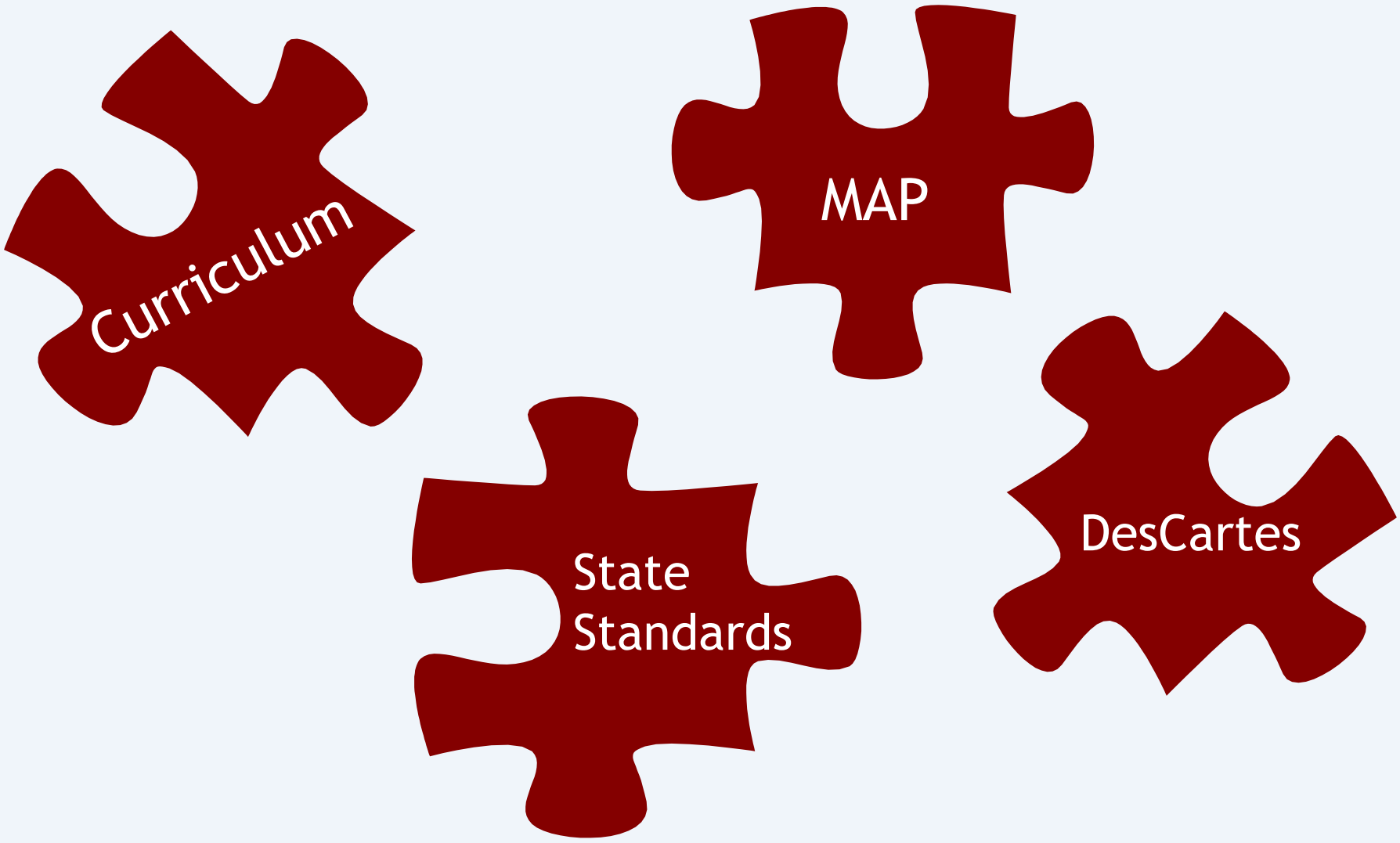
Putting the Pieces Together

The Relationship between DesCartes and the TEKS

Jennifer Ruth
Elementary Student Achievement Specialist
Assessment and Accountability
Plano ISD

