

Skills and Concepts to Develop (50% Probability*) < 171	Skills and Concepts to Introduce (27% Probability*) 171 - 180
<p>Patterns</p> <ul style="list-style-type: none"> • Extends repeating patterns - geometric shapes • Completes a growing arithmetic pattern by naming missing members 	<p>Patterns</p> <ul style="list-style-type: none"> • Extends repeating patterns - geometric shapes • Extends a growing arithmetic pattern, defined by numbers • Completes a growing arithmetic pattern by naming missing members • Analyzes a growing, arithmetic pattern with numbers to determine the rule • Extends patterns formed by letters
<p>Algebraic Models</p> <ul style="list-style-type: none"> • Solves basic-facts open sentences - addition and subtraction 	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Represents a basic facts addition problem with a number sentence • Solves basic-facts open sentences - addition and subtraction • Solves linear equations with basic facts - 1-step addition using a letter for the variable • Solves basic facts open sentences - multiplication and division • Determines the operation needed from a simple problem • Writes a number sentence for a simple problem solving situation • Writes equivalent forms of whole number expressions (e.g., $15 + 5 = 10 + 10$)
<p><i>New Vocabulary:</i> None</p>	<p><i>New Vocabulary:</i> None</p>
<p><i>New Signs and Symbols:</i> + addition, = is equal to, - subtraction, variable</p>	<p><i>New Signs and Symbols:</i> None</p>

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

Skills and concepts to Enhance (73% Probability*) < 171	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
<p>Patterns</p> <ul style="list-style-type: none"> • Extends repeating patterns - geometric shapes • Completes a growing arithmetic pattern by naming missing members 	<p>Patterns</p> <ul style="list-style-type: none"> • Extends repeating patterns - geometric shapes • Extends a growing arithmetic pattern, defined by numbers • Completes a growing arithmetic pattern by naming missing members • Analyzes a growing, arithmetic pattern with numbers to determine the rule • Extends patterns formed by letters 	<p>Patterns</p> <ul style="list-style-type: none"> • Extends a growing arithmetic pattern, defined by numbers • Completes a growing arithmetic pattern using models by identifying the missing members • Completes arithmetic growth patterns in number tables by identifying the missing elements • Analyzes a growing, arithmetic pattern with numbers to determine the rule • Extends a decreasing arithmetic patterns • Extends patterns formed by letters
<p>Algebraic Models</p> <ul style="list-style-type: none"> • Solves basic-facts open sentences - addition and subtraction 	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Represents a basic facts addition problem with a number sentence • Solves basic-facts open sentences - addition and subtraction • Solves linear equations with basic facts - 1-step addition using a letter for the variable • Solves basic facts open sentences - multiplication and division • Determines the operation needed from a simple problem • Writes a number sentence for a simple problem solving situation • Writes equivalent forms of whole number expressions (e.g., $15 + 5 = 10 + 10$) 	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Solves basic facts addition and subtraction open sentences using diagrams and models (e.g., using balances) • Solves linear equations with basic facts - 1-step addition using a letter for the variable • Solves 1-step open sentences with missing addends (numbers 100 and under) • Determines the operation needed from a simple problem • Writes a number sentence for a simple problem solving situation • 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., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$) • Converts to dozens without models
<p><i>New Vocabulary:</i> None</p>	<p><i>New Vocabulary:</i> None</p>	<p><i>New Vocabulary:</i> None</p>
<p><i>New Signs and Symbols:</i> + addition, = is equal to, - subtraction, variable</p>	<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> x multiplication</p>

