Technical Report # 09-03

The Development of K-8 Progress Monitoring Measures in Mathematics for Use with the 2% and General Education Populations: Grade 4

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Abstract

In this technical report, we describe the development and piloting of a series of mathematics progress monitoring measures intended for use with students in grades kindergarten through eighth grade. These measures, available as part of easyCBM™, an online progress monitoring assessment system, were developed in 2007 and 2008 and administered to approximately 2,800 students per grade from schools across the United States in November and December of 2008 using a common item design to allow all items to be estimated on the same scale within each grade level. We analyzed the results of the piloting using a one parameter logistic (1PL) Rasch analysis. Because the results of these analyses are quite lengthy, we present the results for each grade’s analysis in its own technical report, all sharing a common abstract and introduction but unique methods, results, and discussion sections.
Introduction

Progress monitoring assessments are a key component of many school improvement efforts, including the Response to Intervention (RTI) approach to meeting students’ academic needs. In an RTI approach, teachers first administer a screening or benchmarking assessment to identify students who need supplemental interventions to meet grade-level expectations, then use a series of progress monitoring measures to evaluate the effectiveness of the interventions they are using with the students. When students fail to show expected levels of progress (as indicated by ‘flat line scores’ or little improvement on repeated measures over time), teachers use this information to help them make instructional modifications with the goal of finding an intervention or combination of instructional approaches that will enable each student to make adequate progress toward achieving grade level proficiency and content standards. In such a system, it is critical to have reliable measures that assess the target construct and are sensitive enough to detect improvement in skill over short periods of time. Because both terms are relevant to our item writing efforts, we first provide a brief synthesis of the literature on ‘universal design for assessment’ and then describe what is meant by ‘the 2% population’ before we describe the actual methods used in item creation, piloting, and evaluation.

Universal Design for Assessment

Universal Design for Assessment (UDA) is an approach to creating assessments in which test developers try to make their measures accessible to the widest possible population of students by incorporating design features that will reduce the barriers to students being able to interface successfully with the test items. In creating our mathematics items, we referred to both the National Center on Educational Outcomes’ *A State Guide to the Development of Universally Designed Assessment* (Johnstone, Altman, & Thurlow, 2006) and the *Test Accessibility and...*
Modification Inventory by Beddow, Kettler, and Elliott (2008).

Assessments that are universally designed encourage testing conditions that are accessible and fair to students with special needs as well as to those in the general education population. Universally designed assessments should: (a) measure true constructs while eliminating irrelevant ones, (b) recognize the diversity of the test-taker population, (c) be both concise and clear in their language, (d) have clear format and visual information, and (e) include the ability to change formatting without compromising the meaning or difficulty of the assessment results. Universally designed assessments aim to provide valid interpretation of all test-takers’ abilities and skills, including those with disabilities (Johnstone, Altman, & Thurlow, 2006).

In addition to the guidelines by Johnstone et al. (2006), we focused on reducing the cognitive complexity of the mathematics items we created in an attempt to tighten the connection between the targeted construct within the NCTM mathematics Focal Point Standards and the math items. From a cognitive science perspective, cognitive complexity relates to the degree to which a particular situation requires an individual to engage in the problem solving processes. In terms of assessments, cognitive complexity can be altered by changing the way in which a problem is represented (the degree to which it requires a test taker to engage in abstract thinking to reach a solution); by limiting or expanding the necessity for planning and use of strategy; by requiring different levels of self-monitoring and evaluation; and by emphasizing or de-emphasizing the use of metacognition to explain one’s understanding of the problem and its solution or to generalize or abstract the outcome (Stevens, 2007, personal communication).

The principles of universal design for assessment guided our item creation efforts. In addition, we sought to reduce the cognitive complexity of our items through reducing the steps
students would need to take to solve the math items, by reducing the language and working
memory load of our items, and by consciously attempting to reduce the chance that extraneous
information provided in the mathematics question stem or answer choices would confuse
students. Our goal was to create mathematics items that would be appropriate for use with
students from both general education and the 2\% population as well as for English language
learners.

The 2\% Population

The Title I—Improving the Academic Achievement of the Disadvantaged; Individuals With
Disabilities Education Act (IDEA), allows approximately 20\% of students with disabilities to be
assessed on grade-level content standards but with modified academic achievement standards.
This subgroup of students with disabilities is frequently referred to as ‘the 2\% student
population’ because federal legislation allows states to designate up to 2\% of their total student
population as those for whom this would be the most appropriate assessment scenario. The 2\%
student population may include students with disabilities (excluding the ones with the most
severe cognitive deficits) or those with lower academic performance who do not respond to
reading interventions persistently (McMaster, Fuchs, Fuchs, & Compton, 2005; Torgersen,

Germaine to our work here, it is important to emphasize that students in the 2\% population
are expected to be assessed on grade-level content standards, but their achievement standards
may not be as high as those set for students from the general education population. Thus, in
developing our mathematics item bank, we sought to create math items that would appropriately
target the grade-level content standards yet would do so in a way that would render them
accessible to a wider range of student ability than might be typically expected of assessment
items. Our focus on reducing the cognitive and linguistic complexity of items as well as on designing the computer interface and features of the items themselves to reduce the impact of construct irrelevant barriers to student understanding was intended to provide a bank of items from which we could draw mathematics problems representing a wide range of difficulty yet all aligned to grade-level content standards.

Methods

In this technical report, we explain the development of mathematics progress monitoring measures designed for use with students in grades K-8. This development included three key steps: (a) creation of an item bank, (b) piloting of all items in the item bank to determine their difficulty, reliability, and appropriateness for use with the intended grade level, and (c) organizing of the items into a series of benchmark and progress monitoring assessments. We begin by describing the process of item creation, including background about the item specifications and guidance given to item writers during the development of the individual mathematics items. Then, we explain the piloting of the mathematics items. We outline the process we used to create multiple comparable alternate forms of progress monitoring and benchmarking assessments using the item bank information. Finally, we describe how the mathematics measured designed for use with students from the 2% population differ slightly from those designed for use with students from the general education population, yet both share key components of universal design and are aligned to grade-level content standards.

Item Development

We used the National Council of Teachers of Mathematics (NCTM) Focal Point Standards in Mathematics as the basis for our item creation. These standards were introduced by the NCTM in 2006, and were adapted by the Oregon Department of Education and then formally
adopted by the state for use to guide classroom instruction as well as statewide assessment in 2008. All items were written to target one sub-domain within a particular Focal Point Standard, with item-writers specifically referencing the intended sub-domain in the item database during item writing.

**Item writer qualifications.** Eight item writers were recruited from across Oregon. These individuals had experience in teaching and mathematics. Five of the item writers had worked extensively with students in Special Education programs and were familiar with their educational needs. Specific background information is provided about each of the item writers. Item writer #1, who had a Master’s degree in Computer Programming, had a strong background in mathematics. He had been providing tutoring and home schooling in math since 1990. Item writer #2 had a Master’s degree in Special Education. She had taught pre-Kindergarten through 5th grade and had completed 1.5 years of research work in assessment. Item writer #3 had the following qualifications: BS in Elementary Education with a Reading Endorsement; work experience with students in kindergarten and elementary grades and preschoolers with special needs; teaching experience as a substitute teacher and tutor for adults. Item writer #3 had also consulted and developed curriculum professionally. Item writer #4 had a BA in Health Education, a Master’s of Arts in Teaching (K-8 Elementary Endorsement), and additional university credits for math education. In addition to teaching students in first through fourth grade for 13 years, item writer #4 had also attended NCTM Conferences.

Item writer #5 was a retired middle school teacher who had taught students with special needs. She had a BS in Elementary Education with a Reading Endorsement (K-12) and had 25 years of teaching experience. Item writer #6 held a Master’s degree in Special Education and a BA in Developmental Psychology. Her experiences included: working as a Special Education
teacher and Program Coordinator for a social service program; eight years of supporting individuals with developmental disabilities; and designing functional academic curricula in mathematics, reading, and social skills.

Item writer #7, a fifth-year Ph.D. candidate in developmental psychology, had a Bachelor’s and a Master’s degree also in developmental psychology. While item writer #7 had completed relevant coursework such as statistics, research methods, developmental psychology, language acquisition, linguistics, and social cognition, she had also taught undergraduate-level courses including Child Development, Cognitive Development, and Language Acquisition. Finally, item writer #8 received a BA in Humanities with a concentration in Education and a Master’s in Special Education. He had 3 years of experience teaching English in grades K-16 and was working in a research organization on projects related to assessments at the time he was writing mathematics items for this project. All item writers started the writing process in October 2007. The item bank was completed in August 2008.

**Guidance given to item writers.** Item writers were informed that the goal of this project was to create math items that would be appropriate for the 2% student population. In describing this student population, they were told to picture students with very low academic performance, who receive special education services, and who would also likely receive significant support in the general education classrooms.

Item writers were provided specific guidelines on how they should approach the item writing process. Two major points were emphasized: (a) the importance of writing math items that reduced the cognitive complexity of the tasks, and (b) the need to preserve the integrity of the items by connecting them to grade-level content standards. Although the item-writers were told that researchers are still operationally defining the meaning of ‘reducing cognitive
complexity,’ they were given some basic ideas to consider while completing the item-writing tasks.

First, item writers were encouraged to pick an approach that required the least amount of manipulation on the part of the student. They were reminded that there are usually several ways in which one can structure or represent mathematics operations. Examples were given to demonstrate math items that would require the least amount of manipulation in the process. Item writers were requested to write items in this manner consistently across all types of calculation problems in all formats.

When selecting numbers for use in math problems, item writers were encouraged to select numbers that were relatively easy to compute. By using easier numbers, students could demonstrate mastery of the content standard concept while reducing the likelihood that a computational error would interfere with measurement of the construct being assessed. Item writers were also asked to be selective with their word choices. They were strongly encouraged to use simple language (short words and declarative sentences). The emphasis on simple language was designed to reduce the chance that words would present a barrier to assessing students’ ability to demonstrate their mathematical knowledge.

The overall goal in item writing was to focus students’ attention on a single idea. Therefore, it was essential for item writers to: (a) have in-depth understanding of the material, (b) spend time thinking of their audience, (c) be clear and concise in their writing, and (d) avoid irrelevant language and clues when writing the items.

Other specific guidelines provided to item writers included the following:
1. Address key verbs such as ‘recall,’ ‘analyze,’ ‘construct,’ and ‘recognize’ that are used in the NCTM Standards;
2. Include necessary information in the questions so that answer choices are represented in the most simplistic and comprehensible manner;

3. Keep grammar structure parallel between a question and each answer option;

4. Avoid certain word choices in answer options such as ‘All of the above,’ ‘None of the above,’ negatives and double negatives;

5. Keep answer options similar in length and complexity levels; and

6. Ensure that all answer choices are mutually exclusive.

To increase the alignment between items in consecutive grade levels, the year-long task of writing approximately 1,100 items per grade level was divided into 23 sets, each addressing a pre-determined Focal Point Standard. Each set included 50 items per grade level in three grade levels, or 150 math items in all. Thus, for each set of items, each item writer wrote math problems aligned with similar Focal Point Standards for three grades. Item writers completed their work on three separate Excel files that were pre-formatted and named by the researchers. Item writers were encouraged to write items so that the difficulty level progressed smoothly from grade to grade. They were asked to create multiple-choice test items with three answer choices to address the Standards.

Although examples of test items were given, item writers were given the freedom to devise comparable questions that met the Standards. Because copies of the general and specific Standards were provided to the item writers, they were expected to study and understand the Standards’ requirements. Item writers were reminded of the importance of producing items that met the Standards with the following characteristics: (a) items should be simple, direct, and in the most basic form of the Standard requirements; (b) complexity should be reduced whenever possible; (c) items should use vocabulary, background knowledge and topics appropriate for
students in the target grade level; and (d) the language should be simple, avoiding use of idioms, long words, passive voice, and unnecessary clauses.

Item writers were provided the EDL Core Vocabulary list as a reference for determining appropriate grade-level words to use in items and distractors. They were asked to try to use words a minimum of 2 grade levels below the grade level for which they were writing whenever possible. Finally, researchers stressed the importance of creating original items, although item writers were given print and online resources as sources of inspiration, ideas, or information.

In writing the distractors, item writers were reminded to maintain three answer choices that were similar in length and complexity level, differing only in content. When constructing incorrect choices, they were informed that these distractors should be relevant to the problem. Item writers were requested to use related words or numbers in the distractors, so that each answer choice appeared to be a relevant option.

Design of graphics. As item writers created finished their sets, they provided rough sketches and descriptions of the graphics needed to complete each item. These sketches and descriptions were sent to a computer graphic artist, who created original computer renderings of each image required by the items. These graphics were then saved as .png files in a database and later imported to the online mathematics test interface.

Design of computer interface. Because these items were designed specifically for use in online computer delivered assessments, the research team worked closely with the computer programmer to ensure that the items would be able to be displayed appropriately in an online testing environment. The computer programmer provided guidance in the original item writing specifications, assisting with the development of computer code to enable a reliable and efficient
transfer of the items from the Excel files provided by the item writers to the computer database and subsequent online display of the items.

Items were designed to be displayed one at a time on the screen, with a large text box on the left side of the screen where the question stem/item was displayed and the three answer options on the right side of the screen, along with the answer choice “I don’t know” (see Figure 1). Students select their answer by clicking anywhere in the large rectangular area corresponding with the answer option they want to pick. Once they are satisfied with their response, they click the “Next” button at the bottom right corner of their screen, and the computer displays the next item. Once a student has clicked on the “Next” button, they are not able to go back to a previous item.

The size of the question stem and answer options is optimized for display without requiring any ‘scrolling’ to view all parts of the question and all possible answer options. However, should they need to enlarge the text to enable them to read it better, students are able to magnify the size of the display by adjusting their computer’s view to zoom in. The program is designed to be compatible with Firefox, Safari (on a Mac Operating System), and Internet Explorer (on a Windows Operating System).

Each time a question is displayed, the computer randomizes the order of the answer options, except that the “I don’t know” option is always retained as the final answer option on the page. Thus, even when two students are looking at the same question at the same time, it is likely that the answer options will appear in a different order on the right side of their screen. This random display feature built into the programming helps reduce the impact of cheating.
A team of six researchers reviewed all items beginning June 2008. These researchers all had experience with assessment and item creation. Two of the researchers had earned doctorates in education, one with an emphasis on assessments. One of the researchers had a Master’s in Special Education and had participated in a special program throughout his graduate studies focused on educational assessments. He had been the primary contact for the item writers for the previous year and was very familiar with the project. Of the remaining three researchers, one was a Ph.D. student in Educational Leadership, one was a Master’s student in Speech Language Pathology, and one was a full-time research assistant at a research institute at the university where this research was conducted.

