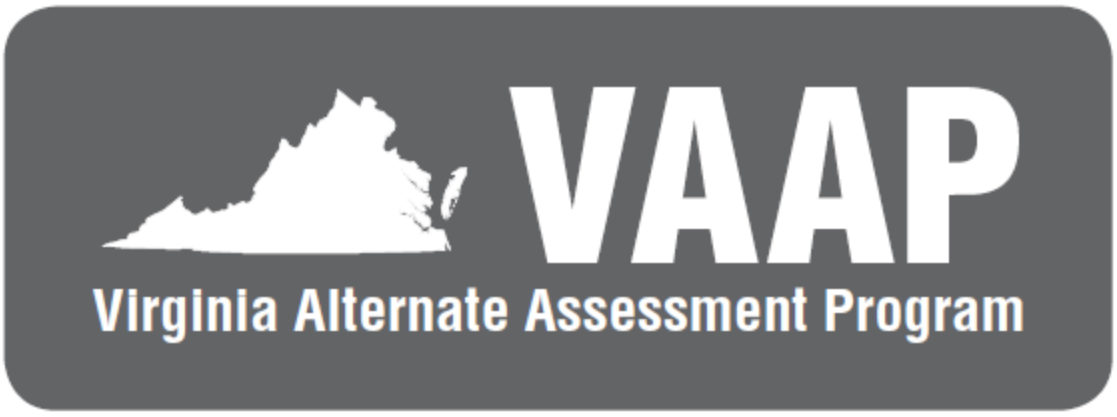

2025 Mathematics Virginia Essentialized Standards of Learning (VESOL)

Published: November 2025

TABLE OF CONTENTS

Statement of Non-Discrimination
The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

VIRGINIA ESSENTIALIZED STANDARDS OF LEARNING (VESOL)

The Virginia Essentialized Standards of Learning (VESOL) are the revised academic content standards for students with the most significant cognitive disabilities who are enrolled in grades 3-8 and high school in Virginia. Specifically, the VESOL represent content in reading and mathematics for grades 3-8 and high school and science for grades 5, 8, and high school.

In 2020-2021, special educators representing 27 Virginia school divisions were convened by staff from the Virginia Department of Education (VDOE) and Behavioral Research and Teaching (BRT) at the University of Oregon to conduct the development of the 2021 VESOL. A process developed by BRT called essentialization was used to reduce the Virginia Standards of Learning (SOL) in depth, breadth, and complexity to make the VESOL relevant, accessible, and appropriate for students with the most significant cognitive disabilities. The concepts and text of each VESOL were carefully reviewed throughout the essentialization process to ensure the level of cognitive demand was focused on recall and application tasks.

In 2023-2025, staff from the VDOE began revisions to the 2021 Mathematics VESOL (based on the 2016 Mathematics SOL) following the Board of Education adoption of the 2023 Mathematics SOL. The revision process was led by VDOE staff and supported by BRT. During the revision process, VDOE staff from the Offices of Assessment, Instructional Services, and STEM were involved in the development of the new standards. In addition, review and revision of the 2025 Mathematics VESOL included staff from Virginia's Training and Technical Assistance Centers (TTAC) and special educators representing 18 Virginia school divisions across the eight Superintendent's Regions.

The VESOL are to be used to guide instruction provided by special educators to those students with the most significant cognitive disabilities who meet the participation criteria for the Virginia Alternate Assessment Program (VAAP). In turn, the tests administered as part of the VAAP are aligned to the VESOL and complete the close connection of academic standards, instruction, and assessment - each working together and reinforcing one another.

Format:

The Mathematics VESOL presented in this document are divided by grade level. Within each grade level the VESOL are grouped by strand, or areas of similar knowledge or skills, as shown in the VESOL Summary Matrix.

As shown in the example below, each VESOL is labeled with a VESOL code which includes a letter (i.e., M – Mathematics), a two-letter code representing the strand (i.e., NS - Number and Number Sense, CE - Computation and Estimation, etc.), and a grade level (i.e., grade 3-8, HS) followed by an assigned number. For reference, the SOL from which each VESOL was essentialized is shown in parentheses below the VESOL code.