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 171 - 180	Skills and Concepts to Develop (50% Probability*) 181 - 190	Skills and Concepts to Introduce (27% Probability*) 191 - 200
<p>Patterns</p> <ul style="list-style-type: none"> • Extends repeating patterns - geometric shapes • Extends a growing arithmetic pattern, defined by numbers • Completes a growing arithmetic pattern by naming missing members • Analyzes a growing, arithmetic pattern with numbers to determine the rule • Extends patterns formed by letters 	<p>Patterns</p> <ul style="list-style-type: none"> • Extends a growing arithmetic pattern, defined by numbers • Completes a growing arithmetic pattern using models by identifying the missing members • Completes arithmetic growth patterns in number tables by identifying the missing elements • Analyzes a growing, arithmetic pattern with numbers to determine the rule • Extends a decreasing arithmetic patterns • Extends patterns formed by letters 	<p>Patterns</p> <ul style="list-style-type: none"> • Extends a growing arithmetic pattern, defined by objects or diagrams • Completes a growing arithmetic pattern using models by identifying the missing members • Analyzes a growing, arithmetic pattern with numbers to determine the rule • Extends a decreasing arithmetic patterns • Extends patterns formed by letters • Sorts 2-D shapes and objects according to their attributes
<p>Algebraic Models</p> <ul style="list-style-type: none"> • Represents a basic facts addition problem with a number sentence • Solves basic-facts open sentences - addition and subtraction • Solves linear equations with basic facts - 1-step addition using a letter for the variable • Solves basic facts open sentences - multiplication and division • Determines the operation needed from a simple problem • Writes a number sentence for a simple problem solving situation • Writes equivalent forms of whole number expressions (e.g., $15 + 5 = 10 + 10$) 	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Solves basic facts addition and subtraction open sentences using diagrams and models (e.g., using balances) • Solves linear equations with basic facts - 1-step addition using a letter for the variable • Solves 1-step open sentences with missing addends (numbers 100 and under) • Determines the operation needed from a simple problem • Writes a number sentence for a simple problem solving situation • 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., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$) • Converts to dozens without models 	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Solves complex open linear sentences using diagrams and models (e.g., using balances) • Solves 1-step open sentences with missing addends (numbers 100 and under) • Solves 1-step open sentences with missing addends (numbers over 100) • Solves simple open sentences with missing factors (numbers 100 and under) • Solves 2-step open sentences with missing addends • Completes a simple function table based on real-life situations (e.g., the number of tricycles related to the number of wheels) • Determines the operation needed from a simple problem • Determines the operation needed to solve a real-world problem • Translates from a diagram to an expression or equation • Translates a 1-step problem to a symbolic expression or equation • 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., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$) • Converts to dozens without models
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> large
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> \times multiplication	<i>New Signs and Symbols:</i> \div division

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
<p>Patterns</p> <ul style="list-style-type: none"> • Extends a growing arithmetic pattern, defined by numbers • Completes a growing arithmetic pattern using models by identifying the missing members • Completes arithmetic growth patterns in number tables by identifying the missing elements • Analyzes a growing, arithmetic pattern with numbers to determine the rule • Extends a decreasing arithmetic patterns • Extends patterns formed by letters 	<p>Patterns</p> <ul style="list-style-type: none"> • Extends a growing arithmetic pattern, defined by objects or diagrams • Completes a growing arithmetic pattern using models by identifying the missing members • Analyzes a growing, arithmetic pattern with numbers to determine the rule • Extends a decreasing arithmetic patterns • Extends patterns formed by letters • Sorts 2-D shapes and objects according to their attributes 	<p>Patterns</p> <ul style="list-style-type: none"> • Extends a growing arithmetic pattern, defined by objects or diagrams • Extends a pattern formed by rotating a geometric figure
<p>Algebraic Models</p> <ul style="list-style-type: none"> • Solves basic facts addition and subtraction open sentences using diagrams and models (e.g., using balances) • Solves linear equations with basic facts - 1-step addition using a letter for the variable • Solves 1-step open sentences with missing addends (numbers 100 and under) • Determines the operation needed from a simple problem • Writes a number sentence for a simple problem solving situation • 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., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$) • Converts to dozens without models 	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Solves complex open linear sentences using diagrams and models (e.g., using balances) • Solves 1-step open sentences with missing addends (numbers 100 and under) • Solves 1-step open sentences with missing addends (numbers over 100) • Solves simple open sentences with missing factors (numbers 100 and under) • Solves 2-step open sentences with missing addends • Completes a simple function table based on real-life situations (e.g., the number of tricycles related to the number of wheels) • Determines the operation needed from a simple problem • Determines the operation needed to solve a real-world problem • Translates from a diagram to an expression or equation • Translates a 1-step problem to a symbolic expression or equation • 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., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$) • Converts to dozens without models 	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Understands equivalence and extends the concept to number sentences involving variables (e.g., $8 + 2 = \square + 2$) • Solves complex open linear sentences using diagrams and models (e.g., using balances) • Solves 1-step open sentences with missing addends (numbers over 100) • Solves simple open sentences with missing factors (numbers 100 and under) • Solves 2-step open sentences with missing addends • Solves open sentences with basic-facts calculations on both sides of the sentence • Completes a simple function table based on real-life situations (e.g., the number of tricycles related to the number of wheels) • Completes a function table given a simple rule (e.g., $x + 2$) • Determines the rule and completes a simple function machine output • Writes a number sentence for a simple problem solving situation (analysis) • Determines the operation needed to solve a real-world problem • Translates a number sentence to a real-world situation • Translates a 1-step problem to a symbolic expression or equation • Translates a 2-step problem to a symbolic expression or equation
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> large	<i>New Vocabulary:</i> None
<i>New Signs and Symbols:</i> \times multiplication	<i>New Signs and Symbols:</i> \div division	<i>New Signs and Symbols:</i> $=$ is equal to, $+$ positive number