During the item review process, the researchers studied specific aspects of the items, including general clarity and alignment with the standards, formatting, wording, and answer choices. Researchers reviewed the items individually and as a group. Each researcher spent on average ten hours per week from June to July 2008 reviewing items individually. Beginning in
July and continuing for 6 weeks, the team met regularly as a group in 2-3 hour meetings, 5 days a week. During group reviews, the team focused primarily on standardizing formats, verifying answer choices, and identifying errors. As errors were found, they were corrected, resulting in approximately 6,600 items to be piloted in the fall of 2008.

**Item Piloting**

Teachers from grades K-8 were recruited to participate in the pilot in three ways: through announcements posted on the easyCBM (Alonzo, Ulmer, Tindal, & Glasgow, 2006) and DIBELS websites, through direct recruitment of teachers using existing cooperative relationships between the districts and the research institute that developed the assessments, and through word of mouth. Item piloting for Kindergarten through Fourth Grade began on November 10th and ended on December 5th. For grades 5 through 8, item piloting began on November 10th and ended on June 15th. Districts interested in participating in the piloting were provided a letter of introduction that described the piloting process and explained that to protect confidentiality, no identifying information would be collected on students, teachers, schools, or districts participating in the piloting.

Teachers were provided with specific instructions on how to access the piloting website and were instructed to have their students select their appropriate grade level from the list of grades provided and then to monitor while their students completed the online test. Students were encouraged to use scratch paper if they needed it, but use of calculators was prohibited. Each student was presented with 25 items each time he/she logged in to the testing website. The first 20 items on each test were randomly selected by the computer from the approximately 1,100 items available at that grade level. The final 5 items on each grade level test were always the same. These five items, selected for their range of difficulty and coverage of all Focal Point
Standards within a grade level, were kept constant to allow for calibrating all items within a grade level to the same scale. In keeping with Kolen and Brennan’s (2004) recommendation, these five items always appeared in the same order and place on each test.

Data Analysis

To analyze the items, we used a 1PL Rasch model and the software Winsteps 3.61 (Linacre, 2006). We chose the one parameter model rather than a more complicated one for our analysis out of a desire for parsimony and because it appears to fit the data quite well. Because we gave students the option of selecting “I don’t know,” we hoped to reduce the potential impact of guessing. Key item parameters we analyzed include Mean Square Outfit (items falling outside the desired range of 0.50 to 1.50 were examined in greater detail before being retained in the item bank for future use, Standard Error of Measure, and Measure (an estimate of the item’s difficulty). In addition to these item parameters, we also analyzed how the distractors functioned. In all cases, we sought to retain for our item bank items where students with the highest average estimated ability selected the correct answer choice, while students with lower average estimated ability selected the two other answer choices. We also sought items with a wide range of difficulty, cognizant of the need to have enough items to use for assessments designed for use with students from the 2% population as well as with students from the general education population.

Results

Data from each grade level were analyzed separately. In all, we analyzed 173 Kindergarten items, 243 Grade 1 items, 1,167 Grade 2 items, 1,167 Grade 3 items, 1,149 Grade 4 items, 1,167 Grade 5 items, 953 Grade 6 items, 912 Grade 7 items, and 902 Grade 8 items. The results of these analyses are reported separately by grade, each in its own technical report.
Grade 4

Of the Grade 4 items, 84 were over-fit (Mean Square Outfit ranging from 0.06 to 0.49 with an average Mean Square Outfit of 0.34). Because distractor analysis indicated that all over-fit items were functioning appropriately (students with the highest average estimated ability selected the correct answer choice, while students with lower estimated ability selected distractors), all over-fit items were retained for the item bank. In addition to the over-fit items, 114 items were under-fit (Mean Square Outfit ranging from 4.06 to 1.51 with an average Mean Square Outfit of 2.00). Of these, 80 items were retained for the item bank when distractor analysis indicated that they were functioning appropriately. In all, 34 items were removed from the Grade 4 item bank because distractor analysis indicated that the correct answer choice was not selected by the students with the highest average estimated ability. Table 1 presents the results of the Rasch analysis for the Grade 4 items, while Table 2 presents the results of distractor analysis.

Discussion

We used the results of the Rasch analysis to select items from the item bank to use in the creation of ten alternate forms of progress monitoring measures appropriate for use with students in fourth grade for each of the three Focal Point Standards, resulting in a total of 30 fourth-grade math progress monitoring measures. Each form of the measures was comprised of 16 unique items, and all alternate forms within each Focal Point were of comparable difficulty, as determined by calculating the mean measure of the items on each form.

Mean measure of forms 1 – 10 of the Measurement and Data Analysis progress monitoring measures range from -0.61 to -0.60, with an average of -0.61 across all ten forms. Table 3 lists information about each of the alternate forms of the Measurement and Data
Analysis measures for fourth grade. Table 4 lists this information for the *Numbers and Operations and Algebra* measures. Mean measure of forms 1 – 10 of the *Numbers and Operations and Algebra* progress monitoring measures ranged from 0.11 to 0.12, with an average of 0.12 across all ten forms. Mean measure of forms 1 – 10 of the *Numbers and Operations* progress monitoring measures ranged from 0.53 to 0.54, with an average of 0.53 across all ten forms. Table 5 lists the alternate forms of the progress monitoring measures aligned with the *Numbers and Operations* Focal Point Standards.