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-PS.8.1 (8.PS.1 c)	**Standard:** The student will determine the probability of an event using the percentages 25%, 50%, and 75% in context. **Complexity Continuum:** Concepts could range from determining: • 50% probability given an event with 0 to 20 items (e.g., 5 yellow marbles and 5 pink marbles) • 25% and 75% probability given an event with 0 to 20 items (e.g., 9 white gumballs and 3 black gumballs)

The text of each VESOL (i.e., "The student will…") is followed by the Complexity Continuum for that VESOL. The Complexity Continuum is provided to better define the intended scope of student expectations or difficulty range of each VESOL.

The Complexity Continuum

The Complexity Continuum includes bulletized lists ordered from less to more complex. This is intended to acknowledge the wide variation in the skill level of students who participate in VAAP and to provide appropriate access points for the content of the VESOL in both instruction and assessment. The Complexity Continuum can differ between standards. Some standards may have one Complexity Continuum with one to four separate sub bullets, while another standard may have two or more Complexity Continuum. The Complexity Continuum is dependent upon the individual standard. In addition, some items in the Complexity Continuum may appear out of numeric order due to the increasing nature of complexity within the standard.

Generally, the Complexity Continuum will range from expectations associated with recall or identification at the low end to those requiring application of skills or content at the upper end. The items on the VAAP tests reflect this continuum with test questions at the low end of the complexity continuum appearing at the beginning of the test and generally increasing in complexity throughout the assessment.

Questions & Resources

For questions regarding the VESOL or this document, please contact the Department of Mathematics at vdoe.mathematics@doe.virginia.gov.

VESOL instructional resources, crosswalks, and sample activities are available through the Virginia Alternate Assessment Program (VAAP) webpage and ttaconline.org/vesol. These and other special education resources are regularly updated on TTAC Online, VDOE's Training and Technical Assistance Centers (TTAC) website designed to link people and resources to help children and youth with disabilities.

* * *

MATHEMATICS VESOL SUMMARY MATRICES

Teachers may use the Mathematics VESOL Summary Matrices during the development of the student's instruction and assessment plan, for tracking the learning progression of the student throughout the year, and when planning units and lessons.

Grades 3-8 Mathematics VESOL Summary Matrix

Strand	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Number and Number Sense (NS)	M-NS.3.1 M-NS.3.2 M-NS.3.3 M-NS.3.4 M-NS.3.5	M-NS.4.1 M-NS.4.2 M-NS.4.3 M-NS.4.4 M-NS.4.5	M-NS.5.1 M-NS.5.2 M-NS.5.3 M-NS.5.4	M-NS.6.1 M-NS.6.2 M-NS.6.3	M-NS.7.1 M-NS.7.2 M-NS.7.3	M-NS.8.1
Computation and Estimation (CE)	M-CE.3.1 M-CE.3.2 M-CE.3.3 M-CE.3.4	M-CE.4.1 M-CE.4.2 M-CE.4.3 M-CE.4.4 M-CE.4.5	M-CE.5.1 M-CE.5.2 M-CE.5.3 M-CE.5.4	M-CE.6.1 M-CE.6.2 M-CE.6.3 M-CE.6.4	M-CE.7.1 M-CE.7.2 M-CE.7.3	M-CE.8.1 M-CE.8.2 M-CE.8.3
Measurement and Geometry (MG)	M-MG.3.1 M-MG.3.2 M-MG.3.3 M-MG.3.4 M-MG.3.5 M-MG.3.6	M-MG.4.1 M-MG.4.2 M-MG.4.3 M-MG.4.4 M-MG.4.5	M-MG.5.1 M-MG.5.2 M-MG.5.3	M-MG.6.1 M-MG.6.2 M-MG.6.3	M-MG.7.1 M-MG.7.2 M-MG.7.3	M-MG.8.1 M-MG.8.2 M-MG.8.3
Probability and Statistics (PS)	M-PS.3.1	M-PS.4.1	M-PS.5.1	M-PS.6.1 M-PS.6.2	M-PS.7.1 M-PS.7.2	M-PS.8.1 M-PS.8.2
Patterns, Functions, and Algebra (PFA)	M-PFA.3.1	M-PFA.4.1	M-PFA.5.1 M-PFA.5.2	M-PFA.6.1 M-PFA.6.2 M-PFA.6.3	M-PFA.7.1 M-PFA.7.2 M-PFA.7.3 M-PFA.7.4	M-PFA.8.1 M-PFA.8.2 M-PFA.8.3 M-PFA.8.4 M-PFA.8.5