The Need

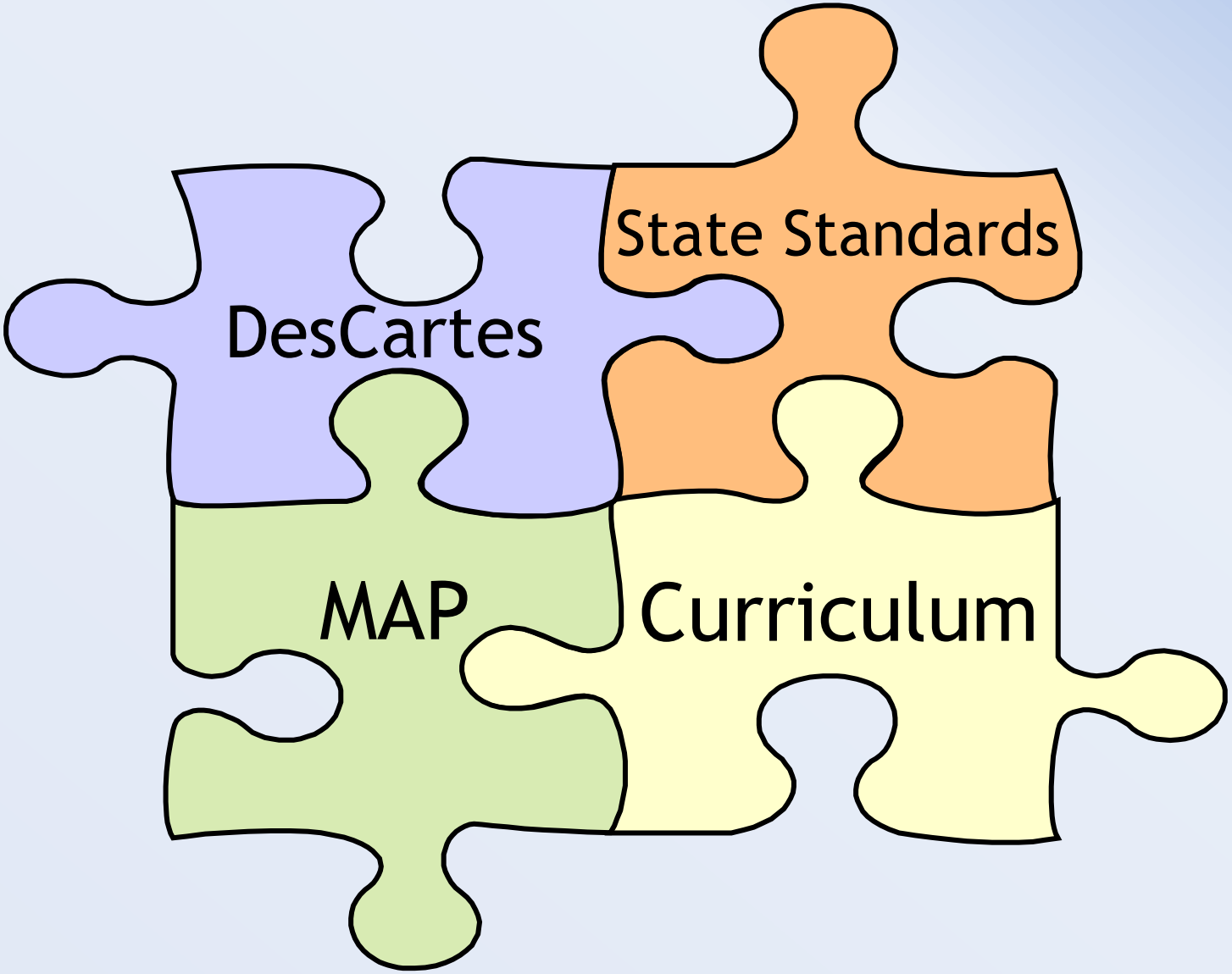


The Goal

Use MAP data to address the diverse needs of students in each classroom.

- Go to MAP as the source to customize a plan for instruction.
- Understand the relationship between DesCartes and the TEKS.
- Put RIT ranges into context for students to set goals.
- Identify when DesCartes Learning Statements appear in the curriculum.

