for Reading
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	A-27 Readiness for Reading
Reading: Foundational Skills	
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	H-6 Substitutes Initial-Blend and Initial-Digraph Sounds I-1 Basic Sight Vocabulary
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination H-1 Word Analysis Survey H-2 Substitutes Initial Consonant Sounds H-3 Substitutes Short-Vowel Sounds H-4 Substitutes Long-Vowel Sounds H-5 Substitutes Final-Consonant Sounds H-6 Substitutes Initial-Blend and Initial-Digraph Sounds

English Language Arts Standards Grade 1	CIBS II Assessments
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	H-1 Word Analysis Survey
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Know the spelling-sound correspondences for common consonant digraphs.	H-6 Substitutes Initial-Blend and Initial-Digraph Sounds J-3 Spells Initial-Blends and Digraphs of Spoken Words
Decode regularly spelled one-syllable words.	I-1 Basic Sight Vocabulary
Know final -e and common vowel team conventions for representing long vowel sounds.	H-3 Substitutes Short-Vowel Sounds H-4 Substitutes Long-Vowel Sounds H-8 Reads Words with Vowel Digraphs and Diphthongs H-9 Reads Words with Phonetic Irregularities
Decode two-syllable words following basic patterns by breaking the words into syllables.	H-12 Divides Words into Syllables I-1 Basic Sight Vocabulary
Read words with inflectional endings.	H-7 Reads Words with Common Endings
Recognize and read grade-appropriate irregularly spelled words.	H-9 Reads Words with Phonetic Irregularities
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read grade-level text with purpose and understanding.	F-2b Comprehends Passages at Lower First-Grade Level F-2c Comprehends Passages at Upper First-Grade Level G-1a Comprehends Passages at First-Grade Level
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	E-1c&d Reads Orally at Lower First-Grade or Upper-First Grade Level
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	F-2b Comprehends Passages at Lower First-Grade Level F-2c Comprehends Passages at Upper First-Grade Level

English Language Arts Standards Grade 1	CIBS II Assessments
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
Production and Distribution of Writing	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
Research to Build and Present Knowledge	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing
Speaking and Listening	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	B-1 General Speech and Language Development C-5 Listening Observations Checklist
Ask questions to clear up any confusion about the topics and texts under discussion.	A-29 Oral Expression B-1 General Speech and Language Development

English Language Arts Standards Grade 1	CIBS II Assessments
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	A-29 Oral Expression B-1 General Speech and Language Development C-4a Listens and Comprehends at Lower First-Grade Level C-4b Listens and Comprehends at Upper First-Grade Level
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	A-29 Oral Expression B-1 General Speech and Language Development
Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	A-29 Oral Expression B-1 General Speech and Language Development
6. Produce complete sentences when appropriate to task and situation.	A-29 Oral Expression B-1 General Speech and Language Development B-3 Speech Observations Checklist
Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Print all upper- and lowercase letters.	A-11 Prints Uppercase Letters in Sequence A-12 Prints Lowercase Letters in Sequence A-13 Prints Uppercase Letters Dictated A-14 Prints Lowercase Letters Dictated
Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).	B-1 General Speech and Language Development
Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).	B-1 General Speech and Language Development

English Language Arts Standards Grade 1	**CIBS II Assessments**
Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).	B-1 General Speech and Language Development L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
Use frequently occurring prepositions (e.g., *during, beyond, toward*).	A-26 Understands Directional and Positional Concepts B-1 General Speech and Language Development N-6 Positional and Directional Concepts
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	B-1 General Speech and Language Development
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Capitalize dates and names of people.	K-5 Capitalization
Use end punctuation for sentences.	K-6 Punctuation
Use commas in dates and to separate single words in a series.	K-6 Punctuation
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	J-1 Spelling Grade-Placement Test L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	
Use sentence-level context as a clue to the meaning of a word or phrase.	F-2b Comprehends Passages at Lower First-Grade Level F-2c Comprehends Passages at Upper First-Grade Level

English Language Arts Standards Grade 1	**CIBS II Assessments**
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	A-29 Oral Expression B-1 General Speech and Language Development C-3 Listening Vocabulary Comprehension Grade-Placement Test F-1 Reading Vocabulary Comprehension Grade-Placement Test R-1 Sorts Objects

English Language Arts Standards Grade 2	CIBS II Assessments
Reading: Literature	
Key Ideas and Details	
1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	F-2d Comprehends Passages at Lower Second-Grade Level F-2e Comprehends Passages at Upper Second-Grade Level G-1b Comprehends Passages at Second-Grade Level
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	A-27 Readiness for Reading
3. Describe how characters in a story respond to major events and challenges.	F-2d Comprehends Passages at Lower Second-Grade Level F-2e Comprehends Passages at Upper Second-Grade Level G-1b Comprehends Passages at Second-Grade Level
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	E-1e&f Reads Orally at Lower Second-Grade or Upper Second-Grade Level E-1g&h Reads Orally at Lower Third-Grade or Upper Third-Grade Level F-2d Comprehends Passages at Lower Second-Grade Level F-2e Comprehends Passages at Upper Second-Grade Level F-2f Comprehends Passages at Lower Third-Grade Level F-2g Comprehends Passages at Upper Third-Grade Level G-1b Comprehends Passages at Second-Grade Level G-1c Comprehends Passages at Third-Grade Level
Reading: Informational Text	
Key Ideas and Details	
1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	A-27 Readiness for Reading

English Language Arts Standards Grade 2	CIBS II Assessments
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	A-27 Readiness for Reading
Craft and Structure	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	A-27 Readiness for Reading
Reading: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Decode regularly spelled two-syllable words with long vowels.	H-4 Substitutes Long Vowel Sounds
Recognize and read grade-appropriate irregularly spelled words.	H-9 Reads Words with Phonetic Irregularities
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read on-level text with purpose and understanding.	F-2d Comprehends Passages at Lower Second-Grade Level F-2e Comprehends Passages at Upper Second-Grade Level G-1b Comprehends Passages at Second-Grade Level
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	E-1e&f Reads Orally at Lower Second-Grade or Upper Second-Grade Level
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	F-2d Comprehends Passages at Lower Second-Grade Level F-2e Comprehends Passages at Upper Second-Grade Level
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing

English Language Arts Standards Grade 2	CIBS II Assessments
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
Production and Distribution of Writing	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
Research to Build and Present Knowledge	
8. Recall information from experiences or gather information from provided sources to answer a question.	L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing
Speaking and Listening	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	B-1 General Speech and Language Development C-5 Listening Observations Checklist
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	C-4c Listens and Comprehends at Lower Second-Grade Level C-4d Listens and Comprehends at Upper Second-Grade Level
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	A-29 Oral Expression B-1 General Speech and Language Development C-4c Listens and Comprehends at Lower Second-Grade Level C-4d Listens and Comprehends at Upper Second-Grade Level

English Language Arts Standards Grade 2	CIBS II Assessments
Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	A-27 Readiness for Reading B-1 General Speech and Language Development
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	A-29 Oral Expression B-1 General Speech and Language Development B-3 Speech Observations Checklist
Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	A-29 Oral Expression B-1 General Speech and Language Development B-3 Speech Observations Checklist L-1a Responds to Writing Prompts – Grades 1 and 2 – Personal Narrative L-1b Responds to Writing Prompts – Grades 1 and 2 – Descriptive Writing L-1c Responds to Writing Prompts – Grades 1 and 2 – Expository Writing L-1d Responds to Writing Prompts – Grades 1 and 2 – Fictional Narrative
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Capitalize holidays, product names, and geographic names.	K-5 Capitalization
Use commas in greetings and closings of letters.	K-6 Punctuation K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter
Use an apostrophe to form contractions and frequently occurring possessives.	K-6 Punctuation
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.	

English Language Arts Standards Grade 2	CIBS II Assessments
Use sentence-level context as a clue to the meaning of a word or phrase.	F-2d Comprehends Passages at Lower Second-Grade Level F-2e Comprehends Passages at Upper Second-Grade Level

English Language Arts Standards Grade 3	CIBS II Assessments
Reading: Literature	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	F-2f Comprehends Passages at Lower Third-Grade Level F-2g Comprehends Passages at Upper Third-Grade Level G-1c Comprehends Passages at Third-Grade Level
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	G-1c Comprehends Passages at Third-Grade Level
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	E-1e&f Reads Orally at Lower Second-Grade or Upper Second-Grade Level E-1g&h Reads Orally at Lower Third-Grade or Upper Third-Grade Level F-2d Comprehends Passages at Lower Second-Grade Level F-2e Comprehends Passages at Upper Second-Grade Level F-2f Comprehends Passages at Lower Third-Grade Level F-2g Comprehends Passages at Upper Third-Grade Level G-1b Comprehends Passages at Second-Grade Level G-1c Comprehends Passages at Third-Grade Level
Reading: Informational Text	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	A-27 Readiness for Reading
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	A-27 Readiness for Reading

English Language Arts Standards Grade 3	CIBS II Assessments
Integration of Knowledge and Ideas	
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	R-18 Analyzes Data in a Frequency Table R-19 Analyzes Data in a Venn Diagram R-20 Analyzes Data in a Stem-and-Leaf Plot R-21 Analyzes Data in a Circle Graph R-22 Analyzes Data in a Pictograph R-23 Analyzes Data in a Bar Graph R-24 Analyzes Data in a Double-Bar Graph R-25 Analyzes Data in a Line Plot R-26 Analyzes Data in a Line Graph
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	A-27 Readiness for Reading
Reading: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Identify and know the meaning of the most common prefixes and derivational suffixes.	H-10 Reads Suffixes H-11 Reads Prefixes
Decode words with common Latin suffixes.	H-10 Reads Suffixes
Decode multisyllable words.	I-1 Basic Sight Vocabulary
Read grade-appropriate irregularly spelled words.	H-9 Reads Words with Phonetic Irregularities
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read on-level text with purpose and understanding.	F-2f Comprehends Passages at Lower Third-Grade Level F-2g Comprehends Passages at Upper Third-Grade Level G-1c Comprehends Passages at Third-Grade Level
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	E-1g&h Reads Orally at Lower Third-Grade or Upper Third-Grade Level

English Language Arts Standards Grade 3	CIBS II Assessments
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	F-2f Comprehends Passages at Lower Third-Grade Level F-2g Comprehends Passages at Upper Third-Grade Level
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Develop the topic with facts, definitions, and details.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Provide a concluding statement or section.	L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative
Provide a sense of closure.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative

English Language Arts Standards Grade 3	CIBS II Assessments
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Speaking and Listening	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	B-1 General Speech and Language Development C-5 Listening Observations Checklist
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	A-29 Oral Expression B-1 General Speech and Language Development C-4c Listens and Comprehends at Lower Second-Grade Level C-4d Listens and Comprehends at Upper Second-Grade Level
Explain their own ideas and understanding in light of the discussion.	
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	C-4e Listens and Comprehends at Lower Third-Grade Level C-4f Listens and Comprehends at Upper Third-Grade Level

English Language Arts Standards Grade 3	CIBS II Assessments
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	B-1 General Speech and Language Development C-4e Listens and Comprehends at Lower Third-Grade Level C-4f Listens and Comprehends at Upper Third-Grade Level
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	B-1 General Speech and Language Development
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	B-1 General Speech and Language Development B-3 Speech Observations Checklist
Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Produce simple, compound, and complex sentences.	B-1 General Speech and Language Development B-3 Speech Observations Checklist L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Capitalize appropriate words in titles.	K-5 Capitalization
Use commas in addresses.	K-6 Punctuation

English Language Arts Standards Grade 3	CIBS II Assessments
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	J-1 Spelling Grade-Placement Test L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	J-2 Spells Initial Consonants of Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.	
Use sentence-level context as a clue to the meaning of a word or phrase.	F-2f Comprehends Passages at Lower Third-Grade Level F-2g Comprehends Passages at Upper Third-Grade Level

English Language Arts Standards Grade 4	CIBS II Assessments
Reading: Literature	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	F-2h Comprehends Passages at Fourth-Grade Level G-1d Comprehends Passages at Fourth-Grade Level
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	G-1d Comprehends Passages at Fourth-Grade Level