High School Mathematics VESOL Summary Matrix

Strand	High School
Algebra - Expressions and Operations (EO)	M-EO.HS.1 M-EO.HS.2 M-EO.HS.3 M-EO.HS.4 M-EO.HS.5
Algebra - Equations and Inequalities (EI)	M-EI.HS.1 M-EI.HS.2 M-EI.HS.3
Algebra – Functions (F)	M-F.HS.1 M-F.HS.2
Algebra –Statistics (ST)	M-ST.HS.1

MATHEMATICS VESOL

Grade 3 Math

Number and Number Sense (NS)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-NS.3.1 (3.NS.1 a)	**Standard:** The student will match number names and numerals 0 through 20; count quantities 1 to 20. **Complexity Continuum:** Concepts could range from matching number names and numerals: • 0 to 10 • 11 to 20 Concepts could range from counting quantities: • 1 to 5 • 6 to 10 • 11 to 20
M-NS.3.2 (3.NS.2 b)	**Standard:** The student will identify the closest number to a given number 0 to 20 using a number line. **Complexity Continuum:** Concepts could range from identifying numbers: • 1 to 2 digits away from the closest number • 3 to 4 digits away from the closest number • 5 to 10 digits away from the closest number
M-NS.3.3 (3.NS.1 b)	**Standard:** The student will count forward by tens to determine the total number of objects to 100. **Complexity Continuum:** Concepts could range from: • Identifying objects grouped by 10 • Counting objects grouped by ten, 10 to 50 • Counting objects grouped by ten, 60 to 100
M-NS.3.4 (3.NS.2 a)	**Standard:** The student will compare two whole numbers 0 to 20 with and without models and representations (e.g., simple pictures and diagrams) using words (“less than,” “greater than,” and “equal to”) and symbols (<, >, and =). **Complexity Continuum:** Concepts could range from comparing two whole numbers: • 0 to 10, using words • 0 to 10, using symbols • 11 to 20, using words or symbols

M-NS.3.5 (3.NS.3 a)	**Standard:** The student will identify and match representations of one half of even numbers 2 to 20 with models and representations (e.g., simple pictures, diagrams, number lines). **Complexity Continuum:** Concepts could range from identifying half of even numbers: • 2 to 4 • 6 to 10 • 12 to 20

Computation and Estimation (CE)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-CE.3.1 (3.CE.1 c)	**Standard:** The student will add and subtract two whole numbers 0 to 20. **Complexity Continuum:** Concepts could range from adding whole numbers with: • Sums 0 to 10 • Sums 11 to 15 • Sums 16 to 20 Concepts could range from subtracting whole numbers: • 0 to 5 • 0 to 10 • 0 to 20
M-CE.3.2 (3.CE.1 a)	**Standard:** The student will solve single-step contextual problems involving addition and subtraction of whole numbers using models and representations (e.g., simple pictures, diagrams, number lines). **Complexity Continuum:** Concepts could range from adding whole numbers with: • Sums 0 to 10 • Sums 11 to 15 • Sums 16 to 20 Concepts could range from subtracting whole numbers: • 0 to 5 • 0 to 10 • 0 to 20
M-CE.3.3 (3.CE.2 f)	**Standard:** The student will multiply whole numbers with one factor 0 to 5 and the other factor 0 to 4 using models and representations (e.g., objects, simple pictures, arrays, diagrams, and number lines). **Complexity Continuum:** Concepts could range from multiplying whole numbers with: • One factor 1 to 2 and the other factor 1 to 2 • One factor 1 to 4 and the other factor 3 to 4 • One factor 0 or 5 and the other factor 1 to 4

M-CE.3.4 (3.CE.4 a, b)	**Standard:** The student will match and determine the value of a collection of coins (penny, nickel, dime, and quarter) through 25 cents. **Complexity Continuum:** Concepts could range from: • Matching pennies, nickels, dimes, and quarters to their corresponding monetary value • Adding or counting like coins • Adding or counting unlike coins