Thus, within the progress monitoring measures developed for use in fourth grade, those aligned with the *Measurement and Data Analysis* Focal Point Standard are designed to be the easiest, followed by those aligned with the *Numbers and Operations and Algebra* Focal Point Standard. The measures aligned with the *Numbers and Operations* Focal Point Standard are designed to be the most challenging of the fourth-grade progress monitoring mathematics measures on easyCBM™.
<table>
<thead>
<tr>
<th>Item</th>
<th>Focal Point</th>
<th>Domain</th>
<th>Measure</th>
<th>Count</th>
<th>Score</th>
<th>Error</th>
<th>Mean Square</th>
<th>Discrim</th>
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<tbody>
<tr>
<td>40001</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-3.54</td>
<td>56.00</td>
<td>54.00</td>
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<td>0.07</td>
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<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-7.33</td>
<td>42.00</td>
<td>41.00</td>
<td>1.08</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>1.00</td>
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<td>26.00</td>
<td>0.30</td>
<td>1.27</td>
<td>0.33</td>
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<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-2.29</td>
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<td>51.00</td>
<td>0.56</td>
<td>1.42</td>
<td>0.97</td>
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<td>50.00</td>
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<td>2.97</td>
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<td>0.99</td>
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<td>Progress</td>
<td>Improvement</td>
<td>Growth</td>
<td>Milestone</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.50</td>
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<td>63.00</td>
<td>47.00</td>
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<td>1.06</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.75</td>
<td>2995.00</td>
<td>2452.00</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.90</td>
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<td>60.00</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.98</td>
<td>50.00</td>
<td>43.00</td>
<td>0.43</td>
<td>0.78</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.41</td>
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<td>42.00</td>
<td>0.34</td>
<td>0.78</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.24</td>
<td>52.00</td>
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<td>-0.46</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.30</td>
<td>46.00</td>
<td>36.00</td>
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<td>40024</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.14</td>
<td>52.00</td>
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<td>Number and Operations and Algebra</td>
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<td>-0.33</td>
<td>64.00</td>
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<td>-0.21</td>
<td>56.00</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-0.71</td>
<td>63.00</td>
<td>52.00</td>
<td>0.36</td>
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<td>1.54</td>
<td>48.00</td>
<td>21.00</td>
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<td>40028</td>
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<tr>
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<td>-0.43</td>
<td>58.00</td>
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<td>-0.43</td>
<td>54.00</td>
<td>40.00</td>
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<td>-0.51</td>
<td>53.00</td>
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<td>40036</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-0.21 67.00 48.00 0.30 0.78 1.18</td>
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<td>40037</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-2.13 67.00 63.00 0.54 0.61 1.08</td>
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<td>40038</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-3.41 53.00 51.00 0.87 0.56 1.07</td>
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<td>40039</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.05 54.00 46.00 0.41 0.83 1.03</td>
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<td>40040</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.13 59.00 41.00 0.31 0.79 1.12</td>
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<td>40041</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.91 53.00 45.00 0.41 0.82 1.11</td>
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<td>40042</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.70 55.00 35.00 0.31 0.79 1.29</td>
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<td>40043</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.85 54.00 18.00 0.34 1.20 0.96</td>
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<td>40044</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.68 50.00 29.00 0.33 0.55 1.76</td>
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<td>40045</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.28 54.00 33.00 0.31 1.12 0.96</td>
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<td>40046</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.06 45.00 32.00 0.37 1.29 0.77</td>
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<td>40047</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.24 54.00 24.00 0.30 0.78 1.38</td>
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<td>40048</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.92 60.00 23.00 0.29 1.31 0.53</td>
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<td>40049</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.41 50.00 21.00 0.32 1.12 0.65</td>
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<td>40050</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.33 51.00 35.00 0.34 1.02 0.89</td>
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<td>40051</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.15 45.00 22.00 0.33 0.77 1.61</td>
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<td>40052</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.11 51.00 25.00 0.31 0.92 1.18</td>
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<td>40053</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.51 60.00 37.00 0.29 1.02 0.89</td>
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<td>40054</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.45 49.00 29.00 0.33 0.95 0.97</td>
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<td>Score 2</td>
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<td>40055</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<td>51.00</td>
<td>26.00</td>
<td>0.31</td>
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<td>40056</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.84</td>
<td>49.00</td>
<td>27.00</td>
<td>0.32</td>
<td>1.04</td>
<td>0.82</td>
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<td>40057</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.52</td>
<td>52.00</td>
<td>32.00</td>
<td>0.32</td>
<td>1.56</td>
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<td>40058</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.60</td>
<td>51.00</td>
<td>30.00</td>
<td>0.31</td>
<td>1.13</td>
<td>0.72</td>
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<td>40059</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<td>47.00</td>
<td>30.00</td>
<td>0.35</td>
<td>0.87</td>
<td>1.11</td>
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<td>40060</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.27</td>
<td>53.00</td>
<td>32.00</td>
<td>0.32</td>
<td>1.24</td>
<td>0.77</td>
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<td>40061</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.14</td>
<td>64.00</td>
<td>30.00</td>
<td>0.28</td>
<td>1.09</td>
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<td>40062</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.72</td>
<td>59.00</td>
<td>24.00</td>
<td>0.30</td>
<td>0.87</td>
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<td>40063</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>4.36</td>
<td>53.00</td>
<td>4.00</td>
<td>0.57</td>
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<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
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<td>40066</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.27</td>
<td>57.00</td>
<td>26.00</td>
<td>0.31</td>
<td>0.97</td>
<td>1.13</td>
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<td>Number and Operations</td>
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<td>40068</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
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<td>40069</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
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<td>40070</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
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<td>40071</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
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<td>40072</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.95</td>
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<td>40073</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>2.58</td>
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<td>40074</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
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<td>40075</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
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<td>Number and Operations</td>
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<tr>
<td>40077</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
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<td>40078</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
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<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
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<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>0.84, 58.00, 32.00, 0.29, 1.01, 0.86</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>0.68, 73.00, 43.00, 0.26, 0.79, 1.33</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-1.05, 56.00, 48.00, 0.41, 0.79, 0.97</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>1.08, 55.00, 28.00, 0.30, 0.92, 1.04</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>0.25, 53.00, 37.00, 0.33, 0.98, 0.94</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>1.25, 45.00, 22.00, 0.34, 0.96, 1.10</td>
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<td>40119</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>1.12, 55.00, 24.00, 0.30, 2.05, -1.00</td>
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<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>2.53, 2966.00, 728.00, 0.05, 1.85, 0.66</td>
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<td>40121</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>3.78, 59.00, 6.00, 0.47, 2.57, 1.00</td>
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<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>3.54, 56.00, 8.00, 0.42, 2.68, 0.62</td>
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<td>40125</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>-0.93, 53.00, 44.00, 0.39, 0.97, 0.98</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>-0.05  55.00  39.00  0.34  0.71  1.29</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>-0.46  42.00  32.00  0.40  0.75  1.11</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>-1.22  55.00  48.00  0.43  0.58  1.12</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>-0.99  59.00  48.00  0.39  1.32  0.78</td>
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<td>40137</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>40138</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.61  57.00  45.00  0.36  1.01  0.97</td>
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<td>40139</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.96  57.00  48.00  0.38  0.52  1.26</td>
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<td>-1.63  56.00  50.00  0.45  2.12  0.86</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>40142</td>
<td>Measurement and Data</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-1.93 60.00 56.00 0.57 0.43 1.14</td>
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<tr>
<td>40143</td>
<td>Measurement and Data</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>0.00 0.00 0.00 0.00 1.00 1.00</td>
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<tr>
<td>40144</td>
<td>Measurement and Data</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-3.30 50.00 48.00 0.77 0.61 0.97</td>
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<tr>
<td>40145</td>
<td>Measurement and Data</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.36 52.00 49.00 0.63 0.25 1.19</td>
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<tr>
<td>40146</td>
<td>Measurement and Data</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.88 55.00 53.00 0.77 0.21 1.10</td>
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<tr>
<td>40147</td>
<td>Measurement and Data</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-7.60 52.00 51.00 1.02 1.09 0.99</td>
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<tr>
<td>40148</td>
<td>Measurement and Data</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.29 56.00 49.00 0.44 0.87 1.07</td>
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<tr>
<td>40149</td>
<td>Measurement and Data</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.24 59.00 55.00 0.61 0.29 1.16</td>
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<tr>
<td>40150</td>
<td>Measurement and Data</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.44 54.00 51.00 0.62 1.57 0.95</td>
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<tr>
<td>40151</td>
<td>Number and Operations</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.00 0.00 0.00 0.00 1.00 1.00</td>
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<tr>
<td>40152</td>
<td>Number and Operations</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.88 59.00 49.00 0.37 0.51 1.30</td>
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<tr>
<td>40153</td>
<td>Number and Operations</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-7.69 51.00 50.00 1.05 0.08 1.03</td>
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<tr>
<td>40154</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-1.04</td>
<td>52.00</td>
<td>44.00</td>
<td>0.42</td>
<td>0.96</td>
<td>0.87</td>
</tr>
<tr>
<td>40155</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-3.09</td>
<td>65.00</td>
<td>63.00</td>
<td>0.76</td>
<td>0.27</td>
<td>1.09</td>
</tr>
<tr>
<td>40156</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-2.01</td>
<td>54.00</td>
<td>49.00</td>
<td>0.52</td>
<td>0.25</td>
<td>1.28</td>
</tr>
<tr>
<td>40157</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.84</td>
<td>55.00</td>
<td>45.00</td>
<td>0.38</td>
<td>0.79</td>
<td>1.08</td>
</tr>
<tr>
<td>40158</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-2.04</td>
<td>56.00</td>
<td>52.00</td>
<td>0.54</td>
<td>1.30</td>
<td>0.95</td>
</tr>
<tr>
<td>40159</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-1.78</td>
<td>55.00</td>
<td>48.00</td>
<td>0.45</td>
<td>0.64</td>
<td>1.08</td>
</tr>
<tr>
<td>40160</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-1.93</td>
<td>54.00</td>
<td>49.00</td>
<td>0.51</td>
<td>0.39</td>
<td>1.18</td>
</tr>
<tr>
<td>40161</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.43</td>
<td>45.00</td>
<td>26.00</td>
<td>0.37</td>
<td>0.81</td>
<td>1.15</td>
</tr>
<tr>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-2.37</td>
<td>53.00</td>
<td>50.00</td>
<td>0.62</td>
<td>0.26</td>
<td>1.17</td>
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<td>40163</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>1.19</td>
<td>52.00</td>
<td>27.00</td>
<td>0.32</td>
<td>0.90</td>
<td>1.41</td>
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<tr>
<td>40164</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.64</td>
<td>53.00</td>
<td>42.00</td>
<td>0.36</td>
<td>0.85</td>
<td>1.05</td>
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</tr>
<tr>
<td>40165</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.29</td>
<td>54.00</td>
<td>42.00</td>
<td>0.35</td>
<td>0.60</td>
<td>1.32</td>
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<tr>
<td>40166</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.35</td>
<td>57.00</td>
<td>44.00</td>
<td>0.36</td>
<td>1.54</td>
<td>0.74</td>
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<td>40167</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.69</td>
<td>58.00</td>
<td>48.00</td>
<td>0.36</td>
<td>0.65</td>
<td>1.18</td>
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<tr>
<td>40168</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.20</td>
<td>53.00</td>
<td>40.00</td>
<td>0.36</td>
<td>0.79</td>
<td>1.11</td>
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<td>40169</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.38</td>
<td>51.00</td>
<td>40.00</td>
<td>0.38</td>
<td>1.94</td>
<td>0.67</td>
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<tr>
<td>40170</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.34</td>
<td>54.00</td>
<td>48.00</td>
<td>0.47</td>
<td>0.60</td>
<td>1.07</td>
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<tr>
<td>40171</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.43</td>
<td>55.00</td>
<td>34.00</td>
<td>0.32</td>
<td>1.05</td>
<td>0.97</td>
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<tr>
<td>40172</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.16</td>
<td>55.00</td>
<td>39.00</td>
<td>0.33</td>
<td>0.67</td>
<td>1.33</td>
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<td>Number and Operations and Algebra</td>
<td>Description</td>
<td>Percentages</td>
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<tr>
<td>40173</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.78 51.00 41.00 0.40 0.86 0.96</td>
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<tr>
<td>40174</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.58 67.00 56.00 0.36 1.16 0.98</td>
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<tr>
<td>40175</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.17 51.00 36.00 0.34 0.56 1.50</td>
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<tr>
<td>40176</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.61 46.00 36.00 0.40 0.62 0.99</td>
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<tr>
<td>40177</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.53 47.00 21.00 0.34 0.89 1.07</td>
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<tr>
<td>40178</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.70 56.00 22.00 0.31 0.81 1.32</td>
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<tr>
<td>40179</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.09 53.00 37.00 0.33 1.03 0.97</td>
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<tr>
<td>40180</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.28 51.00 21.00 0.31 1.01 0.93</td>
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<tr>
<td>40181</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.51 59.00 34.00 0.29 1.13 0.96</td>
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<tr>
<td>40182</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.13 58.00 18.00 0.32 1.25 0.66</td>
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<td>40183</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.66 58.00 35.00 0.31 0.97 0.95</td>
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<tr>
<td>40184</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>3.68 59.00 7.00 0.44 1.00 0.78</td>
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<tr>
<td>40185</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.38 52.00 32.00 0.32 0.80 1.20</td>
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<tr>
<td>40186</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.71 62.00 16.00 0.32 1.18 0.78</td>
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<tr>
<td>40187</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.75 56.00 29.00 0.30 0.89 1.22</td>
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<tr>
<td>40188</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.52 53.00 20.00 0.33 1.31 0.82</td>
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<tr>
<td>40189</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.72 50.00 41.00 0.40 0.56 1.26</td>
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<tr>
<td>40190</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.56 55.00 35.00 0.32 1.07 1.02</td>
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<tr>
<td>40191</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.48 58.00 46.00 0.35 0.59 1.23</td>
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<td>Math Progress Monitoring, Grade 4– Page 33</td>
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<td>40192</td>
<td><strong>Number and Operations and Algebra</strong> Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>0.76 56.00 30.00 0.30 0.85 1.29</td>
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<tr>
<td>40193</td>
<td><strong>Number and Operations and Algebra</strong> Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>-0.03 56.00 41.00 0.33 0.87 1.14</td>
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<tr>
<td>40194</td>
<td><strong>Number and Operations and Algebra</strong> Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>1.40 54.00 23.00 0.31 1.10 0.76</td>
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<tr>
<td>40195</td>
<td><strong>Number and Operations and Algebra</strong> Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>-0.18 47.00 33.00 0.37 0.75 1.21</td>
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<tr>
<td>40196</td>
<td><strong>Number and Operations and Algebra</strong> Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>0.49 71.00 47.00 0.27 1.15 0.79</td>
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<td>40197</td>
<td><strong>Number and Operations and Algebra</strong> Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td><strong>Number and Operations and Algebra</strong> Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td><strong>Number and Operations and Algebra</strong> Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td><strong>Number and Operations and Algebra</strong> Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>40201</td>
<td><strong>Number and Operations</strong> Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<td>40202</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-0.68  59.00  47.00  0.34  1.96  0.56</td>
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<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.63  46.00  21.00  0.33  0.61  1.79</td>
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<td>40204</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.59  54.00  34.00  0.31  1.17  0.53</td>
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<td>40205</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.84  55.00  30.00  0.29  0.82  1.46</td>
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<td>40206</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.36  53.00  23.00  0.31  1.30  0.64</td>
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<td>40207</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.53  58.00  37.00  0.30  1.41  0.56</td>
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<td>40208</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.79  52.00  27.00  0.32  1.26  0.67</td>
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<td>40209</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.80  50.00  29.00  0.31  1.13  0.85</td>
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<td>40210</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.95  60.00  33.00  0.29  0.97  1.07</td>
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<tr>
<td>40211</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>3.28  53.00  7.00  0.44  1.10  1.03</td>
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<td>40212</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.98  66.00  20.00  0.29  1.12  0.94</td>
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<td>40213</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.07  56.00  25.00  0.29  1.12  0.69</td>
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<td>Student</td>
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<td>40214</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>40214</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>4.09 52.00 4.00 0.56 0.90 0.89</td>
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<tr>
<td>40215</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>40215</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>0.90 53.00 26.00 0.31 0.88 1.13</td>
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<tr>
<td>40216</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>40216</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>2.94 53.00 9.00 0.41 0.81 1.07</td>
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<tr>
<td>40217</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>40217</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>3.74 53.00 6.00 0.47 0.49 1.18</td>
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<td>40218</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>40218</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>3.66 49.00 6.00 0.50 0.92 1.14</td>
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<td>40219</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>40219</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.90 53.00 15.00 0.33 1.05 0.91</td>
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<tr>
<td>40220</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>40220</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>3.08 52.00 8.00 0.43 1.16 1.04</td>
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<td>40221</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>40221</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>3.53 54.00 5.00 0.50 2.18 0.70</td>
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<td>40222</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>40222</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>2.02 56.00 21.00 0.31 1.38 0.49</td>
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<td>40223</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>40223</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>2.10 54.00 16.00 0.34 1.29 0.82</td>
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<td>40224</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>40224</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.09 62.00 46.00 0.32 0.91 0.97</td>
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<tr>
<td>40225</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>40225</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.15 53.00 36.00 0.33 0.93 0.95</td>
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<td>40226</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>40226</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.05 48.00 34.00 0.36 1.00 0.91</td>
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<td>40227</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>40227</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.17 54.00 26.00 0.32 1.52 0.81</td>
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<td>Description</td>
<td>Values</td>
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<tr>
<td>40228</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>-3.05 55.00 53.00 0.74 0.60 1.03</td>
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<td>40229</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>-1.48 57.00 51.00 0.45 1.52 1.00</td>
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<td>40230</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>-2.23 52.00 48.00 0.55 0.51 1.07</td>
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<tr>
<td>40231</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>0.34 54.00 34.00 0.31 1.05 0.97</td>
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<td>40232</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-0.13 54.00 42.00 0.35 0.76 1.08</td>
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<td>40233</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.55 49.00 21.00 0.32 1.09 0.86</td>
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<tr>
<td>40234</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>0.36 56.00 38.00 0.32 0.79 1.28</td>
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<tr>
<td>40235</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>0.09 50.00 34.00 0.34 1.07 0.92</td>
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<tr>
<td>40236</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-0.84 51.00 41.00 0.38 0.79 1.13</td>
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<tr>
<td>40237</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>0.08 60.00 43.00 0.31 1.05 0.90</td>
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<tr>
<td>40238</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-0.49 56.00 45.00 0.36 1.01 1.11</td>
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<tr>
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<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-0.58 59.00 46.00 0.35 0.80 1.06</td>
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<tr>
<td>40240</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>0.31 64.00 45.00 0.29 0.91 1.08</td>
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<tr>
<td>Code</td>
<td>Description</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.40</td>
<td>52.00</td>
<td>32.00</td>
<td>0.32</td>
<td>0.62</td>
<td>1.57</td>
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<tr>
<td>40241</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-0.36</td>
<td>57.00</td>
<td>43.00</td>
<td>0.33</td>
<td>0.71</td>
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<td>40242</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>1.35</td>
<td>58.00</td>
<td>25.00</td>
<td>0.30</td>
<td>0.87</td>
<td>1.14</td>
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<td>40243</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.86</td>
<td>63.00</td>
<td>39.00</td>
<td>0.29</td>
<td>0.81</td>
<td>1.44</td>
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<tr>
<td>40245</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-0.78</td>
<td>56.00</td>
<td>46.00</td>
<td>0.38</td>
<td>0.76</td>
<td>1.09</td>
</tr>
<tr>
<td>40246</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-1.13</td>
<td>57.00</td>
<td>48.00</td>
<td>0.40</td>
<td>0.48</td>
<td>1.23</td>
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<tr>
<td>40247</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-1.37</td>
<td>52.00</td>
<td>45.00</td>
<td>0.45</td>
<td>0.56</td>
<td>1.10</td>
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<tr>
<td>40248</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.39</td>
<td>54.00</td>
<td>35.00</td>
<td>0.32</td>
<td>0.57</td>
<td>1.60</td>
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<tr>
<td>40249</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-0.57</td>
<td>53.00</td>
<td>41.00</td>
<td>0.38</td>
<td>0.56</td>
<td>1.28</td>
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<tr>
<td>40250</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-0.93</td>
<td>57.00</td>
<td>46.00</td>
<td>0.37</td>
<td>0.77</td>
<td>1.00</td>
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<td>40251</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>-1.18</td>
<td>53.00</td>
<td>47.00</td>
<td>0.47</td>
<td>0.87</td>
<td>1.01</td>
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<tr>
<td>40252</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>-0.40</td>
<td>52.00</td>
<td>40.00</td>
<td>0.36</td>
<td>0.90</td>
<td>0.95</td>
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<tr>
<td>40253</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>-2.27</td>
<td>49.00</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-1.66  58.00  53.00  0.49  0.60  1.06</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.30  57.00  44.00  0.34  0.99  0.85</td>
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<td>-2.00  57.00  52.00  0.50  1.89  0.87</td>
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<td>40263</td>
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<td>-0.89  43.00  37.00  0.47  1.41  0.93</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
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<td>40265</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.68  52.00  41.00  0.38  1.49  0.63</td>
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<td>40266</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.69  47.00  38.00  0.41  0.84  1.03</td>
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<td>40267</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
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<td>40268</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.12  57.00  42.00  0.33  0.90  1.12</td>
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<td>40269</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-1.01  59.00  51.00  0.41  0.96  1.01</td>
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<tr>
<td>40270</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>40271</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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</table>
Understand a square that is one unit on a side is the standard unit for measuring area.

Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.

Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.
40286 Measurement and Data Analysis  
Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.  
| 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 |

40287 Measurement and Data Analysis  
Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.  
|-1.92 | 53.00 | 49.00 | 0.55 | 0.91 | 0.98 |

40288 Measurement and Data Analysis  
Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.  
|-6.57 | 56.00 | 55.00 | 1.02 | 1.26 | 0.98 |

40289 Measurement and Data Analysis  
Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.  
| 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 |

40290 Measurement and Data Analysis  
Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.  
|-1.83 | 51.00 | 46.00 | 0.51 | 0.38 | 1.20 |

40291 Measurement and Data Analysis  
Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.  
|-1.01 | 45.00 | 40.00 | 0.50 | 0.65 | 1.14 |

40292 Measurement and Data Analysis  
Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.  
|-7.58 | 55.00 | 54.00 | 1.01 | 0.23 | 1.02 |

40293 Measurement and Data Analysis  
Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.  
|-2.92 | 51.00 | 49.00 | 0.79 | 1.40 | 0.84 |

40294 Measurement and Data Analysis  
Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.  
| 0.91 | 56.00 | 31.00 | 0.30 | 1.53 | 0.35 |

40295 Measurement and Data Analysis  
Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.  
|-0.50 | 51.00 | 41.00 | 0.38 | 0.62 | 1.25 |

40296 Measurement and Data Analysis  
Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.  
|-1.27 | 53.00 | 47.00 | 0.47 | 0.84 | 1.12 |

40297 Measurement and Data Analysis  
Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.  
<p>|-0.51 | 59.00 | 46.00 | 0.36 | 0.67 | 1.17 |</p>
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<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>40299</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>40300</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>40350</td>
<td>Number and Operations and Algebra</td>
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<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<td>Number and Operations</td>
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<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
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<td>1.09 52.00 25.00 0.31 0.86 1.19</td>
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<td>0.14 71.00 51.00 0.30 0.90 1.26</td>
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<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>0.58 65.00 43.00 0.30 0.68 1.28</td>
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<td>40367</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.71 53.00 21.00 0.31 1.58 0.61</td>
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<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>2.77 60.00 12.00 0.35 0.88 1.06</td>
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<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.82 56.00 23.00 0.31 0.99 1.05</td>
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<td>40370</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>2.24 57.00 16.00 0.32 1.07 0.92</td>
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<td>40371</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>2.52 54.00 13.00 0.34 0.97 1.11</td>
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<tr>
<td>40372</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>-1.56 47.00 44.00 0.62 0.40 1.11</td>
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<tr>
<td>40373</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>-2.98 55.00 53.00 0.74 0.50 1.03</td>
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<tr>
<td>40374</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>-0.89 54.00 45.00 0.41 1.66 0.98</td>
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<td>40375</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.11 53.00 36.00 0.33 0.86 1.09</td>
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<td>40376</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.28 65.00 46.00 0.30 0.94 1.02</td>
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<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.20</td>
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<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>-0.07</td>
<td>62.00</td>
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<td>Number and Operations</td>
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<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
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<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-0.37</td>
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<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
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<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
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<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
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<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>2.38</td>
<td>54.00</td>
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<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>0.33 60.00 42.00 0.31 0.66 1.36</td>
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<tr>
<td>40391</td>
<td>Make change for amounts up to $10.00.</td>
<td>-1.50 52.00 46.00 0.48 0.89 1.02</td>
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<td>40392</td>
<td>Make change for amounts up to $10.00.</td>
<td>-7.13 44.00 43.00 1.02 0.18 1.02</td>
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<td>40393</td>
<td>Make change for amounts up to $10.00.</td>
<td>-1.32 62.00 57.00 0.49 1.32 0.87</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-1.67 55.00 50.00 0.50 0.62 1.08</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-2.92 54.00 52.00 0.74 0.26 1.11</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-2.18 53.00 50.00 0.61 0.92 0.99</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-1.84 56.00 51.00 0.50 0.71 0.99</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-1.32 55.00 48.00 0.44 0.42 1.25</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-1.58 55.00 49.00 0.47 0.30 1.30</td>
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<td>40400</td>
<td>Make change for amounts up to $10.00.</td>
<td>-1.70 54.00 50.00 0.54 0.48 1.12</td>
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<td>0.79 55.00 29.00 0.31 0.87 1.24</td>
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<td>40402</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>0.78 52.00 29.00 0.31 1.13 0.63</td>
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<td>40403</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.19 51.00 22.00 0.32 1.12 0.81</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>0.99 52.00 26.00 0.31 1.20 0.54</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.69 61.00 20.00 0.29 1.21 0.68</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>2.04 52.00 15.00 0.34 0.81 1.16</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.55 59.00 23.00 0.30 1.10 0.88</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>2.15 62.00 20.00 0.30 1.04 1.13</td>
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<td>40410</td>
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<td>-7.47 54.00 53.00 1.02 0.54 1.00</td>
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<tr>
<td>40411</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.11 55.00 50.00 0.54 0.28 1.23</td>
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<td>40412</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.32 55.00 51.00 0.58 1.38 0.89</td>
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<td>40413</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-3.15 47.00 45.00 0.79 0.24 1.13</td>
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<td>40414</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.60 54.00 52.00 0.73 0.35 1.07</td>
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<td>40415</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.04 52.00 48.00 0.54 2.29 0.78</td>
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<td>40416</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
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<td>40417</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.63 47.00 45.00 0.76 0.41 1.04</td>
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<td>40418</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.89 55.00 53.00 0.76 0.20 1.14</td>
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<td>40419</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-0.95 61.00 53.00 0.41 0.96 0.94</td>
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<td>40420</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-1.26 52.00 45.00 0.43 0.66 1.17</td>
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<td>40421</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-3.09 63.00 61.00 0.74 2.99 0.86</td>
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<td>40422</td>
<td>Measurement and Data Analysis</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>Measurement and Data Analysis</td>
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<td>Measurement and Data Analysis</td>
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<td>Measurement and Data Analysis</td>
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<td>Measurement and Data Analysis</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-1.16</td>
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<td>40427</td>
<td>Measurement and Data Analysis</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>Measurement and Data Analysis</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>40429</td>
<td>Measurement and Data Analysis</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>Measurement and Data Analysis</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>40433</td>
<td>Measurement and Data Analysis</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>40436</td>
<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>0.68 57.00 31.00 0.29 1.01 1.14</td>
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<td>40438</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.60 48.00 22.00 0.32 1.45 0.22</td>
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<td>40439</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>0.98 47.00 27.00 0.33 1.35 0.44</td>
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<td>40440</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>2.53 54.00 13.00 0.35 1.50 0.56</td>
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<td>40441</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.18 48.00 33.00 0.35 0.84 1.02</td>
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<td>40442</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.80 43.00 14.00 0.36 1.93 0.06</td>
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<tr>
<td>40443</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.59 55.00 50.00 0.49 0.44 1.17</td>
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<td>40444</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-0.78 48.00 40.00 0.42 0.80 1.07</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.75 56.00 49.00 0.46 0.38 1.25</td>
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<td>40446</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-7.18 44.00 43.00 1.02 0.89 1.00</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.22 54.00 50.00 0.56 0.99 0.96</td>
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<td>40448</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.94 53.00 49.00 0.54 1.51 0.87</td>
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<td>40449</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-0.77 52.00 41.00 0.37 0.56 1.30</td>
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<td>40450</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>40456</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.97</td>
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<td>Number and Operations and Algebra</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.22  47.00  31.00  0.36  0.82  1.09</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.48  52.00  31.00  0.31  1.40  0.41</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.86  54.00  49.00  0.50  0.88  0.94</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
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<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>40508</td>
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<td>Number and Operations Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
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<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
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<td>69.00</td>
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<td>57.00</td>
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Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.

Understand a square that is one unit on a side is the standard unit for measuring area.

Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.
<table>
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<tr>
<th>Row</th>
<th>Measurement and Data Analysis</th>
<th>Description</th>
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<th>Score 2</th>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>48.00</td>
<td>24.00</td>
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<td>40611</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-2.84 52.00 50.00 0.75 0.76 0.97</td>
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<tr>
<td>40612</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-1.18</td>
<td>58.00</td>
<td>50.00</td>
<td>0.40</td>
<td>0.84</td>
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<tr>
<td>40613</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-1.14</td>
<td>67.00</td>
<td>58.00</td>
<td>0.39</td>
<td>0.59</td>
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<tr>
<td>40614</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.90</td>
<td>48.00</td>
<td>45.00</td>
<td>0.61</td>
<td>1.60</td>
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<tr>
<td>40615</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.26</td>
<td>49.00</td>
<td>33.00</td>
<td>0.34</td>
<td>0.82</td>
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<tr>
<td>40616</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-2.37</td>
<td>55.00</td>
<td>52.00</td>
<td>0.63</td>
<td>0.66</td>
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<tr>
<td>40617</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.35</td>
<td>51.00</td>
<td>39.00</td>
<td>0.37</td>
<td>0.76</td>
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<tr>
<td>40618</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.82</td>
<td>52.00</td>
<td>26.00</td>
<td>0.31</td>
<td>0.94</td>
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<td>40619</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.78</td>
<td>50.00</td>
<td>29.00</td>
<td>0.32</td>
<td>1.16</td>
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<tr>
<td>40620</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.87</td>
<td>60.00</td>
<td>37.00</td>
<td>0.30</td>
<td>0.87</td>
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<tr>
<td>40621</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>1.67</td>
<td>65.00</td>
<td>27.00</td>
<td>0.28</td>
<td>0.80</td>
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<tr>
<td>40622</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>1.72</td>
<td>56.00</td>
<td>22.00</td>
<td>0.31</td>
<td>0.83</td>
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<tr>
<td>40623</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>1.61</td>
<td>58.00</td>
<td>23.00</td>
<td>0.30</td>
<td>1.46</td>
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<td>40624</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.02</td>
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<td>40625</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<tr>
<td>40626</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.48</td>
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<tr>
<td>40627</td>
<td></td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.64</td>
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<tr>
<td>40628</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.80</td>
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<tr>
<td>40629</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.10</td>
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<td>40630</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.05</td>
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<td>40631</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.96</td>
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<td>40632</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.87</td>
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<td>40633</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.15</td>
<td>48.00</td>
<td>23.00</td>
<td>0.32</td>
<td>0.80</td>
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<td>40634</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.64</td>
<td>50.00</td>
<td>32.00</td>
<td>0.32</td>
<td>0.79</td>
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<tr>
<td>40635</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.21</td>
<td>53.00</td>
<td>33.00</td>
<td>0.33</td>
<td>0.79</td>
</tr>
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<td>40636</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.48</td>
<td>64.00</td>
<td>28.00</td>
<td>0.28</td>
<td>0.85</td>
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<td>40637</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.68</td>
<td>52.00</td>
<td>33.00</td>
<td>0.32</td>
<td>0.80</td>
</tr>
<tr>
<td>40638</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.01</td>
<td>60.00</td>
<td>29.00</td>
<td>0.29</td>
<td>1.14</td>
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<tr>
<td>40639</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.92</td>
<td>50.00</td>
<td>46.00</td>
<td>0.58</td>
<td>1.79</td>
</tr>
<tr>
<td>40640</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.99</td>
<td>52.00</td>
<td>48.00</td>
<td>0.56</td>
<td>0.80</td>
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<tr>
<td>40641</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-2.19</td>
<td>48.00</td>
<td>44.00</td>
<td>0.55</td>
<td>0.38</td>
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<tr>
<td>40642</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.94 57.00 52.00 0.51 0.77 0.99</td>
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<td>40643</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.65 54.00 49.00 0.51 0.31 1.24</td>
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<tr>
<td>40644</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.20 56.00 48.00 0.41 0.83 1.11</td>
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<tr>
<td>40645</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.47 53.00 42.00 0.38 1.73 0.71</td>
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<tr>
<td>40646</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.38 52.00 39.00 0.36 1.37 0.76</td>
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<td>40647</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.86 47.00 19.00 0.34 0.91 1.29</td>
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<tr>
<td>40648</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.04 62.00 53.00 0.38 0.84 1.11</td>
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<tr>
<td>40649</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.69 53.00 42.00 0.38 0.61 1.21</td>
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<td>40650</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.21 60.00 53.00 0.43 0.80 1.00</td>
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<tr>
<td>Number and Operations</td>
<td>Description</td>
<td>Numbers</td>
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<tr>
<td>40651</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>4.83 60.00 3.00 0.65 1.27 1.04</td>
<td></td>
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<tr>
<td>40652</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>2.64 59.00 15.00 0.33 1.30 1.05</td>
<td></td>
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<tr>
<td>40653</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-1.57 57.00 51.00 0.45 0.46 1.18</td>
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<tr>
<td>40654</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-2.42 65.00 61.00 0.55 0.29 1.17</td>
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<tr>
<td>40655</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-1.49 55.00 49.00 0.47 0.54 1.16</td>
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<tr>
<td>40656</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-1.94 54.00 49.00 0.51 0.58 1.09</td>
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<tr>
<td>40657</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.38 62.00 39.00 0.30 1.04 0.81</td>
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<tr>
<td>40658</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-0.17 54.00 39.00 0.32 0.86 1.14</td>
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<tr>
<td>40659</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.49 56.00 32.00 0.30 1.20 0.74</td>
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<tr>
<td>40660</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-0.38 54.00 42.00 0.36 0.87 1.05</td>
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<tr>
<td>40661</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>0.82</td>
<td>58.00</td>
<td>30.00</td>
<td>0.29</td>
<td>0.77</td>
</tr>
<tr>
<td>40662</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>2.29</td>
<td>57.00</td>
<td>14.00</td>
<td>0.33</td>
<td>0.83</td>
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<tr>
<td>40663</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>0.47</td>
<td>52.00</td>
<td>31.00</td>
<td>0.33</td>
<td>0.68</td>
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<td>40664</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.50</td>
<td>74.00</td>
<td>33.00</td>
<td>0.26</td>
<td>0.96</td>
</tr>
<tr>
<td>40665</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>2.55</td>
<td>65.00</td>
<td>16.00</td>
<td>0.33</td>
<td>1.39</td>
</tr>
<tr>
<td>40666</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>-0.64</td>
<td>57.00</td>
<td>46.00</td>
<td>0.36</td>
<td>0.67</td>
</tr>
<tr>
<td>40667</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.29</td>
<td>56.00</td>
<td>25.00</td>
<td>0.31</td>
<td>1.04</td>
</tr>
<tr>
<td>40668</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>2.51</td>
<td>53.00</td>
<td>13.00</td>
<td>0.36</td>
<td>1.52</td>
</tr>
<tr>
<td>40669</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>0.56</td>
<td>67.00</td>
<td>39.00</td>
<td>0.27</td>
<td>0.81</td>
</tr>
<tr>
<td>40670</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>0.06</td>
<td>51.00</td>
<td>34.00</td>
<td>0.33</td>
<td>0.84</td>
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<tr>
<td>40671</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.62</td>
<td>55.00</td>
<td>34.00</td>
<td>0.31</td>
<td>0.89</td>
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<tr>
<td>40672</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.25</td>
<td>62.00</td>
<td>29.00</td>
<td>0.28</td>
<td>0.93</td>
</tr>
<tr>
<td>40673</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>2.02</td>
<td>64.00</td>
<td>19.00</td>
<td>0.31</td>
<td>1.03</td>
</tr>
<tr>
<td>40674</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.86</td>
<td>56.00</td>
<td>20.00</td>
<td>0.32</td>
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<tr>
<td>40675</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.05</td>
<td>62.00</td>
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</tr>
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<td>40676</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.03</td>
<td>50.00</td>
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<td>40677</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.42</td>
<td>51.00</td>
<td>33.00</td>
<td>0.34</td>
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</tr>
<tr>
<td>40678</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.41</td>
<td>63.00</td>
<td>30.00</td>
<td>0.28</td>
<td>1.08</td>
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<tr>
<td>40679</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.17</td>
<td>53.00</td>
<td>25.00</td>
<td>0.31</td>
<td>0.76</td>
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<tr>
<td>40680</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.89</td>
<td>53.00</td>
<td>20.00</td>
<td>0.32</td>
<td>1.30</td>
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<td>40681</td>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.44</td>
<td>58.00</td>
<td>21.00</td>
<td>0.31</td>
<td>0.81</td>
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<td>40682</td>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.75</td>
<td>52.00</td>
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<td>2.43</td>
<td>53.00</td>
<td>16.00</td>
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<td>1.45</td>
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<td>40684</td>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-0.52</td>
<td>51.00</td>
<td>42.00</td>
<td>0.40</td>
<td>0.68</td>
</tr>
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<td>40685</td>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>0.13</td>
<td>63.00</td>
<td>46.00</td>
<td>0.31</td>
<td>1.18</td>
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<td>40686</td>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>0.30</td>
<td>51.00</td>
<td>36.00</td>
<td>0.35</td>
<td>1.08</td>
</tr>
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<td>40687</td>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.41</td>
<td>49.00</td>
<td>23.00</td>
<td>0.32</td>
<td>0.84</td>
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<td>Score 3</td>
<td>Score 4</td>
<td>Score 5</td>
<td>Score 6</td>
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<tr>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.43</td>
<td>56.00</td>
<td>24.00</td>
<td>0.30</td>
<td>1.22</td>
<td>0.88</td>
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<tr>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.25</td>
<td>55.00</td>
<td>24.00</td>
<td>0.30</td>
<td>0.98</td>
<td>1.00</td>
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<tr>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>2.47</td>
<td>81.00</td>
<td>21.00</td>
<td>0.27</td>
<td>1.14</td>
<td>0.87</td>
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<tr>
<td>Make change for amounts up to $10.00.</td>
<td>-0.18</td>
<td>52.00</td>
<td>38.00</td>
<td>0.34</td>
<td>1.11</td>
<td>1.02</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-0.02</td>
<td>56.00</td>
<td>37.00</td>
<td>0.31</td>
<td>0.89</td>
<td>1.09</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-0.88</td>
<td>75.00</td>
<td>62.00</td>
<td>0.33</td>
<td>0.88</td>
<td>1.01</td>
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<td>Make change for amounts up to $10.00.</td>
<td>0.36</td>
<td>69.00</td>
<td>45.00</td>
<td>0.28</td>
<td>0.63</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-0.05</td>
<td>57.00</td>
<td>42.00</td>
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<td>Make change for amounts up to $10.00.</td>
<td>0.66</td>
<td>57.00</td>
<td>32.00</td>
<td>0.29</td>
<td>0.95</td>
<td>1.09</td>
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<tr>
<td>Make change for amounts up to $10.00.</td>
<td>-1.10</td>
<td>56.00</td>
<td>48.00</td>
<td>0.41</td>
<td>0.70</td>
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<td>Make change for amounts up to $10.00.</td>
<td>1.06</td>
<td>56.00</td>
<td>29.00</td>
<td>0.30</td>
<td>1.04</td>
<td>0.90</td>
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<tr>
<td>Make change for amounts up to $10.00.</td>
<td>-0.23</td>
<td>52.00</td>
<td>38.00</td>
<td>0.35</td>
<td>1.35</td>
<td>0.69</td>
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<tr>
<td>Make change for amounts up to $10.00.</td>
<td>1.68</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>0.00</td>
<td>0.00</td>
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<td>0.00</td>
<td>1.00</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>-7.34</td>
<td>56.00</td>
<td>55.00</td>
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<td>0.78</td>
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<td>53.00</td>
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<td>0.74</td>
<td>0.60</td>
<td>1.04</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>0.00</td>
<td>0.00</td>
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<td>-2.33</td>
<td>51.00</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>-7.47</td>
<td>50.00</td>
<td>49.00</td>
<td>1.04</td>
<td>1.18</td>
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<td>40708</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>-7.59</td>
<td>53.00</td>
<td>52.00</td>
<td>1.03</td>
<td>0.65</td>
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<td>40709</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>-7.19</td>
<td>50.00</td>
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<td>1.93</td>
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<td>40710</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.02</td>
<td>57.00</td>
<td>43.00</td>
<td>0.33</td>
<td>1.09</td>
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<td>40711</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-1.58</td>
<td>55.00</td>
<td>49.00</td>
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<td>0.63</td>
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<td>40712</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.51</td>
<td>61.00</td>
<td>58.00</td>
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<td>0.48</td>
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<td>40713</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.88</td>
<td>49.00</td>
<td>40.00</td>
<td>0.40</td>
<td>1.11</td>
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<td>40714</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.35</td>
<td>50.00</td>
<td>36.00</td>
<td>0.36</td>
<td>0.84</td>
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<td>40715</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.34</td>
<td>52.00</td>
<td>37.00</td>
<td>0.35</td>
<td>0.82</td>
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<td>40716</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.55</td>
<td>56.00</td>
<td>44.00</td>
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<td>1.05</td>
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<td>40717</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.98</td>
<td>52.00</td>
<td>44.00</td>
<td>0.42</td>
<td>1.40</td>
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<tr>
<td>40718</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-0.32</td>
<td>46.00</td>
<td>38.00</td>
<td>0.42</td>
<td>0.70</td>
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<td>40719</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-0.46 52.00 40.00 0.36 1.16 0.96</td>
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<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>40721</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>3.31 58.00 11.00 0.36 1.64 0.46</td>
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<td>40722</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>0.32 59.00 40.00 0.31 1.52 0.30</td>
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<td>40723</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-7.32 56.00 55.00 1.05 0.06 1.04</td>
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<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>40725</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>40726</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-2.20 52.00 48.00 0.58 1.47 0.83</td>
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<td>40727</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.00 0.00 0.00 0.00 1.00 1.00</td>
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<tr>
<td>40728</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>-7.86 53.00 52.00 1.03 1.14 0.99</td>
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<td>40729</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>2.98 53.00 12.00 0.36 0.98 1.09</td>
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<td>40730</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>3.73 51.00 5.00 0.50 0.93 0.89</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>1.40 51.00 25.00 0.32 1.52 -0.01</td>
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<td>40732</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>Task Description</td>
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<td>Score2</td>
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<td>Score4</td>
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<tr>
<td>40733</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.43 52.00 33.00 0.32 1.20 0.80</td>
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<td>40734</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>-0.51 51.00 40.00 0.39 1.42 0.58</td>
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<td>40735</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.03 55.00 40.00 0.34 1.33 0.58</td>
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<tr>
<td>40736</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.09 51.00 25.00 0.31 1.13 0.82</td>
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<tr>
<td>40737</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>0.18 54.00 39.00 0.32 0.97 0.97</td>
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<tr>
<td>40738</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.39 50.00 39.00 0.37 0.59 1.29</td>
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<tr>
<td>40739</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.53 50.00 25.00 0.32 0.83 1.20</td>
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</tr>
<tr>
<td>40740</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.32 54.00 25.00 0.30 0.93 1.02</td>
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</tr>
<tr>
<td>40741</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-6.86 47.00 46.00 1.02 0.31 1.01</td>
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<tr>
<td>40742</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-1.46 53.00 48.00 0.50 0.70 1.00</td>
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<tr>
<td>40743</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>0.05 52.00 34.00 0.33 1.20 0.63</td>
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<tr>
<td>40744</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-0.71 51.00 38.00 0.36 0.98 1.00</td>
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<tr>
<td>40745</td>
<td>Measurement and Data Analysis. Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.57</td>
<td>45.00</td>
<td>41.00</td>
<td>0.55</td>
<td>0.83</td>
<td>1.01</td>
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<td>40746</td>
<td>Measurement and Data Analysis. Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
<td>1.00</td>
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<tr>
<td>40747</td>
<td>Measurement and Data Analysis. Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-3.04</td>
<td>51.00</td>
<td>49.00</td>
<td>0.78</td>
<td>0.11</td>
<td>1.37</td>
</tr>
<tr>
<td>40748</td>
<td>Measurement and Data Analysis. Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.46</td>
<td>52.00</td>
<td>48.00</td>
<td>0.57</td>
<td>0.42</td>
<td>1.13</td>
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<tr>
<td>40749</td>
<td>Measurement and Data Analysis. Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.88</td>
<td>51.00</td>
<td>47.00</td>
<td>0.54</td>
<td>1.00</td>
<td>0.94</td>
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<tr>
<td>40750</td>
<td>Measurement and Data Analysis. Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.46</td>
<td>53.00</td>
<td>50.00</td>
<td>0.66</td>
<td>0.45</td>
<td>1.07</td>
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<tr>
<td>40751</td>
<td>Number and Operations and Algebra. Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>3.01</td>
<td>45.00</td>
<td>11.00</td>
<td>0.38</td>
<td>1.69</td>
<td>0.74</td>
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<tr>
<td>40752</td>
<td>Number and Operations and Algebra. Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.23</td>
<td>64.00</td>
<td>44.00</td>
<td>0.30</td>
<td>1.02</td>
<td>0.85</td>
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<td>40753</td>
<td>Number and Operations and Algebra. Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>1.01</td>
<td>50.00</td>
<td>27.00</td>
<td>0.33</td>
<td>0.89</td>
<td>1.15</td>
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<td>40754</td>
<td>Number and Operations and Algebra. Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>4.39</td>
<td>55.00</td>
<td>5.00</td>
<td>0.51</td>
<td>0.82</td>
<td>0.91</td>
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<tr>
<td>40755</td>
<td>Number and Operations and Algebra. Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>3.08</td>
<td>56.00</td>
<td>9.00</td>
<td>0.38</td>
<td>1.58</td>
<td>0.68</td>
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<td>40756</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>2.82</td>
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<tr>
<td>40757</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.69</td>
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<tr>
<td>40758</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.77</td>
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<td>40759</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.54</td>
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<td>40760</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.93</td>
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<td>40761</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.40</td>
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<td>40762</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>1.34</td>
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<tr>
<td>40763</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.82</td>
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<tr>
<td>40764</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>1.04 52.00 27.00 0.32 0.74 1.35</td>
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<tr>
<td>40765</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.12 53.00 35.00 0.33 0.86 1.03</td>
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<tr>
<td>40766</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>2.57 57.00 13.00 0.34 0.99 0.99</td>
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<tr>
<td>40767</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.03 64.00 42.00 0.30 0.64 1.43</td>
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<tr>
<td>40768</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.84 60.00 49.00 0.36 0.57 1.26</td>
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<td>40769</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.18 67.00 47.00 0.30 0.64 1.34</td>
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<tr>
<td>40770</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.51 58.00 46.00 0.35 0.99 0.96</td>
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<tr>
<td>40771</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.10 55.00 47.00 0.40 0.90 1.04</td>
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<tr>
<td>40772</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>2.61 50.00 14.00 0.35 0.86 1.13</td>
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<tr>
<td>40773</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.39 57.00 47.00 0.39 0.42 1.33</td>
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<tr>
<td>40774</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.70 60.00 47.00 0.34 0.66 1.18</td>
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<tr>
<td>40775</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.88 59.00 33.00 0.30 0.66 1.53</td>
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<tr>
<td>40776</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>2.97 53.00 8.00 0.41 0.81 1.05</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.74 57.00 31.00 0.30 1.02 1.28</td>
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<tr>
<td>40778</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.71 52.00 20.00 0.32 0.72 1.31</td>
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<tr>
<td>40779</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.38 51.00 22.00 0.31 0.94 1.07</td>
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<tr>
<td>40780</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.13 55.00 27.00 0.30 0.99 1.03</td>
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<tr>
<td>40781</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-0.59 54.00 45.00 0.39 0.89 1.05</td>
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<tr>
<td>40782</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.41 55.00 24.00 0.30 0.74 1.45</td>
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<tr>
<td>40783</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.41 60.00 25.00 0.29 1.12 0.70</td>
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<tr>
<td>40784</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.10 56.00 28.00 0.30 0.77 1.49</td>
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<tr>
<td></td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
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<td>40786</td>
<td>Number and Operations and Algebra</td>
<td>1.58 65.00 23.00 0.29 1.02 0.92</td>
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<td>40787</td>
<td>Number and Operations and Algebra</td>
<td>-1.10 52.00 45.00 0.43 0.53 1.21</td>
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<td>Number and Operations and Algebra</td>
<td>-0.04 49.00 34.00 0.35 0.82 1.22</td>
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<td>Number and Operations and Algebra</td>
<td>0.24 49.00 32.00 0.33 0.81 1.18</td>
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<td>40790</td>
<td>Number and Operations and Algebra</td>
<td>-0.47 71.00 56.00 0.33 1.37 0.93</td>
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<td>40791</td>
<td>Number and Operations and Algebra</td>
<td>-0.06 53.00 41.00 0.36 0.71 1.16</td>
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<tr>
<td>40792</td>
<td>Number and Operations and Algebra</td>
<td>0.13 51.00 33.00 0.32 0.89 1.28</td>
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<tr>
<td>40793</td>
<td>Number and Operations and Algebra</td>
<td>-0.73 62.00 51.00 0.37 1.03 0.99</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.14</td>
<td>52.00</td>
<td>40.00</td>
<td>0.35</td>
<td>1.09</td>
<td>0.93</td>
</tr>
<tr>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.13</td>
<td>50.00</td>
<td>38.00</td>
<td>0.36</td>
<td>0.57</td>
<td>1.38</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.10</td>
<td>53.00</td>
<td>46.00</td>
<td>0.44</td>
<td>1.91</td>
<td>0.69</td>
</tr>
<tr>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.54</td>
<td>53.00</td>
<td>43.00</td>
<td>0.38</td>
<td>1.01</td>
<td>0.92</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.41</td>
<td>57.00</td>
<td>45.00</td>
<td>0.36</td>
<td>0.64</td>
<td>1.19</td>
</tr>
<tr>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.28</td>
<td>59.00</td>
<td>50.00</td>
<td>0.38</td>
<td>0.94</td>
<td>1.03</td>
</tr>
<tr>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.44</td>
<td>46.00</td>
<td>37.00</td>
<td>0.42</td>
<td>0.70</td>
<td>1.09</td>
</tr>
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<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.65</td>
<td>54.00</td>
<td>21.00</td>
<td>0.32</td>
<td>1.33</td>
<td>0.63</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.19</td>
<td>55.00</td>
<td>28.00</td>
<td>0.30</td>
<td>1.05</td>
<td>0.83</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.46</td>
<td>52.00</td>
<td>34.00</td>
<td>0.32</td>
<td>0.86</td>
<td>1.16</td>
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<td>40804</td>
<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.47</td>
<td>52.00</td>
<td>22.00</td>
<td>0.32</td>
<td>0.98</td>
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<tr>
<td>40805</td>
<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.65</td>
<td>58.00</td>
<td>24.00</td>
<td>0.31</td>
<td>0.88</td>
</tr>
<tr>
<td>40806</td>
<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.92</td>
<td>50.00</td>
<td>32.00</td>
<td>0.33</td>
<td>1.28</td>
</tr>
<tr>
<td>40807</td>
<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.00</td>
<td>57.00</td>
<td>28.00</td>
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<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<td>47.00</td>
<td>28.00</td>
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<td>15.00</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
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<td>40860</td>
<td>Measurement and Data Analysis</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
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<td>53.00</td>
<td>42.00</td>
<td>0.38</td>
<td>3.48</td>
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Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.