The Goal



	<191	191-200	201-210	211-220	221-230	231-240	241+
Algebraic Thinking	<all> Zach	<all> Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb Helena	<all> Edwin Brittney George	<all> Leah	<all> Kevin
Geometry	<all>	<all>	<all> Zach Carly Jacob Mattie	<all> Jordan Noelle Karen Caleb	<all> Helena Edwin Brittney George Leah	<all> Kevin	<all>
Measurement	<all>	<all> Zach Jordan Mattie	<all> Carly Jacob Caleb Helena	<all> Noelle Karen Edwin Brittney George	<all>	<all> Leah Kevin	<all>
Number and Operation	<all>	<all> Zach Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb George	<all> Helena Edwin Brittney Leah	<all>	<all> Kevin
Probability and Statistics	<all> Zach	<all>	<all> Jordan Jacob Mattie	<all> Carly Jacob Mattie Noelle Karen Caleb Helena Edwin	<all> Brittney George Leah Kevin	<all>	<all>

Subject: Mathematics
Goal Strand: [illegible]Operation, and Quantitative Reaso[illegible]
RIT Score Rang[illegible]210

75%

50%

25%

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Use Place Value: Whole Numbers and Decimals	**Use Place Value: Whole Numbers and Decimals**	**Use Place Value: Whole Numbers and Decimals**
• Identifies whole numbers 100 - 999 using base-10 blocks* • Identifies whole numbers over 999 using base-10 blocks* • Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place • Identifies the numeral and written name for whole numbers 10,000 to 100,000 • Identifies the numeral and written name for whole numbers over 100,000 • Identifies the numeral and written name for ordinal numbers 21st to100th (e.g., 21st is twenty-first, and vice versa)* • Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., 14 = 7 + 7)* • Writes equivalent forms of whole numbers using multiplication (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)* • Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)* • Compares whole numbers through 999,999 • Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (<, =, >) • Compares whole numbers through the thousands using the symbols <, >, or = • Orders whole numbers less than 1000* • Orders whole numbers less than 10,000 • Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34) • Compares and orders money in decimal form • Compares and orders decimals to the thousandths place (same number of digits after decimal)*	• Identifies whole numbers over 999 using base-10 blocks* • Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place • Identifies the numeral and written name for whole numbers over 100,000 • Compares whole numbers through 999,999 • Compares whole numbers through the billions using the symbols <, >, or =* • Orders whole numbers less than 10,000 • Orders whole numbers a million or greater • Writes equivalent forms of whole numbers using place value (e.g., 54 = 4 tens and 14 ones) • Writes whole numbers using place value terms and vice versa	• Identifies whole numbers 100 - 999 using 2-D and 3-D models* • Identifies whole numbers over 999 using 2- and 3-D models* • Represents a decimal to the hundredths place (e.g., three hundredths = 0.03) • Writes a decimal for a shaded region to the tenths place*
Use Fractions: Describe, Compare, & Solve	**Use Fractions: Describe, Compare, & Solve**	**Use Fractions: Describe, Compare, & Solve**
• Represents 1/3 with a diagram or model • Identifies one-half from a region or set* • Identifies 1/4 from a region or set	• Identifies halves of a region using nonadjacent parts • Converts a basic fractional numeral to lowest terms (e.g., halves, thirds, quarters)*	• Writes improper fractions and mixed numbers from a visual representation* • Identifies a fractions in lowest terms from a region or

	<191	191-200	201-210	211-220	221-230	231-240	241+
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Subject: Mathematics
Goal Strand: Number, Operation, and Quantitative Reasc
RIT Score Range: 201 - 210

75%

50%

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Use Place Value: Whole Numbers and Decimals	**Use Place Value: Whole Numbers and Decimals**	**Use Place Value: Whole Numbers and Decimals**
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Use Fractions: Describe, Compare, & Solve	**Use Fractions: Describe, Compare, & Solve**	**Use Fractions: Describe, Compare, & Solve**
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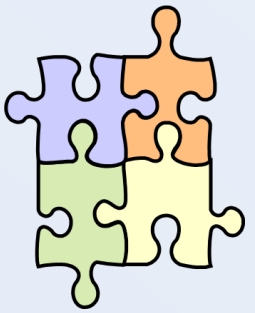
The Process-Overview