Measurement and Geometry (MG)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-MG.3.1 (3.MG.1 b, c)	**Standard:** The student will compare length using simple words (“same,” “shorter,” and “longer”). **Complexity Continuum:** Concepts could range from comparing the length of two models that are: • The same length • 5 or more units apart • 3-4 units apart • 1-2 units apart
M-MG.3.2 (3.MG.1 b)	**Standard:** The student will compare volume (capacity) using simple words (“same,” “more,” “less,” “larger,” and “smaller”). **Complexity Continuum:** Concepts could range from comparing the volume of two models with: • The same volume • Significantly different volumes • Volumes close in value
M-MG.3.3 (3.MG.2 b)	**Standard:** The student will use models and representations (e.g., simple pictures and diagrams) to determine the perimeter of equilateral triangles and squares. **Complexity Continuum:** Concepts could range from identifying the perimeter of an equilateral triangle and square with side lengths of: • 1 or 2 • 3 • 4 or 5

M-MG.3.4 (3.MG.2 a)	**Standard:** The student will use models and representations (e.g., simple pictures and diagrams) to determine area of squares and rectangles using unit squares. **Complexity Continuum:** Concepts could range from determining the area of squares and rectangles with areas of: • 1 to 2 square units • 3 to 5 square units • 6 to 10 square units
M-MG.3.5 (3.MG.3 a, b)	**Standard:** The student will tell time in hour increments using a digital clock, including with context. **Complexity Continuum:** Concepts could range from: • Identifying when an activity typically occurs (e.g., morning, daytime, afternoon, nighttime) • Telling time to the hour using a digital clock • Telling time to the hour using a digital clock, the terms noon/midnight and or a.m. and p.m. could be included
M-MG.3.6 (3.MG.4 c, d, e)	**Standard:** The student will name and identify figures (circles, triangles, rectangles, and squares) based on their characteristics; identify figures that are the same size and shape. **Complexity Continuum:** Concepts could range from: • Naming and identifying circles, triangles, rectangles, and squares • Describing attributes of shapes by, number of sides or vertices and straight or curved lines • Identifying circles, triangles, rectangles, and squares that are the same size and shape

Probability and Statistics (PS)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-PS.3.1 (3.PS.1 e)	**Standard:** The student will interpret and compare data sets represented in picture graphs using words (“same,” “more,” and “less”). **Complexity Continuum:** Concepts could range from interpreting and comparing graphs (with two categories and up to 20 total data points) having categories with a difference of: • 4 to 20 • 0 to 3

Patterns, Functions, and Algebra (PFA)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-PFA.3.1 (3.PFA.1 a)	**Standard:** The student will recognize if a pattern counts by ones or skip counts by 5s and 10s; extend a pattern and find a missing number in patterns that increase by one or skip count by 5s and 10s. **Complexity Continuum:** Concepts could range from: • Recognizing if patterns count by ones or skip count by 5s and 10s • Extending increasing patterns that count by ones or skip count by 5s for 0 through 25, or skip count by 10s for 0 to 100 • Finding a missing number in patterns that increase by one or skip count by 5s for 0 through 25, or skip count by 10s for 0 through 100

Grade 4 Math

Number and Number Sense (NS)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-NS.4.1 (4.NS.1 a)	**Standard:** The student will match number names and numerals 0 to 40; count quantities 1 to 40. **Complexity Continuum:** Concepts could range from matching number names and numerals: • 0 to 20 • 21 to 40 Concepts could range from counting quantities: • 0 to 10 • 11 to 20 • 21 to 40
M-NS.4.2 (4.NS.1 c)	**Standard:** The student will identify the value of two-digit numbers using place value; use place value to identify numbers that are multiples of 10 and understand the difference between the ones and tens place. **Complexity Continuum:** Concepts could range from identifying multiples of ten: • 10 to 40 Concepts could range from identifying objects grouped by tens and ones in numbers (e.g., A box of 10 pencils and 4 single pencils totals 14 pencils): • 10 to 20 • 21 to 30 • 31 to 40 Concepts could range from identifying the place and value of digits in numbers (e.g., 14 is the same as 1 ten and 4 ones): • 10 to 20 • 21 to 30 • 31 to 40
M-NS.4.3 (4.NS.2 a)	**Standard:** The student will compare two whole numbers 0 to 40 with and without models and representations (e.g., simple pictures and diagrams) using words (“less than,” “greater than,” and “equal to”) and symbols (<, >, and =). **Complexity Continuum:** Concepts could range from comparing two whole numbers: • 0 to 40, using words • 0 to 40, using symbols