40861 Measurement and Data Analysis

Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.

40862 Measurement and Data Analysis

Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.

40863 Measurement and Data Analysis

Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.

40864 Measurement and Data Analysis

Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.

40865 Measurement and Data Analysis

Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.

40866 Measurement and Data Analysis

Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.

40867 Measurement and Data Analysis

Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.

40868 Measurement and Data Analysis

Understand a square that is one unit on a side is the standard unit for measuring area.

40869 Measurement and Data Analysis

Understand a square that is one unit on a side is the standard unit for measuring area.

40870 Measurement and Data Analysis

Understand a square that is one unit on a side is the standard unit for measuring area.

40871 Measurement and Data Analysis

Understand a square that is one unit on a side is the standard unit for measuring area.

40872 Measurement and Data Analysis

Understand a square that is one unit on a side is the standard unit for measuring area.

40873 Measurement and Data Analysis

Understand a square that is one unit on a side is the standard unit for measuring area.

40874 Measurement and Data Analysis

Understand a square that is one unit on a side is the standard unit for measuring area.

40875 Measurement and Data Analysis
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>52.00</td>
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<tr>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>54.00</td>
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<td>0.31</td>
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<td>40887</td>
<td></td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-2.63</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.76</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.97</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.35</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.58</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.84</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.11</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>40897</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>40900</td>
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<td>40901</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>2.15</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
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<td>-1.82</td>
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<td>40904</td>
<td>Number and Operations and Algebra</td>
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<td>40905</td>
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<td>-0.57</td>
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<td>40906</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.59</td>
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<td>40907</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>2.40</td>
<td>53.00</td>
<td>16.00</td>
<td>0.34</td>
<td>1.63</td>
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<td>40908</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.26</td>
<td>52.00</td>
<td>36.00</td>
<td>0.33</td>
<td>1.35</td>
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<td>40909</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>1.35</td>
<td>55.00</td>
<td>24.00</td>
<td>0.31</td>
<td>1.51</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.54</td>
<td>56.00</td>
<td>34.00</td>
<td>0.31</td>
<td>1.27</td>
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<td>40911</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>2.39</td>
<td>61.00</td>
<td>16.00</td>
<td>0.32</td>
<td>1.65</td>
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<td>40912</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.13</td>
<td>54.00</td>
<td>38.00</td>
<td>0.34</td>
<td>0.64</td>
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<td>40913</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.05</td>
<td>46.00</td>
<td>36.00</td>
<td>0.39</td>
<td>0.61</td>
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<td>40914</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.18</td>
<td>53.00</td>
<td>48.00</td>
<td>0.50</td>
<td>0.89</td>
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<td>40915</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.07</td>
<td>55.00</td>
<td>46.00</td>
<td>0.39</td>
<td>0.57</td>
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<td>40916</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.27 54.00 45.00 0.41 0.68 1.16</td>
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<tr>
<td>40917</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>2.22 62.00 20.00 0.30 1.08 0.86</td>
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<tr>
<td>40918</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>1.88 44.00 17.00 0.35 1.32 0.66</td>
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<td>40919</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-2.75 50.00 48.00 0.73 0.66 1.03</td>
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<td>40920</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-2.31 55.00 52.00 0.61 1.16 0.99</td>
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<tr>
<td>40921</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.23 49.00 42.00 0.44 0.75 1.07</td>
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<td>40922</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.88 53.00 44.00 0.40 0.80 1.11</td>
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<td>40923</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.57 48.00 39.00 0.40 0.63 1.24</td>
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<td>40924</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.40 53.00 43.00 0.39 0.62 1.16</td>
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<td>40925</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.19 50.00 38.00 0.36 1.31 0.74</td>
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<td>40926</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.13 52.00 37.00 0.35 0.69 1.25</td>
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<tr>
<td>40927</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.37 45.00 28.00 0.34 0.83 1.27</td>
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<td>40928</td>
<td>Number and Operations and Algebra Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.83 53.00 19.00 0.32 1.80 0.23</td>
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<tr>
<td>40929</td>
<td>Number and Operations and Algebra Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.80 58.00 11.00 0.37 1.66 0.53</td>
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<td>40930</td>
<td>Number and Operations and Algebra Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.70 45.00 25.00 0.34 1.07 0.91</td>
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<td>40931</td>
<td>Number and Operations and Algebra Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.82 49.00 11.00 0.38 1.42 1.05</td>
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<tr>
<td>40932</td>
<td>Number and Operations and Algebra Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.10 52.00 13.00 0.34 1.46 0.81</td>
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<td>40933</td>
<td>Number and Operations and Algebra Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-2.80 51.00 49.00 0.80 0.08 1.22</td>
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<td>40934</td>
<td>Number and Operations and Algebra Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.90 56.00 31.00 0.31 1.68 0.12</td>
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<td>40935</td>
<td>Number and Operations and Algebra Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.06 63.00 45.00 0.32 0.81 1.21</td>
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<td>40936</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-0.28</td>
<td>52.00</td>
<td>39.00</td>
<td>0.36</td>
<td>1.00</td>
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<td>40937</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.33</td>
<td>50.00</td>
<td>23.00</td>
<td>0.32</td>
<td>0.90</td>
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<td>40938</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.71</td>
<td>55.00</td>
<td>33.00</td>
<td>0.31</td>
<td>1.55</td>
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<td>40939</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.39</td>
<td>52.00</td>
<td>24.00</td>
<td>0.32</td>
<td>0.98</td>
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<td>40940</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.83</td>
<td>57.00</td>
<td>28.00</td>
<td>0.29</td>
<td>1.07</td>
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<td>40941</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.40</td>
<td>53.00</td>
<td>46.00</td>
<td>0.44</td>
<td>1.05</td>
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<td>40942</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>2.16</td>
<td>47.00</td>
<td>14.00</td>
<td>0.35</td>
<td>0.71</td>
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<td>40943</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.47</td>
<td>56.00</td>
<td>35.00</td>
<td>0.31</td>
<td>0.76</td>
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<td>40944</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>3.23</td>
<td>50.00</td>
<td>9.00</td>
<td>0.41</td>
<td>2.06</td>
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<td>40945</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.00 51.00 35.00 0.34 0.70 1.26</td>
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<td>40946</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.87 62.00 23.00 0.29 0.96 1.07</td>
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<td>40947</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.14 55.00 24.00 0.31 1.14 0.79</td>
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<td>40948</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>2.31 54.00 13.00 0.35 1.99 0.97</td>
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<tr>
<td>40949</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.35 56.00 36.00 0.31 0.89 1.06</td>
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<tr>
<td>40950</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.80 50.00 16.00 0.35 1.29 0.71</td>
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<td>40951</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-1.74 52.00 48.00 0.55 1.66 1.02</td>
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<tr>
<td>40952</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-0.80 60.00 49.00 0.36 1.06 1.13</td>
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<tr>
<td>40953</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.04 60.00 35.00 0.29 1.33 0.67</td>
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<tr>
<td>40954</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.70 55.00 21.00 0.30 1.00 0.94</td>
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</tr>
<tr>
<td>ID</td>
<td>Number and Operations</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Score 4</td>
<td>Score 5</td>
</tr>
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<tr>
<td>40955</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.13</td>
<td>55.00</td>
<td>41.00</td>
<td>0.34</td>
<td>0.72</td>
</tr>
<tr>
<td>40956</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.14</td>
<td>49.00</td>
<td>33.00</td>
<td>0.35</td>
<td>0.98</td>
</tr>
<tr>
<td>40957</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-0.97</td>
<td>50.00</td>
<td>43.00</td>
<td>0.44</td>
<td>0.79</td>
</tr>
<tr>
<td>40958</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>1.48</td>
<td>49.00</td>
<td>20.00</td>
<td>0.33</td>
<td>0.66</td>
</tr>
<tr>
<td>40959</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>0.77</td>
<td>71.00</td>
<td>40.00</td>
<td>0.26</td>
<td>1.48</td>
</tr>
<tr>
<td>40960</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>2.08</td>
<td>52.00</td>
<td>18.00</td>
<td>0.32</td>
<td>0.74</td>
</tr>
<tr>
<td>40961</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>-2.03</td>
<td>56.00</td>
<td>51.00</td>
<td>0.57</td>
<td>1.30</td>
</tr>
<tr>
<td>40962</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>-0.42</td>
<td>55.00</td>
<td>42.00</td>
<td>0.34</td>
<td>0.92</td>
</tr>
<tr>
<td>40963</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>-0.41</td>
<td>59.00</td>
<td>45.00</td>
<td>0.33</td>
<td>0.83</td>
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<tr>
<td>40964</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>-0.40</td>
<td>50.00</td>
<td>38.00</td>
<td>0.37</td>
<td>0.78</td>
</tr>
<tr>
<td>40965</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>0.06</td>
<td>54.00</td>
<td>38.00</td>
<td>0.34</td>
<td>0.95</td>
</tr>
<tr>
<td>40966</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>-0.04</td>
<td>48.00</td>
<td>34.00</td>
<td>0.37</td>
<td>1.22</td>
</tr>
<tr>
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<td>Number and Operations</td>
<td>Description</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Score 4</td>
</tr>
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<td>40967</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>2.02</td>
<td>52.00</td>
<td>17.00</td>
<td>0.34</td>
</tr>
<tr>
<td>40968</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>1.94</td>
<td>53.00</td>
<td>19.00</td>
<td>0.32</td>
</tr>
<tr>
<td>40969</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>2.48</td>
<td>56.00</td>
<td>16.00</td>
<td>0.33</td>
</tr>
<tr>
<td>40970</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>2.54</td>
<td>53.00</td>
<td>11.00</td>
<td>0.38</td>
</tr>
<tr>
<td>40971</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.40</td>
<td>58.00</td>
<td>40.00</td>
<td>0.31</td>
</tr>
<tr>
<td>40972</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>0.69</td>
<td>50.00</td>
<td>30.00</td>
<td>0.33</td>
</tr>
<tr>
<td>40973</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.36</td>
<td>48.00</td>
<td>21.00</td>
<td>0.32</td>
</tr>
<tr>
<td>40974</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>2.01</td>
<td>50.00</td>
<td>17.00</td>
<td>0.34</td>
</tr>
<tr>
<td>40975</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>2.88</td>
<td>53.00</td>
<td>12.00</td>
<td>0.36</td>
</tr>
<tr>
<td>40976</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>2.08</td>
<td>50.00</td>
<td>15.00</td>
<td>0.34</td>
</tr>
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<td>40977</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.16</td>
<td>45.00</td>
<td>21.00</td>
<td>0.34</td>
</tr>
<tr>
<td>40978</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.55</td>
<td>47.00</td>
<td>18.00</td>
<td>0.32</td>
</tr>
<tr>
<td>40979</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.45</td>
<td>50.00</td>
<td>24.00</td>
<td>0.33</td>
</tr>
<tr>
<td>40980</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.73</td>
<td>57.00</td>
<td>23.00</td>
<td>0.31</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.49</td>
<td>55.00</td>
<td>21.00</td>
<td>0.31</td>
<td>1.00</td>
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<tr>
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<tr>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.43</td>
<td>58.00</td>
<td>23.00</td>
<td>0.29</td>
<td>0.94</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.21</td>
<td>54.00</td>
<td>28.00</td>
<td>0.32</td>
<td>1.66</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.86</td>
<td>56.00</td>
<td>18.00</td>
<td>0.32</td>
<td>0.92</td>
</tr>
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<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.98</td>
<td>49.00</td>
<td>17.00</td>
<td>0.34</td>
<td>0.88</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>1.70</td>
<td>55.00</td>
<td>21.00</td>
<td>0.31</td>
<td>1.23</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>2.19</td>
<td>45.00</td>
<td>14.00</td>
<td>0.38</td>
<td>0.72</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-1.56</td>
<td>61.00</td>
<td>53.00</td>
<td>0.45</td>
<td>0.70</td>
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<tr>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-0.70</td>
<td>50.00</td>
<td>39.00</td>
<td>0.38</td>
<td>0.93</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-0.55</td>
<td>54.00</td>
<td>42.00</td>
<td>0.36</td>
<td>0.87</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-1.12</td>
<td>53.00</td>
<td>46.00</td>
<td>0.43</td>
<td>0.67</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.04</td>
<td>54.00</td>
<td>37.00</td>
<td>0.33</td>
<td>0.69</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.39</td>
<td>66.00</td>
<td>43.00</td>
<td>0.28</td>
<td>1.02</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.37</td>
<td>57.00</td>
<td>38.00</td>
<td>0.31</td>
<td>0.67</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.45</td>
<td>46.00</td>
<td>29.00</td>
<td>0.33</td>
<td>0.84</td>
</tr>
<tr>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.93</td>
<td>56.00</td>
<td>30.00</td>
<td>0.30</td>
<td>0.68</td>
</tr>
<tr>
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<td>Category</td>
<td>Skill Description</td>
<td>10</td>
<td>20</td>
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<tr>
<td>40997</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>1.64</td>
<td>56.00</td>
<td>20.00</td>
<td>0.32</td>
</tr>
<tr>
<td>40998</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.91</td>
<td>55.00</td>
<td>29.00</td>
<td>0.31</td>
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<tr>
<td>40999</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.35</td>
<td>52.00</td>
<td>35.00</td>
<td>0.33</td>
</tr>
<tr>
<td>41000</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-0.02</td>
<td>47.00</td>
<td>34.00</td>
<td>0.36</td>
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<tr>
<td>41001</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>0.68</td>
<td>58.00</td>
<td>33.00</td>
<td>0.29</td>
</tr>
<tr>
<td>41002</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.16</td>
<td>55.00</td>
<td>29.00</td>
<td>0.31</td>
</tr>
<tr>
<td>41003</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.23</td>
<td>49.00</td>
<td>23.00</td>
<td>0.33</td>
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<td>41004</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.00</td>
<td>53.00</td>
<td>24.00</td>
<td>0.32</td>
</tr>
<tr>
<td>41005</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.25</td>
<td>52.00</td>
<td>24.00</td>
<td>0.31</td>
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<tr>
<td>41006</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.27</td>
<td>60.00</td>
<td>29.00</td>
<td>0.29</td>