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
Patterns	Patterns	Patterns
<ul style="list-style-type: none"> • Extends a growing arithmetic pattern, defined by objects or diagrams • Completes a growing arithmetic pattern using models by identifying the missing members • Analyzes a growing, arithmetic pattern with numbers to determine the rule • Extends a decreasing arithmetic patterns • Extends patterns formed by letters • Sorts 2-D shapes and objects according to their attributes 	<ul style="list-style-type: none"> • Extends a growing arithmetic pattern, defined by objects or diagrams • Extends a pattern formed by rotating a geometric figure 	<ul style="list-style-type: none"> • Extends a growing geometric pattern - using numbers
Algebraic Models	Algebraic Models	Algebraic Models
<ul style="list-style-type: none"> • Solves complex open linear sentences using diagrams and models (e.g., using balances) • Solves 1-step open sentences with missing addends (numbers 100 and under) • Solves 1-step open sentences with missing addends (numbers over 100) • Solves simple open sentences with missing factors (numbers 100 and under) • Solves 2-step open sentences with missing addends • Completes a simple function table based on real-life situations (e.g., the number of tricycles related to the number of wheels) • Determines the operation needed from a simple problem • Determines the operation needed to solve a real-world problem • Translates from a diagram to an expression or equation • Translates a 1-step problem to a symbolic expression or equation • 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., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$) • Converts to dozens without models 	<ul style="list-style-type: none"> • Understands equivalence and extends the concept to number sentences involving variables (e.g., $8 + 2 = \square + 2$) • Solves complex open linear sentences using diagrams and models (e.g., using balances) • Solves 1-step open sentences with missing addends (numbers over 100) • Solves simple open sentences with missing factors (numbers 100 and under) • Solves 2-step open sentences with missing addends • Solves open sentences with basic-facts calculations on both sides of the sentence • Completes a simple function table based on real-life situations (e.g., the number of tricycles related to the number of wheels) • Completes a function table given a simple rule (e.g., $x + 2$) • Determines the rule and completes a simple function machine output • Writes a number sentence for a simple problem solving situation (analysis) • Determines the operation needed to solve a real-world problem • Translates a number sentence to a real-world situation • Translates a 1-step problem to a symbolic expression or equation • Translates a 2-step problem to a symbolic expression or equation 	<ul style="list-style-type: none"> • Uses a table of input/output values to represent patterns • Understands equivalence and extends the concept to number sentences involving variables (e.g., $8 + 2 = \square + 2$) • Solves simple open sentences with missing factors (numbers over 100) • Solves open sentences using the distributive property • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors • Completes a function table given a simple rule (e.g., $x + 2$) • Determines the rule given a simple real-world function table (e.g., # Dogs compared to # Legs) • Determines the rule and completes a simple function machine output • Translates a 2-step problem to a symbolic expression or equation • Determines the operation needed from a complex problem
<i>New Vocabulary:</i> large	<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> None
<i>New Signs and Symbols:</i> ÷ division	<i>New Signs and Symbols:</i> = is equal to, + positive number	<i>New Signs and Symbols:</i> () order of operations

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 201 - 210	Skills and Concepts to Develop (50% Probability*) 211 - 220	Skills and Concepts to Introduce (27% Probability*) 221 - 230
<p>Patterns</p> <ul style="list-style-type: none"> • Extends a growing arithmetic pattern, defined by objects or diagrams • Extends a pattern formed by rotating a geometric figure 	<p>Patterns</p> <ul style="list-style-type: none"> • Extends a growing geometric pattern - using numbers 	<p>Patterns</p>
<p>Algebraic Models</p> <ul style="list-style-type: none"> • Understands equivalence and extends the concept to number sentences involving variables (e.g., $8 + 2 = \square + 2$) • Solves complex open linear sentences using diagrams and models (e.g., using balances) • Solves 1-step open sentences with missing addends (numbers over 100) • Solves simple open sentences with missing factors (numbers 100 and under) • Solves 2-step open sentences with missing addends • Solves open sentences with basic-facts calculations on both sides of the sentence • Completes a simple function table based on real-life situations (e.g., the number of tricycles related to the number of wheels) • Completes a function table given a simple rule (e.g., $x + 2$) • Determines the rule and completes a simple function machine output • Writes a number sentence for a simple problem solving situation (analysis) • Determines the operation needed to solve a real-world problem • Translates a number sentence to a real-world situation • Translates a 1-step problem to a symbolic expression or equation • Translates a 2-step problem to a symbolic expression or equation 	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Uses a table of input/output values to represent patterns • Understands equivalence and extends the concept to number sentences involving variables (e.g., $8 + 2 = \square + 2$) • Solves simple open sentences with missing factors (numbers over 100) • Solves open sentences using the distributive property • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors • Completes a function table given a simple rule (e.g., $x + 2$) • Determines the rule given a simple real-world function table (e.g., # Dogs compared to # Legs) • Determines the rule and completes a simple function machine output • Translates a 2-step problem to a symbolic expression or equation • Determines the operation needed from a complex problem 	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Uses a table of input/output values to represent patterns • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> None
<i>New Signs and Symbols:</i> = is equal to, + positive number	<i>New Signs and Symbols:</i> () order of operations	<i>New Signs and Symbols:</i> None