M-NS.4.4 (4.NS.3 c)	**Standard:** The student will identify wholes, halves, and fourths using models and representations (e.g., simple pictures, diagrams, and number lines). **Complexity Continuum:** Concepts could range from identifying: • Wholes • Halves not to exceed one whole ($\frac{1}{2}, \frac{2}{2}$) • Fourths not to exceed one whole ($\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4}$)
M-NS.4.5 (4.NS.5 a, b, c)	**Standard:** The student will identify and model equivalent relationships between fractions and decimals with and without models and representations (e.g., simple pictures, diagrams, manipulatives, and number lines). **Complexity Continuum:** Concepts could range from matching fractions and decimals: • 0.5 to $\frac{1}{2}$ • 0.25 to $\frac{1}{4}$ and 0.75 to $\frac{3}{4}$

Computation and Estimation (CE)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-CE.4.1 (4.CE.2 b)	**Standard:** The student will multiply whole numbers with one factor 0 to 10 and the other factor 0 to 5 using models and representations (e.g., simple pictures, arrays, diagrams, and number lines). **Complexity Continuum:** Concepts could range from multiplying whole numbers with: • One factor 0 to 3 and the other factor 0 to 3 • One factor 0 to 5 and the other factor 4 to 5 • One factor 6 to 10 and the other factor 0 to 4
M-CE.4.2 (4.CE.1 c, d)	**Standard:** The student will add and subtract two whole numbers 0 to 40 with and without models and representations (e.g., simple pictures, arrays, diagrams, and number lines), including those in context. **Complexity Continuum:** Concepts could range from adding whole numbers with: • Sums 0 to 15 • Sums 16 to 25 • Sums 26 to 40 Concepts could range from subtracting whole numbers: • 0 to 10 • 0 to 20 • 0 to 40

M-CE.4.3 (4.CE.2 j)	**Standard:** The student will solve division problems without a remainder for numbers 1 to 10 using models and representations (e.g., simple pictures, diagrams, and number lines). **Complexity Continuum:** Concepts could range from dividing numbers by: • 1 • 2 and 5 • 3 and 4
M-CE.4.4 (4.CE.3 a)	**Standard:** The student will add and subtract halves and fourths with models and representations (e.g., simple pictures, diagrams, and number lines), including those in context. **Complexity Continuum:** Concepts could range from: • Adding two halves to make a whole • Adding fourths up to one whole • Subtracting fractions with like denominators within one whole
M-CE.4.5 (4.CE.4 a, b)	**Standard:** The student will use a variety of coins (pennies, nickels, dimes, and quarters) to determine the values 0 to 50 cents. **Complexity Continuum:** Concepts could range from adding or counting: • Like coins • Two unlike coins • Three or more unlike coins

Measurement and Geometry (MG)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-MG.4.1 (4.MG.3 b, c)	**Standard:** The student will use models and representations (e.g., simple pictures and diagrams) to determine area of squares and rectangles using unit squares. **Complexity Continuum:** Concepts could range from counting the number of unit squares to determine the area of squares and rectangles with areas of: • 1 to 5 square units • 6 to 10 square units • 11 to 20 square units
M-MG.4.2 (4.MG.1 b)	**Standard:** The student will measure length in inches and centimeters. **Complexity Continuum:** Concepts could range from measuring length in whole units: • 1 to 5 inches and centimeters • 6 to 12 inches and centimeters • 13 to 30 centimeters

M-MG.4.3 (4.MG.1 b)	**Standard:** The student will measure weight in pounds. **Complexity Continuum:** Concepts could range from measuring weight in whole units: • 1 to 10 pounds • 11 to 20 pounds • 21 to 40 pounds
M-MG.4.4 (4.MG.2 a)	**Standard:** The student will tell time in hour and half-hour increments using a digital clock, including with context (e.g., morning, noon, midnight, a.m., and p.m.); determine elapsed time to the hour without crossing a.m. and p.m. **Complexity Continuum:** Concepts could range from telling time to the: • Hour • Half hour Concepts could range from measuring elapsed time of: • 1 hour later on the hour • 2 and 3 hours later on the hour
M-MG.4.5 (4.MG.6)	**Standard:** The student will identify the geometric shape of a given object (e.g., traffic signs, money, and paper). **Complexity Continuum:** Concepts could range from identifying figures, regardless of orientation, in real world applications: • Equilateral triangles, squares, and circles • Non-equilateral triangles and rectangles • Pentagons, hexagons, and octagons