English Language Arts Standards Grade 4	CIBS II Assessments
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	E-1i&j Reads Orally at Fourth-Grade or Fifth-Grade Level F-2h Comprehends Passages at Fourth-Grade Level F-2i Comprehends Passages at Fifth-Grade Level G-1d Comprehends Passages at Fourth-Grade Level G-1e Comprehends Passages at Fifth-Grade Level
Reading: Informational Text	
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	R-18 Analyzes Data in a Frequency Table R-19 Analyzes Data in a Venn Diagram R-20 Analyzes Data in a Stem-and-Leaf Plot R-21 Analyzes Data in a Circle Graph R-22 Analyzes Data in a Pictograph R-23 Analyzes Data in a Bar Graph R-24 Analyzes Data in a Double-Bar Graph R-25 Analyzes Data in a Line Plot R-26 Analyzes Data in a Line Graph
Reading: Foundational Skills	
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read on-level text with purpose and understanding.	E-1i&j Reads Orally at Fourth-Grade or Fifth-Grade Level F-2h Comprehends Passages at Fourth-Grade Level G-1d Comprehends Passages at Fourth-Grade Level
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	E-1i&j Reads Orally at Fourth-Grade or Fifth-Grade Level
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	F-2h Comprehends Passages at Fourth-Grade Level

English Language Arts Standards Grade 4	CIBS II Assessments
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Provide a concluding statement or section related to the information or explanation presented.	L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative
Provide a conclusion that follows from the narrated experiences or events.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative

English Language Arts Standards Grade 4	CIBS II Assessments
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Research to Build and Present Knowledge	
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative
Speaking and Listening	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	B-1 General Speech and Language Development C-5 Listening Observations Checklist
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	B-1 General Speech and Language Development
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	B-1 General Speech and Language Development B-3 Speech Observations Checklist

English Language Arts Standards Grade 4	CIBS II Assessments
Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	B-1 General Speech and Language Development L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use correct capitalization.	K-5 Capitalization
Use commas and quotation marks to mark direct speech and quotations from a text.	K-6 Punctuation
Spell grade-appropriate words correctly, consulting references as needed.	J-1 Spelling Grade-Placement Test L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Choose words and phrases to convey ideas precisely.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter

English Language Arts Standards Grade 4	CIBS II Assessments
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.	
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	F-2h Comprehends Passages at Fourth-Grade Level
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	B-1 General Speech and Language Development C-3 Listening Vocabulary Comprehension Grade-Placement Test F-1 Reading Vocabulary Comprehension Grade-Placement Test

English Language Arts Standards Grade 5	CIBS II Assessments
Reading: Literature	
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	E-1i&j Reads Orally at Fourth-Grade or Fifth-Grade Level F-2h Comprehends Passages at Fourth-Grade Level F-2i Comprehends Passages at Fifth-Grade Level G-1d Comprehends Passages at Fourth-Grade Level G-1e Comprehends Passages at Fifth-Grade Level
Reading: Informational Text	
Integration of Knowledge and Ideas	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	R-18 Analyzes Data in a Frequency Table R-19 Analyzes Data in a Venn Diagram R-20 Analyzes Data in a Stem-and-Leaf Plot R-21 Analyzes Data in a Circle Graph R-22 Analyzes Data in a Pictograph R-23 Analyzes Data in a Bar Graph R-24 Analyzes Data in a Double-Bar Graph R-25 Analyzes Data in a Line Plot R-26 Analyzes Data in a Line Graph
Reading: Foundational Skills	
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read on-level text with purpose and understanding.	E-1i&j Reads Orally at Fourth-Grade or Fifth-Grade Level F-2i Comprehends Passages at Fifth-Grade Level G-1e Comprehends Passages at Fifth-Grade Level
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	E-1i&j Reads Orally at Fourth-Grade or Fifth-Grade Level
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	F-2i Comprehends Passages at Fifth-Grade Level

English Language Arts Standards Grade 5	CIBS II Assessments
Writing	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Provide logically ordered reasons that are supported by facts and details.	L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Provide a concluding statement or section related to the information or explanation presented.	L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative
Provide a conclusion that follows from the narrated experiences or events.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative

English Language Arts Standards Grade 5	CIBS II Assessments
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Research to Build and Present Knowledge	
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing
Speaking and Listening	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	B-1 General Speech and Language Development C-5 Listening Observations Checklist
Presentation of Knowledge and Ideas	
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	B-1 General Speech and Language Development
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	B-1 General Speech and Language Development

English Language Arts Standards Grade 5	CIBS II Assessments
Language	
Conventions of Standard English	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use punctuation to separate items in a series.	K-6 Punctuation
Use a comma to separate an introductory element from the rest of the sentence.	K-6 Punctuation
Use underlining, quotation marks, or italics to indicate titles of works.	K-6 Punctuation
Spell grade-appropriate words correctly, consulting references as needed.	J-1 Spelling Grade-Placement Test L-2a Responds to Writing Prompts – Grades 3-5 – Personal Narrative L-2b Responds to Writing Prompts – Grades 3-5 – Fictional Narrative L-2c Responds to Writing Prompts – Grades 3-5 – Expository Writing L-2d Responds to Writing Prompts – Grades 3-5 – Friendly Letter
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.	
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	F-2i Comprehends Passages at Fifth-Grade Level
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Interpret figurative language, including similes and metaphors, in context.	G-1e Comprehends Passages at Fifth-Grade Level
Recognize and explain the meaning of common idioms, adages, and proverbs.	
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	B-1 General Speech and Language Development C-3 Listening Vocabulary Comprehension Grade-Placement Test F-1 Reading Vocabulary Comprehension Grade-Placement Test

English Language Arts Standards Grade 6	CIBS II Assessments
Reading: Literature	
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	E-1k&l Reads Orally at Sixth-Grade or Seventh-Grade Level E-1m&n Reads Orally at Eighth-Grade or Ninth-Grade Level F-2j Comprehends Passages at Sixth-Grade Level F-2k Comprehends Passages at Seventh-Grade Level F-2l Comprehends Passages at Eighth-Grade Level G-1f Comprehends Passages at Sixth-Grade Level G-1g Comprehends Passages at Seventh-Grade Level G-1h Comprehends Passages at Eighth-Grade Level
Writing	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
Introduce claim(s) and organize the reasons and evidence clearly.	L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Provide a concluding statement or section that follows from the argument presented.	L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay

English Language Arts Standards Grade 6	CIBS II Assessments
Provide a concluding statement or section that follows from the information or explanation presented.	L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Provide a conclusion that follows from the narrated experiences or events.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay

English Language Arts Standards Grade 6	CIBS II Assessments
Speaking and Listening	
Presentation of Knowledge and Ideas	
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	B-1 General Speech and Language Development
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	B-1 General Speech and Language Development B-3 Speech Observations Checklist
Language	
Conventions of Standard English	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	K-6 Punctuation
Spell correctly.	J-1 Spelling Grade-Placement Test L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Vary sentence patterns for meaning, reader/listener interest, and style.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.	
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	F-2j Comprehends Passages at Sixth-Grade Level

English Language Arts Standards Grade 7	CIBS II Assessments
Reading: Literature	
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	G-1g Comprehends Passages at Seventh-Grade Level
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	E-1k&l Reads Orally at Sixth-Grade or Seventh-Grade Level E-1m&n Reads Orally at Eighth-Grade or Ninth-Grade Level F-2j Comprehends Passages at Sixth-Grade Level F-2k Comprehends Passages at Seventh-Grade Level F-2l Comprehends Passages at Eighth-Grade Level G-1f Comprehends Passages at Sixth-Grade Level G-1g Comprehends Passages at Seventh-Grade Level G-1h Comprehends Passages at Eighth-Grade Level
Writing	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Provide a concluding statement or section that follows from and supports the argument presented.	L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

English Language Arts Standards Grade 7	CIBS II Assessments
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay
Provide a concluding statement or section that follows from and supports the information or explanation presented.	L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Provide a conclusion that follows from and reflects on the narrated experiences or events.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay

English Language Arts Standards Grade 7	CIBS II Assessments
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Speaking and Listening	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	C-4j Listens and Comprehends at Seventh-Grade Level
Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	B-1 General Speech and Language Development
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	B-1 General Speech and Language Development B-3 Speech Observations Checklist
Language	
Conventions of Standard English	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).	K-6 Punctuation
Spell correctly.	J-1 Spelling Grade-Placement Test L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay

English Language Arts Standards Grade 7	CIBS II Assessments
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.	
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	F-2k Comprehends Passages at Seventh-Grade Level

English Language Arts Standards Grade 8	CIBS II Assessments
Reading: Literature	
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	E-1k&l Reads Orally at Sixth-Grade or Seventh-Grade Level E-1m&n Reads Orally at Eighth-Grade or Ninth-Grade Level F-2j Comprehends Passages at Sixth-Grade Level F-2k Comprehends Passages at Seventh-Grade Level F-2l Comprehends Passages at Eighth-Grade Level G-1f Comprehends Passages at Sixth-Grade Level G-1g Comprehends Passages at Seventh-Grade Level G-1h Comprehends Passages at Eighth-Grade Level
Writing	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Provide a concluding statement or section that follows from and supports the argument presented.	L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay
Provide a concluding statement or section that follows from and supports the information or explanation presented.	L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay

English Language Arts Standards Grade 8	CIBS II Assessments
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Provide a conclusion that follows from and reflects on the narrated experiences or events.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay

English Language Arts Standards Grade 8	CIBS II Assessments
Speaking and Listening	
Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	B-1 General Speech and Language Development
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	B-1 General Speech and Language Development B-3 Speech Observations Checklist
Language	
Conventions of Standard English	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	K-6 Punctuation
Spell correctly.	J-1 Spelling Grade-Placement Test L-3a Responds to Writing Prompts – Grades 6-8 – Personal Narrative L-3b Responds to Writing Prompts – Grades 6-8 – Fictional Narrative L-3c Responds to Writing Prompts – Grades 6-8 – Expository Essay L-3d Responds to Writing Prompts – Grades 6-8 – Persuasive Essay
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	F-2l Comprehends Passages at Eighth-Grade Level

Mathematics Standards Kindergarten	CIBS II Assessments
Counting and Cardinality	
Know number names and the count sequence.	
1. Count to 100 by ones and by tens.	A-16 Counting O-7 Number Patterns
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	O-7 Number Patterns
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	A-22 Writes Numerals in Sequence N-1 Counts and Writes Whole Numbers Through 20
Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	A-21 Numeral Comprehension N-1 Counts and Writes Whole Numbers Through 20 N-3 Place-Value Concepts with Hundreds, Tens, and Ones
Compare numbers.	
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	N-4 Compares Sets of Objects
7. Compare two numbers between 1 and 10 presented as written numerals.	A-22 Writes Numerals in Sequence N-5 Compares and Orders Whole Numbers Through 999
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	A-20 Joins Sets N-11 Addition and Subtraction with Concrete Models
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	N-14 Word Problems with Addition of Whole Numbers N-17 Word Problems with Subtraction of Whole Numbers
5. Fluently add and subtract within 5.	N-12 Addition Facts to 18 N-15 Subtraction Facts to 18
Measurement and Data	
Describe and compare measurable attributes.	

Mathematics Standards Kindergarten	**CIBS II Assessments**
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	Q-1 Compares and Orders by Size Q-2 Compares and Orders Lengths and Heights Q-6 Compares and Orders Capacities Q-11 Compares and Orders Weights
Classify objects and count the number of objects in each category.	
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	R-1 Sorts Objects
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	A-26 Understands Directional and Positional Concepts N-6 Positional and Directional Concepts P-10 Identifies Solid Figures P-11 Solid Figures with the Same Shape P-13 Sorts Solid Figures by Attributes
2. Correctly name shapes regardless of their orientations or overall size.	P-1 Identifies Plane Figures P-2 Identifies and Describes Plane Figures

Mathematics Standards Kindergarten	**CIBS II Assessments**
Analyze, compare, create, and compose shapes.	
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	P-2 Identifies and Describes Plane Figures P-3 Compares Plane Figures P-13 Sorts Solid Figures by Attributes
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	P-4 Combines Figures

Mathematics Standards Grade 1	CIBS II Assessments
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	N-14 Word Problems with Addition of Whole Numbers N-17 Word Problems with Subtraction of Whole Numbers O-1 Addition and Subtraction Sentences for Number Stories O-2 Addition Sentences for Word Problems O-3 Subtraction Sentences for Word Problems
Understand and apply properties of operations and the relationship between addition and subtraction.	
3. Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	O-9 Addition Properties
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	O-4 Addition and Subtraction Fact Families
Add and subtract within 20.	
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	N-12 Addition Facts to 18 N-15 Subtraction Facts to 18
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = l – 3, 6 + 6 = l.*	O-1 Addition and Subtraction Sentences for Number Stories O-2 Addition Sentences for Word Problems O-3 Subtraction Sentences for Word Problems O-4 Addition and Subtraction Fact Families O-5 Open Number Sentences for Addition and Subtraction
Number and Operations in Base Ten	
Extend the counting sequence.	