- Phase 1-Determine which TEKS align best with each DesCartes strand.
- Phase 2- Examine each learning statement and match it to one or more grade level(s) TEKS.
- Phase 3- Create a teacher-friendly product. *(In Development)*



THE PROCESS STEP BY STEP

Phase 1

Mathematics 2-5 Goal Structure (*TEKS*)	Mathematics 2-5 (*DesCartes*)
Number, Operation, and Quantitative Reasoning	Number, Operation, and Quantitative Reasoning
Use place value to represent whole numbers and decimals: Use concrete models of hundreds, tens, and ones to represent a given whole number in various ways; use place value to read, write, describe , compare, and order whole numbers and decimals; name the ordinal positions in a sequence.	Use Place Value: Whole Numbers and Decimals

www.nwea.org- Texas Goal Structure

THE PROCESS-CONTINUED

Phase 2

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Use Place Value: Whole Numbers and Decimals	**Use Place Value: Whole Numbers and Decimals**	**Use Place Value: Whole Numbers and Decimals**
• Identifies whole numbers 100 - 999 using base-10 blocks* • Identifies whole numbers over 999 using base-10 blocks* • Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place • Identifies the numeral and written name for whole numbers 10,000 to 100,000 • Identifies the numeral and written name for whole numbers over 100,000 • Identifies the numeral and written name for ordinal numbers 21st to100th (e.g., 21st is twenty-first, and vice versa)* • Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., 14 = 7 + 7)* • Writes equivalent forms of whole numbers using multiplication (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)* • Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)* • Compares whole numbers through 999,999 • Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (<, =, >) • Compares whole numbers through the thousands using the symbols <, >, or =	• Identifies whole numbers over 999 using base-10 blocks* • Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place • Identifies the numeral and written name for whole numbers over 100,000 • Compares whole numbers through 999,999 • Compares whole numbers through the billions using the symbols <, >, or =* • Orders whole numbers less than 10,000 • Orders whole numbers a million or greater • Writes equivalent forms of whole numbers using place value (e.g., 54 = 4 tens and 14 ones) • Writes whole numbers using place value terms and vice versa	• Identifies whole numbers 100 - 999 using 2-D and 3-D models* • Identifies whole numbers over 999 using 2- and 3-D models* • Represents a decimal to the hundredths place (e.g., three hundredths = 0.03) • Writes a decimal for a shaded region to the tenths place*

Key: Kinder | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade

Skills and Concepts to Develop
201 - 210

Use Place Value: Whole Numbers and Decimals

- Identifies whole numbers over 999 using base-10 blocks*
- Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place
- Identifies the numeral and written name for whole numbers over 100,000
- Compares whole numbers through 999,999
- Compares whole numbers through the billions using the symbols <, >, or =*
- Orders whole numbers less than 10,000
- Orders whole numbers a million or greater
- Writes equivalent forms of whole numbers using place value (e.g., 54 = 4 tens and 14 ones)
- Writes whole numbers using place value terms and vice versa

Strand/*Subgoal*/Learning Statement

Number, Operation, and Quantitative Reasoning

Use Place Value: Whole Numbers and Decimals (2-5)

- Counts 1 to 10 objects
- Counts ordinal numbers (1st to 10th)
- Orders whole numbers less than 10
- Orders sets of objects 0-10
- Compares whole numbers through100
- Writes equivalent forms of whole number expressions (e.g., 15 + 5 = 10 +
- Identifies the numeral and written name for ordinal numbers 1st to 20th
- Identifies the numerical and written name for whole numbers 21 to 100
- Identifies the numeral and written name for whole numbers 101 to 999 (
- Counts ordinal numbers (first to tenth)
- Identifies the ordinal number that comes before, between, or after a give
- Compares whole numbers through 999
- Orders sets of objects 0-20
- Orders whole numbers less than 100
- Compares whole numbers through 9999
- Identifies the numeral and written name for whole numbers to 1000 to 9
  versa)
- Compares and orders decimals to the hundredths place (same number of
- Identifies whole numbers under 100 given place value terms (e.g., 3 tens
- Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., 1
- Writes equivalent forms of whole numbers using multiplication (e.g., 12 =
- Identifies the numeral and written name for whole numbers 10,000 to 10
- Orders whole numbers less than 1000
- Compares sets of objects and identifies which is equal to, more than, or le
- Compares whole numbers to 100, using the symbols for 'less than', 'equal
- Compares whole numbers through the thousands using the symbols <, >,
- Identifies the numeral and written name for ordinal numbers 21st to100th
- Identifies whole numbers 100 - 999 using base 10 blocks