</tr>
<tr>
<td>41007</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.38</td>
<td>60.00</td>
<td>26.00</td>
<td>0.30</td>
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<td>41008</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>0.82</td>
<td>52.00</td>
<td>29.00</td>
<td>0.31</td>
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<td>41009</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>1.41</td>
<td>54.00</td>
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<td>0.32</td>
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<tr>
<td>41010</td>
<td>Measurement and Data Analysis</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>41011</td>
<td>Measurement and Data Analysis</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.63</td>
<td>57.00</td>
<td>54.00</td>
<td>0.63</td>
</tr>
<tr>
<td>Code</td>
<td>Measurement and Data Analysis</td>
<td>Description</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>-------</td>
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<tr>
<td>41012</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>0.00 0.00 0.00 0.00 1.00 1.00</td>
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<td></td>
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<tr>
<td>41013</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>0.00 0.00 0.00 0.00 1.00 1.00</td>
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<td>41014</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.07 50.00 45.00 0.54 2.13 0.80</td>
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<tr>
<td>41015</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>0.00 0.00 0.00 0.00 1.00 1.00</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>41016</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>0.00 0.00 0.00 0.00 1.00 1.00</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>41017</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-2.04 71.00 66.00 0.48 2.04 0.85</td>
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</tr>
<tr>
<td>41018</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>-1.89 51.00 46.00 0.53 0.34 1.20</td>
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<tr>
<td>41019</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-1.19 52.00 45.00 0.44 0.70 1.09</td>
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<td></td>
<td></td>
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<tr>
<td>41020</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-1.27 69.00 60.00 0.38 0.65 1.08</td>
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<td></td>
</tr>
<tr>
<td>41021</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-1.05 50.00 43.00 0.43 2.47 0.77</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>41022</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-0.99 50.00 42.00 0.42 0.67 1.14</td>
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</tr>
<tr>
<td>41023</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-1.65 54.00 49.00 0.50 0.61 1.02</td>
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</tr>
<tr>
<td>41024</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-0.36 55.00 44.00 0.36 1.73 0.74</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>41025</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-1.04 48.00 40.00 0.42 0.52 1.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Measurement and Data Analysis</td>
<td>Description</td>
<td>Accuracy</td>
<td>Speed</td>
<td>Working Memory</td>
<td>Flexibility</td>
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</tr>
<tr>
<td>41026</td>
<td></td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-0.95</td>
<td>58.00</td>
<td>50.00</td>
<td>0.41</td>
</tr>
<tr>
<td>41027</td>
<td></td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>1.48</td>
<td>54.00</td>
<td>20.00</td>
<td>0.31</td>
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<tr>
<td>41028</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.90</td>
<td>73.00</td>
<td>39.00</td>
<td>0.25</td>
</tr>
<tr>
<td>41029</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>4.68</td>
<td>55.00</td>
<td>3.00</td>
<td>0.66</td>
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<td>41030</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.52</td>
<td>56.00</td>
<td>33.00</td>
<td>0.31</td>
</tr>
<tr>
<td>41031</td>
<td></td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.63</td>
<td>50.00</td>
<td>30.00</td>
<td>0.32</td>
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<tr>
<td>41032</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.97</td>
<td>61.00</td>
<td>36.00</td>
<td>0.29</td>
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<tr>
<td>41033</td>
<td></td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.92</td>
<td>53.00</td>
<td>29.00</td>
<td>0.31</td>
</tr>
<tr>
<td>41034</td>
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<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.76</td>
<td>53.00</td>
<td>33.00</td>
<td>0.32</td>
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<tr>
<td>41035</td>
<td></td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.83</td>
<td>55.00</td>
<td>19.00</td>
<td>0.33</td>
</tr>
<tr>
<td>41036</td>
<td></td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>2.59</td>
<td>44.00</td>
<td>14.00</td>
<td>0.38</td>
</tr>
<tr>
<td>41037</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>2.25</td>
<td>52.00</td>
<td>14.00</td>
<td>0.34</td>
</tr>
<tr>
<td>41038</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.93</td>
<td>54.00</td>
<td>16.00</td>
<td>0.33</td>
</tr>
<tr>
<td>41039</td>
<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>2.12</td>
<td>63.00</td>
<td>18.00</td>
<td>0.30</td>
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<tr>
<td>41040</td>
<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>2.84</td>
<td>53.00</td>
<td>12.00</td>
<td>0.36</td>
</tr>
<tr>
<td>41041</td>
<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.89</td>
<td>50.00</td>
<td>17.00</td>
<td>0.33</td>
</tr>
<tr>
<td>41042</td>
<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>2.34</td>
<td>54.00</td>
<td>13.00</td>
<td>0.35</td>
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<tr>
<td>41043</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.74</td>
<td>47.00</td>
<td>43.00</td>
<td>0.55</td>
</tr>
<tr>
<td>41044</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-0.68</td>
<td>52.00</td>
<td>43.00</td>
<td>0.39</td>
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<tr>
<td>41045</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-0.91</td>
<td>70.00</td>
<td>60.00</td>
<td>0.36</td>
</tr>
<tr>
<td>41046</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-7.17</td>
<td>49.00</td>
<td>48.00</td>
<td>1.02</td>
</tr>
<tr>
<td>41047</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.30</td>
<td>53.00</td>
<td>50.00</td>
<td>0.61</td>
</tr>
<tr>
<td>41048</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.27</td>
<td>52.00</td>
<td>49.00</td>
<td>0.62</td>
</tr>
<tr>
<td>41049</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.29</td>
<td>54.00</td>
<td>49.00</td>
<td>0.49</td>
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<tr>
<td>41050</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.31</td>
<td>2982.00</td>
<td>2621.00</td>
<td>0.06</td>
</tr>
<tr>
<td>41051</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.72</td>
<td>72.00</td>
<td>40.00</td>
<td>0.26</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.15</td>
<td>58.00</td>
<td>38.00</td>
<td>0.31</td>
<td>0.85</td>
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<tr>
<td>41053</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.23</td>
<td>52.00</td>
<td>35.00</td>
<td>0.33</td>
<td>0.95</td>
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<tr>
<td>41054</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>1.03</td>
<td>56.00</td>
<td>31.00</td>
<td>0.31</td>
<td>0.74</td>
</tr>
<tr>
<td>41055</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.66</td>
<td>60.00</td>
<td>32.00</td>
<td>0.28</td>
<td>0.76</td>
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<tr>
<td>41056</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.57</td>
<td>51.00</td>
<td>30.00</td>
<td>0.32</td>
<td>0.82</td>
</tr>
<tr>
<td>41057</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.22</td>
<td>54.00</td>
<td>38.00</td>
<td>0.33</td>
<td>0.70</td>
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<tr>
<td>41058</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.02</td>
<td>53.00</td>
<td>33.00</td>
<td>0.32</td>
<td>0.70</td>
</tr>
<tr>
<td>41059</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.78</td>
<td>58.00</td>
<td>35.00</td>
<td>0.30</td>
<td>0.85</td>
</tr>
<tr>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>1.05 57.00 32.00 0.30 0.88 1.22</td>
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<tr>
<td>41061</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.07 56.00 43.00 0.35 0.58 1.31</td>
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<tr>
<td>41062</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.58 51.00 31.00 0.31 0.72 1.71</td>
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<tr>
<td>41063</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.98 52.00 46.00 0.47 0.50 1.11</td>
<td></td>
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<tr>
<td>41064</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.84 50.00 43.00 0.43 0.76 1.07</td>
<td></td>
<td></td>
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<tr>
<td>41065</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.07 55.00 37.00 0.32 0.79 1.19</td>
<td></td>
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</tr>
<tr>
<td>41066</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.82 51.00 41.00 0.39 0.78 1.24</td>
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<tr>
<td>41067</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.35 46.00 36.00 0.40 0.71 1.20</td>
<td></td>
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<tr>
<td>41068</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.31 59.00 42.00 0.33 0.94 0.87</td>
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<tr>
<td>41069</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.62 63.00 50.00 0.34 0.98 0.94</td>
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<td></td>
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</tr>
<tr>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.85  50.00  42.00  0.43  0.54  1.19</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.56  52.00  41.00  0.36  0.87  1.05</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.75  62.00  51.00  0.36  0.93  1.10</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.62  56.00  46.00  0.37  0.86  1.02</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.18   54.00  39.00  0.33  0.80  1.17</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.61  57.00  44.00  0.35  0.76  1.16</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.88   52.00  29.00  0.31  0.99  0.88</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.34   73.00  32.00  0.27  0.64  1.55</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-0.02  61.00  40.00  0.31  0.76  1.32</td>
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<tr>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.81   69.00  39.00  0.27  0.93  1.11</td>
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<td>ID</td>
<td>Category</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>Numbers</td>
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<td>Number and Operations and Algebra</td>
<td>0.51 51.00 32.00 0.32 0.93 0.96</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
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<td>Description</td>
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<tr>
<td>41089</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.06 58.00 49.00 0.41 1.56 0.93</td>
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<tr>
<td>41090</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.69 52.00 31.00 0.31 0.76 1.39</td>
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<tr>
<td>41091</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.29 67.00 52.00 0.32 0.59 1.32</td>
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<td>41092</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.93 45.00 24.00 0.33 0.70 1.63</td>
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<td>41093</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.51 46.00 36.00 0.40 0.52 1.33</td>
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<td>41094</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.51 53.00 20.00 0.32 1.24 0.69</td>
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<tr>
<td>41095</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.16 48.00 36.00 0.37 0.66 1.39</td>
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<tr>
<td>41096</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.36 56.00 33.00 0.30 1.15 0.69</td>
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<td>41097</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>Recognize area as an attribute of two-dimensional regions.</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>2.85 55.00 12.00 0.36 1.03 0.90</td>
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<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>1.37 51.00 22.00 0.32 0.85 1.17</td>
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<td>41167</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
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<td>41168</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
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<td>41169</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>41170</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-2.77 57.00 55.00 0.73 0.44 1.05</td>
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<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>1.46 52.00 24.00 0.30 1.12 0.65</td>
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<td>41173</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>2.79 52.00 10.00 0.37 3.33 0.47</td>
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<td>41174</td>
<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>-2.57 58.00 55.00 0.62 0.37 1.09</td>
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<td>Understand a square that is one unit on a side is the standard unit for measuring area.</td>
<td>1.44 53.00 22.00 0.32 1.01 1.03</td>
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<td>41176</td>
<td><strong>Measurement and Data Analysis</strong> Understand a square that is one unit on a side is the standard unit for measuring area.</td>
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<td>51.00</td>
<td>44.00</td>
<td>0.45</td>
<td>1.04</td>
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<td><strong>Measurement and Data Analysis</strong> Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>7.00</td>
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<td><strong>Measurement and Data Analysis</strong> Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>11.00</td>
<td>0.36</td>
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<td><strong>Measurement and Data Analysis</strong> Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td><strong>Measurement and Data Analysis</strong> Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>0.99</td>
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<td><strong>Measurement and Data Analysis</strong> Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>55.00</td>
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<td><strong>Measurement and Data Analysis</strong> Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td><strong>Measurement and Data Analysis</strong> Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
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<td>43.00</td>
<td>0.39</td>
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<td><strong>Measurement and Data Analysis</strong> Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>0.26</td>
<td>58.00</td>
<td>38.00</td>
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<td>53.00</td>
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<td>0.54</td>
<td>0.77</td>
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<td><strong>Measurement and Data Analysis</strong> Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>53.00</td>
<td>14.00</td>
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<td>41188</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>41189</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.79 57.00 23.00 0.30 0.88 1.11</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>2.56 53.00 15.00 0.34 0.90 1.04</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>1.57 52.00 22.00 0.31 0.82 1.37</td>
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<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
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| 40164 | 0     | 6     | -0.23        | 0.42     | 0.58
| 40165 | 1     | 42    | 1.53         | 0.14     | 0.83
| 40165 | 0     | 5     | 0.23         | 0.13     | 0.50
| 40165 | 0     | 3     | 0.11         | 0.54     | 0.52
| 40165 | 0     | 4     | 0.19         | 0.40     | 0.61
| 40166 | 1     | 44    | 1.68         | 0.28     | 1.26
| 40166 | 0     | 2     | 1.05         | 1.66     | 3.26
| 40166 | 0     | 6     | -0.26        | 0.38     | 0.52
| 40166 | 0     | 5     | 1.17         | 0.56     | 2.29
| 40167 | 1     | 48    | 1.46         | 0.20     | 0.91
| 40167 | 0     | 4     | 0.38         | 0.37     | 0.72
| 40167 | 0     | 1     | 0.77         | 0.00     | 0.90
| 40167 | 0     | 5     | 0.00         | 0.17     | 0.44
| 40168 | 1     | 40    | 1.65         | 0.22     | 0.99
| 40168 | 0     | 3     | 0.50         | 0.74     | 1.03
| 40168 | 0     | 6     | -0.31        | 1.03     | 0.73
| 40168 | 0     | 4     | -0.06        | 0.42     | 0.47
| 40169 | 1     | 40    | 1.70         | 0.30     | 1.12
| 40169 | 0     | 5     | 1.02         | 0.33     | 1.38
| 40169 | 0     | 4     | 0.70         | 1.45     | 4.07
| 40169 | 0     | 2     | -0.48        | 0.65     | 0.30
| 40170 | 1     | 48    | 1.51         | 0.19     | 1.00
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| 40170 | 0     | 4     | -0.17        | 0.40     | 0.52
| 40171 | 1     | 34    | 1.70         | 0.28     | 1.10
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| 40171 | 0     | 9     | 0.38         | 0.46     | 1.25
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| 40173 | 1     | 41    | 1.37         | 0.24     | 0.97
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| 40173 | 0     | 3     | -0.27        | 0.82     | 0.64
| 40174 | 1     | 56    | 1.51         | 0.12     | 0.91
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| 40175 | 1     | 36    | 1.59         | 0.25     | 0.71
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Table 3  
*Form 8 (Mean Measure = -0.60)*