Mathematics Standards Grade 1	CIBS II Assessments
1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	A-16 Counting N-2 Multiple Representations of Whole Numbers Through 999
Understand place value.	
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten." The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	N-3 Place-Value Concepts with Hundreds, Tens, and Ones N-5 Compares and Orders Whole Numbers Through 999
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	N-5 Compares and Orders Whole Numbers Through 999
Use place value understanding and properties of operations to add and subtract.	
4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	N-13 Addition with Up to Two-Digit Numbers

Mathematics Standards Grade 1	CIBS II Assessments
Measurement and Data	
Measure lengths indirectly and by iterating length units.	
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Q-2 Compares and Orders Lengths and Heights
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	Q-3 Nonstandard Units of Length
Tell and write time.	
3. Tell and write time in hours and half-hours using analog and digital clocks.	Q-17 Tells Time
Represent and interpret data.	
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	R-2 Constructs a Pictograph R-3 Constructs a Bar Graph R-4 Analyzes Data in a Pictograph R-5 Analyzes Data in a Bar Graph
Geometry	
Reason with shapes and their attributes.	
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	P-4 Combines Figures
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	N-9 Halves N-10 Fraction Models P-5 Subdivides Composite Figures

Mathematics Standards Grade 2	CIBS II Assessments
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	N-14 Word Problems with Addition of Whole Numbers N-17 Word Problems with Subtraction of Whole Numbers
Add and subtract within 20.	
2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	N-12 Addition Facts to 18 N-15 Subtraction Facts to 18
Work with equal groups of objects to gain foundations for multiplication.	
3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	N-57 Odd, Even, Prime, and Composite Numbers
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	N-43 The Meaning of Multiplication and Division
Number and Operations in Base Ten	
Understand place value.	
1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	
100 can be thought of as a bundle of ten tens — called a “hundred.”	N-3 Place-Value Concepts with Hundreds, Tens, and Ones
2. Count within 1000; skip-count by 5s, 10s, and 100s.	A-16 Counting A-16Sc Counting O-7 Number Patterns
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	A-19 Reads Numerals A-22 Writes Numerals in Sequence N-1 Counts and Writes Whole Numbers Through 20 N-2 Multiple Representations of Whole Numbers Through 999
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	N-5 Compares and Orders Whole Numbers Through 999

Mathematics Standards Grade 2	CIBS II Assessments
Use place value understanding and properties of operations to add and subtract.	
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	N-12 Addition Facts to 18 N-13 Addition with Up to Two-Digit Numbers N-15 Subtraction Facts to 18 N-16 Subtraction with Up to Two-Digit Numbers
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	N-12 Addition Facts to 18 N-13 Addition with Up to Two-Digit Numbers N-15 Subtraction Facts to 18 N-16 Subtraction with Up to Two-Digit Numbers
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	N-12 Addition Facts to 18 N-13 Addition with Up to Two-Digit Numbers N-15 Subtraction Facts to 18 N-16 Subtraction with Up to Two-Digit Numbers N-34 Addition with Up to Five-Digit Whole Numbers N-35 Subtraction with Up to Five-Digit Whole Numbers
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	N-19 Estimates Sums and Differences of Whole Numbers
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	O-9 Addition Properties
Measurement and Data	
Measure and estimate lengths in standard units.	
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Q-4 Estimates and Measures Length in Customary Units Q-5 Estimates and Measures Length in Metric Units
3. Estimate lengths using units of inches, feet, centimeters, and meters.	Q-4 Estimates and Measures Length in Customary Units Q-5 Estimates and Measures Length in Metric Units

Mathematics Standards Grade 2	CIBS II Assessments
Relate addition and subtraction to length.	
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	N-19 Estimates Sums and Differences of Whole Numbers
Work with time and money.	
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Q-17 Tells Time
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	N-20 Identifies Coins and the Dollar Bill N-21 Describes Relationships Among Coins and the Dollar Bill N-22 Values of Coin Collections
Represent and interpret data.	
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	R-2 Constructs a Pictograph R-3 Constructs a Bar Graph R-5 Analyzes Data in a Bar Graph
Geometry	
Reason with shapes and their attributes.	
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	P-1 Identifies Plane Figures P-2 Identifies and Describes Plane Figures P-10 Identifies Solid Figures P-12 Identifies and Describes Solid Figures P-17 Identifies and Describes Polygons P-19 Identifies and Classifies Quadrilaterals
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	N-9 Halves N-10 Fraction Models

Mathematics Standards Grade 3	CIBS II Assessments
Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	
1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	N-43 The Meaning of Multiplication and Division
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	N-43 The Meaning of Multiplication and Division
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	N-48 Word Problems with Multiplication and Division of Whole Numbers
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = l ÷ 3, 6 × 6 = ?*	N-48 Word Problems with Multiplication and Division of Whole Numbers O-16 Open Number Sentences with All Operations O-17 Equations for Real-World Situations
Understand properties of multiplication and the relationship between multiplication and division.	
5. Apply properties of operations as strategies to multiply and divide. *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	O-10 Addition and Multiplication Properties
6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	N-43 The Meaning of Multiplication and Division
Multiply and divide within 100.	
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	N-44 Multiplication with Factors Through 12 N-46 Division with Divisors Through 12

Mathematics Standards Grade 3	CIBS II Assessments
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	N-36 Word Problems with Addition and Subtraction of Whole Numbers N-48 Word Problems with Multiplication and Division of Whole Numbers N-53 Estimates Sums and Differences of Whole Numbers O-17 Equations for Real-World Situations
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	O-10 Addition and Multiplication Properties
Number and Operations in Base Ten	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
1. Use place value understanding to round whole numbers to the nearest 10 or 100.	N-33 Rounds Whole Numbers and Decimals
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	N-34 Addition with Up to Five-Digit Whole Numbers N-35 Subtraction with Up to Five-Digit Whole Numbers
Number and Operations—Fractions	
Develop understanding of fractions as numbers.	
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	N-25 Multiple Representations of Fractions and Mixed Numbers
Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	N-25 Multiple Representations of Fractions and Mixed Numbers
Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	N-30 Compares and Orders Fractions N-32 Compares and Orders Fractions, Mixed Numbers, and Decimals
Measurement and Data	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Q-17 Tells Time Q-31 Time Problems