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 211 - 220	Skills and Concepts to Develop (50% Probability*) 221 - 230	Skills and Concepts to Introduce (27% Probability*) 231 - 240
Patterns	Patterns	Patterns
<ul style="list-style-type: none"> • Extends a growing geometric pattern - using numbers 		<ul style="list-style-type: none"> • Applies the rule to determine which number does not belong - growing pattern: arithmetic
Algebraic Models	Algebraic Models	Algebraic Models
<ul style="list-style-type: none"> • Uses a table of input/output values to represent patterns • Understands equivalence and extends the concept to number sentences involving variables (e.g., $8 + 2 = [] + 2$) • Solves simple open sentences with missing factors (numbers over 100) • Solves open sentences using the distributive property • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors • Completes a function table given a simple rule (e.g., $x + 2$) • Determines the rule given a simple real-world function table (e.g., # Dogs compared to # Legs) • Determines the rule and completes a simple function machine output • Translates a 2-step problem to a symbolic expression or equation • Determines the operation needed from a complex problem 	<ul style="list-style-type: none"> • Uses a table of input/output values to represent patterns • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors 	<ul style="list-style-type: none"> • Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation • Solves 2-step open sentences with missing factors (variables on both sides of the sentence) • Solves simple one-step inequality open sentences • Expresses a simple linear inequality from a contextual situation
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> algebraic sentence, is less than
<i>New Signs and Symbols:</i> () order of operations	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> > greater than, ≥ greater than or equal to, < less than, ≤ less than or equal to, • multiplication symbol (dot)

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 221 - 230	Skills and Concepts to Develop (50% Probability*) 231 - 240	Skills and Concepts to Introduce (27% Probability*) 241 - 250
Patterns	Patterns <ul style="list-style-type: none"> • Applies the rule to determine which number does not belong - growing pattern: arithmetic 	Patterns
Algebraic Models <ul style="list-style-type: none"> • Uses a table of input/output values to represent patterns • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors 	Algebraic Models <ul style="list-style-type: none"> • Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation • Solves 2-step open sentences with missing factors (variables on both sides of the sentence) • Solves simple one-step inequality open sentences • Expresses a simple linear inequality from a contextual situation 	Algebraic Models <ul style="list-style-type: none"> • Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation • Solves 2-step open sentences with missing factors (variables on both sides of the sentence) • Solves simple one-step inequality open sentences
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> algebraic sentence, is less than	<i>New Vocabulary:</i> None
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> > greater than, ≥ greater than or equal to, < less than, ≤ less than or equal to, • multiplication symbol (dot)	<i>New Signs and Symbols:</i> None

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

Skills and concepts to Enhance (73% Probability*) 231 - 240	Skills and Concepts to Develop (50% Probability*) 241 - 250	Skills and Concepts to Introduce (27% Probability*) > 250
Patterns	Patterns	Patterns
<ul style="list-style-type: none"> Applies the rule to determine which number does not belong - growing pattern: arithmetic 		
Algebraic Models	Algebraic Models	Algebraic Models
<ul style="list-style-type: none"> Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation Solves 2-step open sentences with missing factors (variables on both sides of the sentence) Solves simple one-step inequality open sentences Expresses a simple linear inequality from a contextual situation 	<ul style="list-style-type: none"> Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation Solves 2-step open sentences with missing factors (variables on both sides of the sentence) Solves simple one-step inequality open sentences 	<ul style="list-style-type: none"> Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation
<i>New Vocabulary:</i> algebraic sentence, is less than	<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> None
<i>New Signs and Symbols:</i> > greater than, \geq greater than or equal to, < less than, \leq less than or equal to, \cdot multiplication symbol (dot)	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 241 - 250	Skills and Concepts to Develop (50% Probability*) > 250
Patterns	Patterns
Algebraic Models	Algebraic Models
<ul style="list-style-type: none"> • Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation • Solves 2-step open sentences with missing factors (variables on both sides of the sentence) • Solves simple one-step inequality open sentences 	<ul style="list-style-type: none"> • Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> None
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.