Primary Grades Instructional Data

Subject: Reading

Goal: Vocabulary

NWEA

Database last updated with additional data statements on 8/3/2011

116 - 214	Skills and Concepts to Develop

Subgoal : Base Words, Prefixes, Suffixes

154 Matches a definition to a word in a given sentence

159 Identifies the common root word in words with different inflectional endings

176 Identifies the base word for a given word (five syllables)

185 Identifies the base word for a given word (two syllables)

192 Identifies the word with the inflectional ending that means "more than one" (-s)

196 Identifies the base word for a given word (three syllables)

214 Identifies the base word for a given word (four syllables)

Subgoal : Compound Words, Contractions

146 Identifies the words that create a given contraction (I'm)

155 Identifies the words that create a given contraction (they've)

156 Identifies the contraction for given words (we'll)

156 Identifies the word that is a compound word (bookmark)

159 Identifies the contraction for given words (I've)

162 Identifies the compound word within a sentence (baseball)

162 Identifies the words that create a given contraction (you're)

Activity

- Read a Learning Statement on DesCartes.
- Check the 3rd grade TEKS to see if any TEKS apply to that Learning Statement.
- If a TEKS does apply, highlight the Learning Statement on DesCartes in green.
- Repeat with the next Learning Statement.

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Algebraic Thinking	<all> Zach	<all> Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen	<all> Edwin Brittney	<all> Leah	<all> Kevin
Geometry	<all>	<all>	<all> Zach Carly Jacob Mattie				
Measurement	<all>	<all> Zach Jordan Mattie	<all> Carly Jacob Caleb Helena				
Number and Operation	<all>	<all> Zach Jordan	<all> Carly Jacob Mattie				
Probability and Statistics	<all> Zach	<all>	<all> Jordan Jacob Mattie	Caleb Helena Edwin			

Skills and Concepts to Develop
201 - 210

Use Place Value: Whole Numbers and Decimals

- Identifies whole numbers over 999 using base-10 blocks*
- Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place
- Identifies the numeral and written name for whole numbers over 100,000
- Compares whole numbers through 999,999
- Compares whole numbers through the billions using the symbols <, >, or =*
- Orders whole numbers less than 10,000
- Orders whole numbers a million or greater
- Writes equivalent forms of whole numbers using place value (e.g., 54 = 4 tens and 14 ones)
- Writes whole numbers using place value terms and vice versa

TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 3rd	DesCart			75%	50%	25%
				161-170	171-180	181-190	191-200	201-210	211-220
Number, Operation, and Quantitative Reasoning	Number, Operation, and Quantitative Reasoning	Using Place Value: Whole Numbers and Decimals	2A Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, etc., using objects, models, and numbers, including expanded notation as appropriate 2B Describe the mathematical relationships found in the base 10 system 2D Compare and order whole numbers up to 100,000 and represent comparisons using the symbols <,>, or =.			Compares whole numbers through 9999	Identifies whole numbers 100-999 using base-10 blocks Identifies whole numbers over 999 using base 10 blocks	Writes whole numbers using place value terms and vice versa Identifies whole numbers 100-999 using 2D and 3D models Identifies whole numbers over 999 using base 10 blocks	Writes whole numbers using place value terms and vice versa Writes equivalent forms of whole numbers using place value
		Use Fractions: Describe, Compare and Solve	3A Represent fractions greater than zero and less than or equal to one with denominators of 2,4,6,and 8 3B Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2,3,4,6 and 8 given a point on a number line. 3E Solve problems involving portioning an object or set		Represents ½ with a diagram or model	Represents ¼ with a diagram or model Represents ¾ with a diagram or model Identifies equal parts by using models Identifies ¼ from a region or set Identifies 2/3 or 3/3 from a region or set Identifies tenths from region or set Identifies eighths tenths of a region or set Identifies a fraction other than denominators of (2,3,4, 8, 10)	Represents 1/3 with a diagram or model Identifies ¼ from a region or set Identifies 2/3 or 3/3 from a region or set Identifies tenths from region or set	Identifies halves of a region using nonadjacent parts Compares fractions on a number line Compares fractions	Compares fractions on a number line

Learning Statements in each RIT band are filtered by grade level.

TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 3rd	DesCartes					
				161-170	171-180	181-190	191-200	201-210	211-220
Number, Operation, and Quantitative Reasoning	Number, Operation, and Quantitative Reasoning	Using Place Value: Whole Numbers and Decimals	2A Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, etc., using objects, models, and numbers, including expanded notation as appropriate 2B Describe the mathematical relationships found in the base 10 system 2D Compare and order whole numbers up to 100,000 and represent comparisons using the symbols <,>, or =.			Compares whole numbers through 9999	Identifies whole numbers 100-999 using base-10 blocks Identifies whole numbers over 999 using base 10 blocks	Writes whole numbers using place value terms and vice versa Identifies whole numbers 100-999 using 2D and 3D models Identifies whole numbers over 999 using base 10 blocks	Writes whole numbers using place value terms and vice versa Writes equivalent forms of whole numbers using place value

Subject: Math

Strand to Target: Number, Operation, and Quantitative Reasoning

Teacher: Twining

Students in Group:

Carly
Jacob
Mattie

Grade: 3

RIT Range: 201-210

Click Here for Below-Grade Level TEKS

On-Grade Level Skills to Target- 3rd Grade

Use Place Value: Whole Numbers and Decimals		
	TEKS	2A Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, etc., using objects, models, and numbers, including expanded notation as appropriate 2B Describe the mathematical relationships found in the base 10 system 2D Compare and order whole numbers up to 100,000 and represent comparisons using the symbols <,>,or =.
	DesCartes	Writes whole numbers using place value terms and vice versa Identifies whole numbers 100-999 using 2D and 3D models Identifies whole numbers over 999 using base 10 blocks
Use Fractions: Describe, Compare, & Solve		
	TEKS	3A Represent fractions greater than zero and less than or equal to one with denominators of 2,4,6,and 8 3B Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2,3,4,6 and 8 given a point on a number line. 3E Solve problems involving portioning an object or set
	DesCartes	Identifies halves of a region using nonadjacent parts Compares fractions on a number line Compares fractions
Add and Subtract: Whole Numbers		
	TEKS	

Curriculum Connection

- Close the gap to meet the grade-level expectation.
- Identify when topics arise.
- Preteach if necessary.

Ways to Use this Information

- TIER II or TIER III intervention
- Tutoring, pull out, ESL
- Whole class, groups, or individuals
- Campus intervention meetings
- Starting point
- Meaningful goal setting

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Number and Operation	<all> Zach Jordan	<all>	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb George	<all> Helena Edwin Brittney Leah	<all>	<all> Kevin
Probability and Statistics	<all> Zach	<all>	<all> Jordan Jacob Mattie	<all> Carly Jacob Mattie Noelle Karen Caleb Helena Edwin	<all> Brittney George Leah Kevin	<all>	<all>

LOWER ACHIEVING STUDENTS

TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 3rd	esCar		75%	50%	25%	
				161-170	171-180	181-190	191-200	201-210	211-220
Number, Operation, and Quantitative Reasoning	Number, Operation, and Quantitative Reasoning	Using Place Value: Whole Numbers and Decimals	2A Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, etc., using objects, models, and numbers, including expanded notation as appropriate 2B Describe the mathematical relationships found in the base 10 system 2D Compare and order whole numbers up to 100,000 and represent comparisons using the symbols <,>, or =.			Compares whole numbers through 9999	Identifies whole numbers 100-999 using base-10 blocks Identifies whole numbers over 999 using base 10 blocks	Writes whole numbers using place value terms and vice versa Identifies whole numbers 100-999 using 2D and 3D models Identifies whole numbers over 999 using base 10 blocks	Writes whole numbers using place value terms and vice versa Writes equivalent forms of whole numbers using place value
		Use Fractions: Describe, Compare and Solve	3A Represent fractions greater than zero and less than or equal to one with denominators of 2,4,6,and 8 3B Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2,3,4,6 and 8 given a point on a number line. 3E Solve problems involving portioning an object or set		Represents ½ with a diagram or model	Represents ¼ with a diagram or model Represents ¾ with a diagram or model Identifies equal parts by using models Identifies ¼ from a region or set Identifies 2/3 or 3/3 from a region or set Identifies tenths from region or set Identifies eighths tenths of a region or set Identifies a fraction other than denominators of (2,3,4, 8, 10)	Represents 1/3 with a diagram or model Identifies ¼ from a region or set Identifies 2/3 or 3/3 from a region or set Identifies tenths from region or set	Identifies halves of a region using nonadjacent parts Compares fractions on a number line Compares fractions	Compares fractions on a number line