Mathematics Standards Grade 3	CIBS II Assessments
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Q-25 Customary Units of Capacity Q-26 Metric Units of Capacity Q-28 Metric Units of Mass
Represent and interpret data.	
3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	R-13 Constructs a Pictograph R-14 Constructs a Bar Graph
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	
5. Recognize area as an attribute of plane figures and understand concepts of area measurement.	
A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Q-23 Area
A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.	Q-23 Area
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Q-23 Area
7. Relate area to the operations of multiplication and addition.	
Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Q-23 Area
Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Q-23 Area
Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning.	N-43 The Meaning of Multiplication and Division Q-23 Area
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Q-21 Perimeter
Geometry	
Reason with shapes and their attributes.	
1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	P-18 Classifies Triangles P-19 Identifies and Classifies Quadrilaterals

Mathematics Standards Grade 3	**CIBS II Assessments**
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	N-9 Halves N-10 Fraction Models

Mathematics Standards Grade 4	CIBS II Assessments
Operations and Algebraic Thinking	
Use the four operations with whole numbers to solve problems.	
1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	O-15 Translates and Evaluates Algebraic Expressions O-16 Open Number Sentences with All Operations O-17 Equations for Real-World Situations
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	N-48 Word Problems with Multiplication and Division of Whole Numbers O-16 Open Number Sentences with All Operations O-17 Equations for Real-World Situations
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	N-36 Word Problems with Addition and Subtraction of Whole Numbers N-48 Word Problems with Multiplication and Division of Whole Numbers O-16 Open Number Sentences with All Operations O-17 Equations for Real-World Situations
Gain familiarity with factors and multiples.	
4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	N-57 Odd, Even, Prime, and Composite Numbers N-58 Factors and Multiples
Generate and analyze patterns.	
5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	O-11 Repeating Patterns O-12 Addition and Subtraction Patterns O-13 Multiplication and Division Patterns
Number and Operations in Base Ten	
Generalize place value understanding for multi-digit whole numbers.	
1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	N-23 Reads and Writes Whole Numbers Through 999,999,999,999

Mathematics Standards Grade 4	CIBS II Assessments
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	N-23 Reads and Writes Whole Numbers Through 999,999,999,999 N-29 Compares and Orders Whole Numbers Through 999,999,999
3. Use place value understanding to round multi-digit whole numbers to any place.	N-33 Rounds Whole Numbers and Decimals
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	N-34 Addition with Up to Five-Digit Whole Numbers N-35 Subtraction with Up to Five-Digit Whole Numbers N-36 Word Problems with Addition and Subtraction of Whole Numbers
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	N-43 The Meaning of Multiplication and Division N-44 Multiplication with Factors Through 12 N-45 Multiplication with Up to Three- by Two-Digit Factors N-48 Word Problems with Multiplication and Division of Whole Numbers
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	N-43 The Meaning of Multiplication and Division N-46 Division with Divisors Through 12 N-47 Division with Up to Five-Digit Dividends by Two-Digit Divisors N-48 Word Problems with Multiplication and Division of Whole Numbers
Number and Operations—Fractions	
Extend understanding of fraction equivalence and ordering.	
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	N-61 Equivalent Decimals, Fractions, and Percents N-62 Compares and Orders Rational Numbers
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
3. Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.	

Mathematics Standards Grade 4	CIBS II Assessments
Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	N-37 Addition of Fractions and Mixed Numbers N-38 Subtraction of Fractions and Mixed Numbers N-39 Word Problems with Addition and Subtraction of Fractions and Mixed Numbers
Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	N-39 Word Problems with Addition and Subtraction of Fractions and Mixed Numbers
Understand decimal notation for fractions, and compare decimal fractions.	
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	N-27 Converts Among Fractions, Mixed Numbers, and Decimals Through Thousandths
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	N-31 Compares and Orders Decimals
Measurement and Data	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	Q-19 Customary Units of Length Q-20 Metric Units of Length Q-25 Customary Units of Capacity Q-26 Metric Units of Capacity Q-27 Customary Units of Weight Q-28 Metric Units of Mass
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	N-36 Word Problems with Addition and Subtraction of Whole Numbers N-39 Word Problems with Addition and Subtraction of Fractions and Mixed Numbers N-42 Word Problems with Addition and Subtraction of Decimals N-52 Word Problems with Multiplication and Division of Decimals Q-31 Time Problems Q-32 Uses Calendars

Mathematics Standards Grade 4	**CIBS II Assessments**
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*	Q-21 Perimeter Q-23 Area
Represent and interpret data.	
4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	R-16 Constructs a Line Plot
Geometric measurement: understand concepts of angle and measure angles.	
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	
An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	P-16 Identifies and Defines Angles
An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	P-31 Measures Angles
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	P-33 Vertical, Complementary, and Supplementary Angle Pairs P-34 Parallel-Line Angle Pairs and Nonadjacent Supplementary Angles
Geometry	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	P-15 Points, Lines, Segments, and Rays P-16 Identifies and Defines Angles P-17 Identifies and Describes Polygons P-18 Classifies Triangles
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	P-18 Classifies Triangles P-19 Identifies and Classifies Quadrilaterals
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	P-24 Identifies and Draws Lines of Symmetry P-25 Line Symmetry and Rotational Symmetry