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<td>-2.72</td>
</tr>
<tr>
<td>3</td>
<td>40750</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-2.46</td>
</tr>
<tr>
<td>4</td>
<td>40749</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.88</td>
</tr>
<tr>
<td>5</td>
<td>40107</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>3.43</td>
</tr>
<tr>
<td>6</td>
<td>40296</td>
<td>Measurement and Data Analysis</td>
<td>Represent and interpret data using frequency tables, bar graphs, picture graphs, and line plots.</td>
<td>-1.27</td>
</tr>
<tr>
<td>7</td>
<td>40136</td>
<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.99</td>
</tr>
<tr>
<td>8</td>
<td>41152</td>
<td>Measurement and Data Analysis</td>
<td>Recognize area as an attribute of two-dimensional regions.</td>
<td>-0.68</td>
</tr>
<tr>
<td>9</td>
<td>40137</td>
<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-0.32</td>
</tr>
<tr>
<td>10</td>
<td>41185</td>
<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>0.26</td>
</tr>
<tr>
<td>11</td>
<td>40884</td>
<td>Measurement and Data Analysis</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.64</td>
</tr>
<tr>
<td>12</td>
<td>40431</td>
<td>Measurement and Data Analysis</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>0.99</td>
</tr>
<tr>
<td>13</td>
<td>40882</td>
<td>Measurement and Data Analysis</td>
<td>Select appropriate units, strategies, and tools for solving problems that involve estimating or measuring area.</td>
<td>1.00</td>
</tr>
<tr>
<td>14</td>
<td>41161</td>
<td>Measurement and Data Analysis</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>1.24</td>
</tr>
<tr>
<td>15</td>
<td>40563</td>
<td>Measurement and Data Analysis</td>
<td>Determine area by finding the total number of same-sized units of area that cover a shape without gaps or overlaps.</td>
<td>1.91</td>
</tr>
<tr>
<td>16</td>
<td>40742</td>
<td>Measurement and Data Analysis</td>
<td>Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle.</td>
<td>-1.46</td>
</tr>
<tr>
<td>Order for Test</td>
<td>Item</td>
<td>Focal Point</td>
<td>Domain</td>
<td>Measure</td>
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<tr>
<td>1</td>
<td>40616</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-2.37</td>
</tr>
<tr>
<td>2</td>
<td>40604</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-1.70</td>
</tr>
<tr>
<td>3</td>
<td>40335</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-1.23</td>
</tr>
<tr>
<td>4</td>
<td>41064</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.98</td>
</tr>
<tr>
<td>5</td>
<td>40186</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.71</td>
</tr>
<tr>
<td>6</td>
<td>40309</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.33</td>
</tr>
<tr>
<td>7</td>
<td>40925</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.19</td>
</tr>
<tr>
<td>8</td>
<td>40477</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.15</td>
</tr>
<tr>
<td>9</td>
<td>41057</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.22</td>
</tr>
<tr>
<td>10</td>
<td>40008</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.50</td>
</tr>
<tr>
<td>11</td>
<td>40627</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.64</td>
</tr>
<tr>
<td>12</td>
<td>40482</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.77</td>
</tr>
<tr>
<td>13</td>
<td>41054</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>1.03</td>
</tr>
<tr>
<td>14</td>
<td>40779</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.38</td>
</tr>
<tr>
<td>15</td>
<td>40950</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.80</td>
</tr>
<tr>
<td>16</td>
<td>40626</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.48</td>
</tr>
<tr>
<td>Order for Test</td>
<td>Item</td>
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<td>Domain</td>
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<tr>
<td>1</td>
<td>40162</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-2.37</td>
</tr>
<tr>
<td>2</td>
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<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-1.73</td>
</tr>
<tr>
<td>3</td>
<td>40921</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.23</td>
</tr>
<tr>
<td>4</td>
<td>40019</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.98</td>
</tr>
<tr>
<td>5</td>
<td>40902</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>2.78</td>
</tr>
<tr>
<td>6</td>
<td>40025</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.33</td>
</tr>
<tr>
<td>7</td>
<td>40794</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.14</td>
</tr>
<tr>
<td>8</td>
<td>40492</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.09</td>
</tr>
<tr>
<td>9</td>
<td>40459</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.22</td>
</tr>
<tr>
<td>10</td>
<td>40487</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.44</td>
</tr>
<tr>
<td>11</td>
<td>40634</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.64</td>
</tr>
<tr>
<td>12</td>
<td>41100</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.78</td>
</tr>
<tr>
<td>13</td>
<td>40479</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.04</td>
</tr>
<tr>
<td>14</td>
<td>40939</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.39</td>
</tr>
<tr>
<td>15</td>
<td>40928</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.83</td>
</tr>
<tr>
<td>16</td>
<td>40318</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.48</td>
</tr>
<tr>
<td>Order for Test</td>
<td>Item</td>
<td>Focal Point</td>
<td>Domain</td>
<td>Measure</td>
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<tr>
<td>1</td>
<td>40468</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-2.37</td>
</tr>
<tr>
<td>2</td>
<td>40483</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-1.74</td>
</tr>
<tr>
<td>3</td>
<td>40014</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.21</td>
</tr>
<tr>
<td>4</td>
<td>40624</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.02</td>
</tr>
<tr>
<td>5</td>
<td>40929</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.80</td>
</tr>
<tr>
<td>6</td>
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<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.33</td>
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<tr>
<td>7</td>
<td>40496</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.15</td>
</tr>
<tr>
<td>8</td>
<td>40179</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.09</td>
</tr>
<tr>
<td>9</td>
<td>40635</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.21</td>
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<tr>
<td>10</td>
<td>40196</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.49</td>
</tr>
<tr>
<td>11</td>
<td>41087</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.60</td>
</tr>
<tr>
<td>12</td>
<td>40619</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>0.78</td>
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<tr>
<td>13</td>
<td>40607</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<tr>
<td>14</td>
<td>40194</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<tr>
<td>15</td>
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<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>16</td>
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<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.48</td>
</tr>
<tr>
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<tr>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-2.35</td>
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<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-1.76</td>
</tr>
<tr>
<td>3</td>
<td>40650</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.21</td>
</tr>
<tr>
<td>4</td>
<td>40457</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.97</td>
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<td>5</td>
<td>41088</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.80</td>
</tr>
<tr>
<td>6</td>
<td>40169</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.38</td>
</tr>
<tr>
<td>7</td>
<td>40172</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.16</td>
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<tr>
<td>8</td>
<td>40629</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.10</td>
</tr>
<tr>
<td>9</td>
<td>40010</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>40484</td>
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<td>0.44</td>
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<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.60</td>
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<tr>
<td>12</td>
<td>40313</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>13</td>
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<td>Number and Operations and Algebra</td>
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<td>1.05</td>
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<tr>
<td>14</td>
<td>40049</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>1.85</td>
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<td>16</td>
<td>40645</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.47</td>
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<tr>
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<tr>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-2.31</td>
</tr>
<tr>
<td>2</td>
<td>40495</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.78</td>
</tr>
<tr>
<td>3</td>
<td>40644</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.20</td>
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<tr>
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<td>40904</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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</tr>
<tr>
<td>5</td>
<td>40931</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.82</td>
</tr>
<tr>
<td>6</td>
<td>40646</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.38</td>
</tr>
<tr>
<td>7</td>
<td>41095</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.16</td>
</tr>
<tr>
<td>8</td>
<td>40301</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.10</td>
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<tr>
<td>9</td>
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<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.20</td>
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<tr>
<td>10</td>
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<td>Number and Operations and Algebra</td>
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<td>0.48</td>
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<td>11</td>
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<td>Number and Operations and Algebra</td>
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<td>0.61</td>
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<td>12</td>
<td>41059</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.78</td>
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<tr>
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<td>40764</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>1.04</td>
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<td>14</td>
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<td>1.41</td>
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<td>Number and Operations and Algebra</td>
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<td>1.83</td>
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<td>16</td>
<td>40790</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.47</td>
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<tr>
<td>Order for Test</td>
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<td>-2.29</td>
</tr>
<tr>
<td>2</td>
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<td>-1.78</td>
</tr>
<tr>
<td>3</td>
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<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-1.28</td>
</tr>
<tr>
<td>4</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>2.82</td>
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<tr>
<td>6</td>
<td>40325</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.38</td>
</tr>
<tr>
<td>7</td>
<td>40168</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.20</td>
</tr>
<tr>
<td>8</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
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<td>-1.80</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.27</td>
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<td>-1.05</td>
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<td>Number and Operations and Algebra</td>
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<td>2.57</td>
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<tr>
<td>6</td>
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<td>Number and Operations and Algebra</td>
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<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
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<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.51</td>
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<tr>
<td>Order for Test</td>
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<td>Number and Operations</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>-2.13</td>
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<tr>
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<td>Number and Operations</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-1.80</td>
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<tr>
<td>3</td>
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<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-1.24</td>
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<td>4</td>
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<td>Number and Operations</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.04</td>
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<tr>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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</tr>
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<td>6</td>
<td>40463</td>
<td>Number and Operations</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-0.34</td>
</tr>
<tr>
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<td>Number and Operations</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<tr>
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<td>Number and Operations</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Number and Operations</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
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<td>41080</td>
<td>Number and Operations</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
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<td>-0.51</td>
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<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>-2.04</td>
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<tr>
<td>2</td>
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<td>Number and Operations and Algebra</td>
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<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>6</td>
<td>41068</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
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<td>Number and Operations and Algebra</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
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<tr>
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<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
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<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>-0.51</td>
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<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>2.34</td>
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<td>-0.35</td>
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<td>40752</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>0.23</td>
</tr>
<tr>
<td>10</td>
<td>40345</td>
<td>Number and Operations and Algebra</td>
<td>Develop fluency with efficient procedures for multiplying multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.</td>
<td>0.45</td>
</tr>
<tr>
<td>11</td>
<td>40637</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.68</td>
</tr>
<tr>
<td>12</td>
<td>40628</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>0.80</td>
</tr>
<tr>
<td>13</td>
<td>40328</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.06</td>
</tr>
<tr>
<td>14</td>
<td>40909</td>
<td>Number and Operations and Algebra</td>
<td>Apply understanding of models for multiplication (e.g., equal-sized groups, arrays, area models, equal intervals on the number line), place value, and properties of operations (commutative, associative, and distributive).</td>
<td>1.35</td>
</tr>
<tr>
<td>15</td>
<td>40336</td>
<td>Number and Operations and Algebra</td>
<td>Select and use appropriate estimation strategies for multiplication (overestimate, underestimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.</td>
<td>1.96</td>
</tr>
<tr>
<td>16</td>
<td>40016</td>
<td>Number and Operations and Algebra</td>
<td>Develop, discuss, and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers.</td>
<td>-0.49</td>
</tr>
</tbody>
</table>
Table 5  
*Form 1 (Mean Measure = 0.53)*

<table>
<thead>
<tr>
<th>Order for Test</th>
<th>Item</th>
<th>Focal Point</th>
<th>Domain</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40395</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-2.92</td>
</tr>
<tr>
<td>2</td>
<td>40229</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>-1.48</td>
</tr>
<tr>
<td>3</td>
<td>40245</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>-0.78</td>
</tr>
<tr>
<td>4</td>
<td>40504</td>
<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-0.59</td>
</tr>
<tr>
<td>5</td>
<td>40811</td>
<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
<td>3.17</td>
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<tr>
<td>6</td>
<td>40676</td>
<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
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</tr>
<tr>
<td>7</td>
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<td>Number and Operations</td>
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<tr>
<td>8</td>
<td>40995</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>0.45</td>
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<tr>
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<td>0.65</td>
</tr>
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<tr>
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<td>Number and Operations</td>
<td>Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.</td>
<td>1.17</td>
</tr>
<tr>
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<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
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</tr>
<tr>
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<td>40997</td>
<td>Number and Operations</td>
<td>Make change for amounts up to $10.00.</td>
<td>1.64</td>
</tr>
<tr>
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<tr>
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<td>Number and Operations</td>
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<td>2.58</td>
</tr>
<tr>
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<td>40378</td>
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<td>-0.07</td>
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<tr>
<td>Order for Test</td>
<td>Item</td>
<td>Focal Point</td>
<td>Domain</td>
<td>Measure</td>
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<tr>
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<tr>
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<td>-1.49</td>
</tr>
<tr>
<td>3</td>
<td>40837</td>
<td>Number and Operations</td>
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<tr>
<td>4</td>
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<td>Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.</td>
<td>-0.58</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.</td>
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<tr>
<td>Order for Test</td>
<td>Item</td>
<td>Focal Point</td>
<td>Domain</td>
<td>Measure</td>
</tr>
<tr>
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<tr>
<td>1</td>
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<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
<td>8</td>
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<tr>
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<tr>
<td>10</td>
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<td>Number and Operations</td>
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<tr>
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<tr>
<td>12</td>
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<td>1.35</td>
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<tr>
<td>13</td>
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<tr>
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<tr>
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<td>Number and Operations</td>
<td>Recognize the relationship between common fractions (e.g.,quarters, halves, and tenths) and decimals.</td>
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<tr>
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<td>-0.11</td>
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<tr>
<td>Order for Test</td>
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<tr>
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<td>-1.53</td>
</tr>
<tr>
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<tr>
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<tr>
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<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
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<tr>
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<tr>
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<td>Number and Operations</td>
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<tr>
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<tr>
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<tr>
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<td>Number and Operations</td>
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<tr>
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<td>Number and Operations</td>
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<tr>
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<td>9</td>
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<tr>
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<td>Number and Operations</td>
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<td>0.96</td>
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<tr>
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<tr>
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<td>Number and Operations</td>
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<tr>
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<td>Number and Operations</td>
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</tr>
<tr>
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<tr>
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<td>Item</td>
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<td>Domain</td>
<td>Measure</td>
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</tr>
<tr>
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<td>-2.18</td>
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<tr>
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</tr>
<tr>
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<td>Number and Operations</td>
<td>Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.</td>
<td>-0.88</td>
</tr>
<tr>
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<td>40544</td>
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<td>Make change for amounts up to $10.00.</td>
<td>-0.53</td>
</tr>
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### Table 5

**Form 8 (Mean Measure = 0.54)**

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<thead>
<tr>
<th>Order for Test</th>
<th>Item</th>
<th>Focal Point</th>
<th>Domain</th>
<th>Measure</th>
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<td>1</td>
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### Table 5
**Form 9 (Mean Measure = 0.54)**

<table>
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<th>Order for Test</th>
<th>Item</th>
<th>Focal Point</th>
<th>Domain</th>
<th>Measure</th>
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References