Skills and Concepts to Develop
201 - 210

Use Place Value: Whole Numbers and Decimals

- Identifies whole numbers over 999 using base-10 blocks*
- Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place
- Identifies the numeral and written name for whole numbers over 100,000
- Compares whole numbers through 999,999
- Compares whole numbers through the billions using the symbols <, >, or =*
- Orders whole numbers less than 10,000
- Orders whole numbers a million or greater
- Writes equivalent forms of whole numbers using place value (e.g., 54 = 4 tens and 14 ones)
- Writes whole numbers using place value terms and vice versa

LOWER ACHIEVING STUDENTS-CONTINUED

TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 2nd				75%	50%	25%	
				151-160	161-170	171-180	181-190	191-200	201-210	211-220
Number, Operation, and Quantitative Reasoning	Number, Operation, and Quantitative Reasoning	Using Place Value: Whole Numbers and Decimals	**2A Use concrete and pictorial models to compose and decompose numbers up to 1,200** **2B Use standard, word, and expanded forms to represent numbers up to 1,200** **2C Generate a number that is greater than or less than a given whole number up to 1,200.** **2D Use place value to compare and order whole numbers up to 1,200 using comparative language.**		Orders whole numbers less than 10	Identifies the numerical and written name for whole numbers 21-100 Identifies the numeral and written name for whole numbers 101-999 Writes equivalent forms of whole number expressions Compares whole numbers through 999 Orders sets of objects 0-20	Identifies the numeral and written name for whole numbers 101-999 Writes equivalent forms of whole numbers 11-20 using addition Compares whole numbers through 999 Orders whole numbers less than 1000 Orders sets of objects 0-20 Compares whole numbers to 100 using symbols (<,>,=) Identifies whole numbers under 100 with place value terms	Orders whole numbers less than 1000 Compares whole numbers to 100 using symbols (<,>,=) Identifies whole numbers 100-999 using base-10 blocks Identifies whole numbers over 999 using base-10 blocks Writes equivalent forms of whole numbers 11-20 using addition Compares sets of objects and identifies which is equal to, more than, etc.	Writes whole numbers using place value terms and vice versa Identifies whole numbers over 999 using base-10 blocks Writes equivalent forms of whole numbers using place value	Identifies whole numbers 100-999 using 2D and 3D models
		Use Fractions: Describe, Compare and Solve	**3A Partition objects into equal parts and name the parts including halves, fourths, and eighths, using words** **3B Explain that the more fractional parts used to make a whole, the smaller the part** **3C Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole** **3D Identify examples and non-examples of halves, fourths, and eighths**			Represents ½ with a diagram or model	Represents ¼ with a diagram or model Represents ¾ with a diagram or model Identifies equal parts by using models Identifies ¼ or ½ from a region or set Identifies 2/3 or 3/3 from a region or set Identifies eighths from a region or set Identifies a fraction (denominators other than 2,3,4,8,10) from a region or set	Represents 1/3 with a diagram or model Identifies one-half or ¼ from a region or set Identifies 1/3, 2/3 or 3/3 from a region or set Identifies tenths from region or set Identifies a fraction (denominators other than 2,3,4,8,10) from a region or set Matches numeric and visual representations of	Identifies halves of a region using nonadjacent parts Compares fractions with a common denominator	

Subject: Math

Strand to Target: Number, Operation, and Quantitative Reasoning

Teacher: Twining

Students in Group:

Carly
Jacob
Mattie

Grade: 3

RIT Range: 201-210

Click Here for Below-Grade Level TEKS and Learning Statements

On-Grade Level Skills to Target- 3rd Grade

Use Place Value: Whole Numbers and Decimals	
TEKS	2A Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, etc., using objects, models, and numbers, including expanded notation as appropriate 2B Describe the mathematical relationships found in the base 10 system 2D Compare and order whole numbers up to 100,000 and represent comparisons using the symbols <,>,or =.
DesCartes	Writes whole numbers using place value terms and vice versa Identifies whole numbers 100-999 using 2D and 3D models Identifies whole numbers over 999 using base 10 blocks
Use Fractions: Describe, Compare, & Solve	
TEKS	3A Represent fractions greater than zero and less than or equal to one with denominators of 2,4,6,and 8 3B Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2,3,4,6 and 8 given a point on a number line. 3E Solve problems involving portioning an object or set
DesCartes	Identifies halves of a region using nonadjacent parts Compares fractions on a number line Compares fractions
Add and Subtract: Whole Numbers	
TEKS	

	<191	191-200	201-210	211-220	221-230	231-240	241+
Algebraic Thinking	<all> Zach	<all> Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb Helena	<all> Edwin Brittney George	<all> Leah	<all> Kevin
Geometry	<all>	<all>	<all> Zach Carly Jacob Mattie	<all> Jordan Noelle Karen Caleb	<all> Helena Edwin Brittney George Leah	<all> Kevin	<all>
Measurement	<all>	<all> Zach Jordan Mattie	<all> Carly Jacob Caleb Helena	<all> Noelle Karen Edwin Brittney George	<all>	<all> Leah Kevin	<all>
Number and Operation	<all> Zach Jordan	<all>	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb George	<all> Helena Edwin Brittney Leah	<all>	<all> Kevin
Probability and Statistics	<all> Zach	<all>	<all> Jordan Jacob Mattie	<all> Carly Jacob Mattie Noelle Karen Caleb Helena Edwin	<all> Brittney George Leah Kevin	<all>	<all>

HIGH ACHIEVING STUDENTS

TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 3rd	DesCar	75%		50%	25%
				161-170	171-180	181-190	191-200	201-210	211-220
Number, Operation, and Quantitative Reasoning	Number, Operation, and Quantitative Reasoning	Using Place Value: Whole Numbers and Decimals	**2A Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, etc., using objects, models, and numbers, including expanded notation as appropriate** **2B Describe the mathematical relationships found in the base 10 system** **2D Compare and order whole numbers up to 100,000 and represent comparisons using the symbols <,>, or =.**			Compares whole numbers through 9999	Identifies whole numbers 100-999 using base-10 blocks Identifies whole numbers over 999 using base 10 blocks	Writes whole numbers using place value terms and vice versa Identifies whole numbers 100-999 using 2D and 3D models Identifies whole numbers over 999 using base 10 blocks	Writes whole numbers using place value terms and vice versa Writes equivalent forms of whole numbers using place value
		Use Fractions: Describe, Compare and Solve	**3A Represent fractions greater than zero and less than or equal to one with denominators of 2,4,6,and 8** **3B Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2,3,4,6 and 8 given a point on a number line.** **3E Solve problems involving portioning an object or set**		Represents ½ with a diagram or model	Represents ¼ with a diagram or model Represents ¾ with a diagram or model Identifies equal parts by using models Identifies ¼ from a region or set Identifies 2/3 or 3/3 from a region or set Identifies tenths from region or set Identifies eighths tenths of a region or set Identifies a fraction other than denominators of (2,3,4, 8, 10)	Represents 1/3 with a diagram or model Identifies ¼ from a region or set Identifies 2/3 or 3/3 from a region or set Identifies tenths from region or set	Identifies halves of a region using nonadjacent parts Compares fractions on a number line Compares fractions	Compares fractions on a number line

Your Take-Away

- A confirmation that DesCartes does relate to the TEKS.
- A clear understanding of the relationship between DesCartes and TEKS.
- Understanding of the process.
- A different perspective on how to customize the student learning experience.

Questions and Discussion