Mathematics Standards Grade 5	CIBS II Assessments
Operations and Algebraic Thinking	
Write and interpret numerical expressions.	
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	O-14 Translates and Simplifies Numerical Expressions O-15 Translates and Evaluates Algebraic Expressions O-21 Evaluates Algebraic Expressions
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*	O-14 Translates and Simplifies Numerical Expressions O-15 Translates and Evaluates Algebraic Expressions
Analyze patterns and relationships.	
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*	O-12 Addition and Subtraction Patterns O-13 Multiplication and Division Patterns
Number and Operations in Base Ten	
Understand the place value system.	
1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	N-23 Reads and Writes Whole Numbers Through 999,999,999,999
3. Read, write, and compare decimals to thousandths.	
Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	N-26 Multiple Representations of Decimals Through Thousandths
Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	N-31 Compares and Orders Decimals
4. Use place value understanding to round decimals to any place.	N-33 Rounds Whole Numbers and Decimals
Perform operations with multi-digit whole numbers and with decimals to hundredths.	
5. Fluently multiply multi-digit whole numbers using the standard algorithm.	N-45 Multiplication with Up to Three- by Two-Digit Factors
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	N-47 Division with Up to Five-Digit Dividends by Two-Digit Divisors

Mathematics Standards Grade 5	**CIBS II Assessments**
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	N-40 Addition of Decimals Through Thousandths N-41 Subtraction of Decimals Through Thousandths N-50 Multiplication with Decimals N-51 Division with Decimals
Number and Operations—Fractions	
Use equivalent fractions as a strategy to add and subtract fractions.	
1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	N-37 Addition of Fractions and Mixed Numbers N-38 Subtraction of Fractions and Mixed Numbers
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*	N-39 Word Problems with Addition and Subtraction of Fractions and Mixed Numbers
Apply and extend previous understandings of multiplication and division to multiply and divide fractions	
3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	N-27 Converts Among Fractions, Mixed Numbers, and Decimals Through Thousandths
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*	N-49 Multiplication and Division with Fractions and Mixed Numbers N-65 Computation with Fractions
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	N-49 Multiplication and Division with Fractions and Mixed Numbers N-65 Computation with Fractions
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	

Mathematics Standards Grade 5	CIBS II Assessments
Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*	N-49 Multiplication and Division with Fractions and Mixed Numbers
Measurement and Data	
Convert like measurement units within a given measurement system.	
1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Q-19 Customary Units of Length Q-20 Metric Units of Length Q-25 Customary Units of Capacity Q-26 Metric Units of Capacity Q-27 Customary Units of Weight Q-28 Metric Units of Mass

Mathematics Standards Grade 5	CIBS II Assessments
Represent and interpret data.	
2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	R-16 Constructs a Line Plot
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Q-24 Surface Area and Volume of Rectangular Prisms
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	
Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Q-24 Surface Area and Volume of Rectangular Prisms
Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Q-38 Volume Problems
Geometry	
Graph points on the coordinate plane to solve real-world and mathematical problems.	
1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).	P-30 Ordered Pairs in Quadrant I
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	P-30 Ordered Pairs in Quadrant I

Mathematics Standards Grade 5	**CIBS II Assessments**
Classify two-dimensional figures into categories based on their properties.	
3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	P-19 Identifies and Classifies Quadrilaterals
4. Classify two-dimensional figures in a hierarchy based on properties.	P-18 Classifies Triangles P-19 Identifies and Classifies Quadrilaterals

Mathematics Standards Grade 6	**CIBS II Assessments**
Ratios and Proportions	
Understand ratio concepts and use ratio reasoning to solve problems.	
1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*	N-60 Percents and Ratios
2. Understand the concept of a unit rate *a*/*b* associated with a ratio *a*:*b* with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*	N-68 Proportional Reasoning
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	
Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	O-28 Represents Linear Functions P-46 Ordered Pairs on the Coordinate Plane
Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*	N-68 Proportional Reasoning
Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	N-60 Percents and Ratios
Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	N-68 Proportional Reasoning
The Number System	
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*	N-65 Computation with Fractions
Compute fluently with multi-digit numbers and find common factors and multiples.	
2. Fluently divide multi-digit numbers using the standard algorithm.	N-63 Computation with Whole Numbers
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	N-66 Computation with Decimals

Mathematics Standards Grade 6	**CIBS II Assessments**
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*	N-72 Factors and Multiples
Apply and extend previous understandings of numbers to the system of rational numbers.	
5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	N-28 Uses Integers N-59 Represents Rational Numbers
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	
Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	P-46 Ordered Pairs on the Coordinate Plane
Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	P-46 Ordered Pairs on the Coordinate Plane
7. Understand ordering and absolute value of rational numbers.	
Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*	N-28 Uses Integers N-62 Compares and Orders Rational Numbers
Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 ^{o}C > –7 ^{o}C to express the fact that –3 ^{o}C is warmer than –7 ^{o}C.*	N-28 Uses Integers N-62 Compares and Orders Rational Numbers
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	P-46 Ordered Pairs on the Coordinate Plane

Mathematics Standards Grade 6	**CIBS II Assessments**
Expressions and Equations	
Apply and extend previous understandings of arithmetic to algebraic expressions.	
1. Write and evaluate numerical expressions involving whole-number exponents.	N-59 Represents Rational Numbers
2. Write, read, and evaluate expressions in which letters stand for numbers.	
Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*	O-20 Translates Between Verbal and Algebraic Expressions
Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas* $V = s^3$ *and* $A = 6\ s^2$ *to find the volume and surface area of a cube with sides of length s = 1/2.*	O-21 Evaluates Algebraic Expressions
Reason about and solve one-variable equations and inequalities.	
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	O-20 Translates Between Verbal and Algebraic Expressions
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	O-22 Solves Equations O-23 Writes and Solves Equations for Real-World Situations
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x <$ c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	O-24 Writes and Solves Inequalities

Mathematics Standards Grade 6	CIBS II Assessments
Represent and analyze quantitative relationships between dependent and independent variables.	
9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*	O-22 Solves Equations O-23 Writes and Solves Equations for Real-World Situations O-26 Extends and Analyzes Patterns O-27 Identifies Functions O-28 Represents Linear Functions O-30 Represents Linear Equations O-32 Graphs Linear Equations
Geometry	
Solve real-world and mathematical problems involving area, surface area, and volume.	
1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Q-36 Area Problems
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Q-38 Volume Problems
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	P-47 Geometric Figures on the Coordinate Plane
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	P-45 Nets of Solid Figures Q-37 Surface-Area Problems
Statistics and Probability	

Mathematics Standards Grade 6	CIBS II Assessments
Summarize and describe distributions.	
4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	R-36 Constructs a Box-and-Whisker Plot R-37 Constructs a Scatter Plot R-38 Constructs a Histogram
5. Summarize numerical data sets in relation to their context, such as by:	
Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	R-30 Mean, Median, Mode, and Range R-41 Analyzes Data in a Stem-and-Leaf Plot R-44 Analyzes Data in a Box-and-Whisker Plot
Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	R-30 Mean, Median, Mode, and Range

