Mathematics
Level 8 Standards

Name:

Concept Area and Standard	Date Passed Teacher Initials	Grade + = Advanced √ = Proficient
NUMBER SENSE		
Count, read and write whole numbers to 10,000 (1.1)		
Compare and order whole numbers to 10,000 (1.2)		
Identify the place value for each digit in numbers to 10,000 (1.3)		
Round off numbers to 10,000 to the nearest ten, hundred, and thousand (1.4)		
Use expanded notation to represent numbers (e.g. 3,206 = 3,000 + 200 + 6) (1.5)		
Find the sum or difference of two whole numbers between 0 and 10,000 (2.1)		
Memorize to automaticity the multiplication table for numbers between 1 and 10 (2.2)		
Use the inverse relationship of multiplication and division to compute and check results (2.3)		
Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3671 / 3 =) (2.4)		
Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 / 5 =) (2.5)		
Understand the special properties of 0 and 1 in multiplication and division (2.6)		
Determine the unit cost when given the total cost and number of units (2.7)		
Solve problems that require two or more of the skills mentioned above (2.8)		
Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., ½ of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than ¼) (3.1)		
Add and subtract simple fractions (e.g. determine that 1/8 + 3/8 is the same as ½) (3.2)		
Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole number multipliers and divisors (3.3)		
Know and understand that fractions and decimals are two different representations of the same concept. (3.4)		
ALGEBRA		
Express simple unit conversions in symbolic form (e.g., __ inches = __ feet x 12) (1.4)		
Recognize and use the commutative and associative properties of multiplication (e.g., if 5 X 7 = 35, then what is 7 X 5? And is 5 X 7 X 3 = 105, then what is 7 X 3 X 5?) (1.5)		