Mathematics Standards Grade 7	**CIBS II Assessments**
Ratios and Proportional Relationships	
Analyze proportional relationships and use them to solve real-world and mathematical problems.	
1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $^{1/2}/_{1/4}$ miles per hour, equivalently 2 miles per hour.*	N-68 Proportional Reasoning
2. Recognize and represent proportional relationships between quantities.	
Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	O-26 Extends and Analyzes Patterns O-27 Identifies Functions
Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	O-26 Extends and Analyzes Patterns O-33 Interprets Graphs of Linear Relationships
Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.*	N-68 Proportional Reasoning
Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	O-33 Interprets Graphs of Linear Relationships
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*	N-60 Percents and Ratios N-67 Computation with Percents N-68 Proportional Reasoning
The Number System	
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	
Apply properties of operations as strategies to add and subtract rational numbers.	N-63 Computation with Whole Numbers N-64 Computation with Integers N-65 Computation with Fractions N-66 Computation with Decimals N-67 Computation with Percents
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	
Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $–(p/q) = (–p)/q = p/(–q)$. Interpret quotients of rational numbers by describing real-world contexts.	N-64 Computation with Integers

Mathematics Standards Grade 7	**CIBS II Assessments**
Apply properties of operations as strategies to multiply and divide rational numbers.	N-63 Computation with Whole Numbers N-64 Computation with Integers N-65 Computation with Fractions N-66 Computation with Decimals N-67 Computation with Percents
3. Solve real-world and mathematical problems involving the four operations with rational numbers.	N-63 Computation with Whole Numbers N-64 Computation with Integers N-65 Computation with Fractions N-66 Computation with Decimals N-67 Computation with Percents
Expressions and Equations	
Use properties of operations to generate equivalent expressions.	
1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	O-21 Evaluates Algebraic Expressions
2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*	O-20 Translates Between Verbal and Algebraic Expressions

Mathematics Standards Grade 7	**CIBS II Assessments**
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*	N-63 Computation with Whole Numbers N-64 Computation with Integers N-65 Computation with Fractions N-66 Computation with Decimals N-67 Computation with Percents
4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	
Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*	O-23 Writes and Solves Equations for Real-World Situations
Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*	O-24 Writes and Solves Inequalities
Geometry	
Draw construct, and describe geometrical figures and describe the relationships between them.	
1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	N-68 Proportional Reasoning P-41 Congruent and Similar Figures
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	
4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	P-38 Parts and Properties of a Circle Q-35 Perimeter and Circumference Problems Q-36 Area Problems
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	P-32 Identifies Angle Pairs P-33 Vertical, Complementary, and Supplementary Angle Pairs P-34 Parallel-Line Angle Pairs and Nonadjacent Supplementary Angles P-39 Interior Angle Measures of Polygons

Mathematics Standards Grade 7	**CIBS II Assessments**
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Q-36 Area Problems Q-37 Surface-Area Problems Q-38 Volume Problems
Statistics and Probability	
Use random sampling to draw inferences about a population.	
1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	R-29 Sample Populations and Surveys
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*	R-29 Sample Populations and Surveys
Investigate chance processes and develop, use, and evaluate probability models.	
5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	R-47 Possible Outcomes and the Probability of Specific Events
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	
Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*	R-47 Possible Outcomes and the Probability of Specific Events
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	
Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	R-47 Possible Outcomes and the Probability of Specific Events
Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which composes the event.	R-47 Possible Outcomes and the Probability of Specific Events

Mathematics Standards Grade 8	CIBS II Assessments
Expressions and Equations	
Work with radicals and integer exponents.	
1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	N-59 Represents Rational Numbers
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	N-59 Represents Rational Numbers
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.*	N-59 Represents Rational Numbers
Understand the connections between proportional relationships, lines, and linear equations.	
5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*	O-32 Graphs Linear Equations O-33 Interprets Graphs of Linear Relationships
Analyze and solve linear equations and pairs of simultaneous linear equations.	
7. Solve linear equations in one variable.	
Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	O-29 Analyzes Linear Equations
Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	O-29 Analyzes Linear Equations O-30 Represents Linear Equations O-31 Linear Relationships and Slope O-32 Graphs Linear Equations O-33 Interprets Graphs of Linear Relationships
8. Analyze and solve pairs of simultaneous linear equations.	
Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	O-34 Solves Systems of Equations
Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example,* $3x + 2y = 5$ *and* $3x + 2y = 6$ *have no solution because* $3x + 2y$ *cannot simultaneously be 5 and 6.*	O-34 Solves Systems of Equations
Functions	
Define, evaluate, and compare functions.	
1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	O-27 Identifies Functions

Mathematics Standards Grade 8	**CIBS II Assessments**
3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*	O-28 Represents Linear Functions
Use functions to model relationships between quantities.	
4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x, y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	O-28 Represents Linear Functions O-29 Analyzes Linear Equations O-31 Linear Relationships and Slope O-32 Graphs Linear Equations O-33 Interprets Graphs of Linear Relationships
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	O-27 Identifies Functions O-33 Interprets Graphs of Linear Relationships
Geometry	
Understand congruence and similarity using physical models, transparencies, or geometry software.	
2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	P-41 Congruent and Similar Figures P-43 Translations, Reflections, and Rotations
3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	P-43 Translations, Reflections, and Rotations
4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	P-41 Congruent and Similar Figures P-43 Translations, Reflections, and Rotations
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*	P-32 Identifies Angle Pairs P-34 Parallel-Line Angle Pairs and Nonadjacent Supplementary Angles P-41 Congruent and Similar Figures
Understand and apply the Pythagorean Theorem.	
6. Explain a proof of the Pythagorean Theorem and its converse.	
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	P-40 The Pythagorean Theorem
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Q-38 Volume Problems
Statistics and Probability	
Investigate patterns of association in bivariate data.	

Mathematics Standards Grade 8	CIBS II Assessments
1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	R-37 Constructs a Scatter Plot R-45 Analyzes Data in a Scatter Plot
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	R-37 Constructs a Scatter Plot R-45 Analyzes Data in a Scatter Plot