Probability and Statistics (PS)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-PS.4.1 (4.PS.1 d)	**Standard:** The student will interpret and compare data sets represented in picture and bar graphs using words ("same," "more," and "less"). **Complexity Continuum:** Concepts could range from interpreting and comparing graphs (with up to four categories and up to 20 total data points) having 2 categories with differences of: • 4 to 20 • 0 to 3

Patterns, Functions, and Algebra (PFA)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-PFA.4.1 (4.PFA.1 a)	**Standard:** The student will recognize if a pattern skip counts by 2s, 5s, and 10s; extend and find a missing number in increasing patterns that skip count by 2s, 5s, and 10s. **Complexity Continuum:** Concepts could range from: • Recognizing if a pattern skip counts by 2s, 5s, and 10s • Extending increasing patterns that skip count by 2s and 5s for 0 through 50 or skip count by 10s for 0 through 100 • Finding a missing number in patterns that skip count by 2s and 5s for 0 through 50 or skip count by 10s for 0 through 100

Grade 5 Math

Number and Number Sense (NS)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-NS.5.1 (5.NS.1 b)	**Standard:** The student will identify the location of any decimal number ending in 0.5 between two consecutive whole numbers 0 to 10 on a number line. **Complexity Continuum:** Concepts could range from identifying the location of decimal numbers ending in 0.5 between: • 0 and 1 • 1 to 5 • 6 to 10
M-NS.5.2 (5.NS.1 b)	**Standard:** The student will compare two numbers 0 to 50 and numbers ending in 0.5 or $\frac{1}{2}$ with and without models and representations (e.g., simple pictures and diagrams), using words (“less than,” “greater than,” and “equal to”) and symbols (<, >, and =). **Complexity Continuum:** Concepts could range from comparing: • Two whole numbers • A whole number with a number ending in 0.5 or $\frac{1}{2}$ • Two numbers ending in 0.5 or $\frac{1}{2}$
M-NS.5.3 (5.NS.2)	**Standard:** The student will determine whether a number 1 to 40 is divisible by 2, 3, 5, and 10, with or without models and representations. **Complexity Continuum:** Concepts could range from identifying numbers: • 0 to 10 that are divisible by 2 • 0 to 40 that are divisible by 5 and 10 • 0 to 30 that are divisible by 3
M-NS.5.4 (5.NS.2 a)	**Standard:** The student will identify even and odd numbers with or without models and representations (e.g., simple pictures and diagrams). **Complexity Continuum:** Concepts could range from identifying: • Even numbers 2 to 10 • Odd numbers 1 to 9 • An even or odd number 11 to 20

Computation and Estimation (CE)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-CE.5.1 (5.CE.1 b 5.CE.3a)	**Standard:** The student will solve contextual problems using currency involving $1.00 or less. **Complexity Continuum:** Concepts could range from determining whether a set of coins (pennies, nickels, dimes, and quarters) is enough to purchase an item up to $1.00 with a set of: • 2 to 3 like coins using whole number cents (e.g., 15 cents, 20 cents, 50 cents) • 2 to 3 like coins using decimal notation (e.g., $0.15, $0.20, $0.50) • 2 or more coins using whole number cents or decimal notation
M-CE.5.2 (5.CE.1 b)	**Standard:** The student will solve single-step contextual problems involving multiplication and division with and without models and representations (e.g., simple pictures, arrays, diagrams, and number lines). **Complexity Continuum:** Concepts could range from multiplying two whole numbers: • One factor 0 to 5 and the other factor 0 to 5 • One factor 6 to 10 and the other factor 0 to 5 Concepts could range from dividing two whole numbers with no remainders: • 0 to 10 by 2 and 5 • 0 to 10 by 3 and 4 • 11 to 20 by 1 to 5
M-CE.5.3 (5.CE.1 b 5.CE.3 a)	**Standard:** The student will solve single-step contextual problems involving addition and subtraction of whole numbers 0 through 50 and adding numbers with decimals ending in 0.5 with and without models and representations (e.g., simple pictures, arrays, diagrams, and number lines). **Complexity Continuum:** Concepts could range from adding: • Whole number sums 0 to 20 • Whole number sums 21 to 50 • Whole numbers up to 10 with a number ending in 0.5 up to 9.5 • Two numbers from 0 to 30 (one or two numbers ending in 0.5) Concepts could range from subtracting whole numbers: • 0 to 10 • 0 to 30 • 0 to 50

M-CE.5.4 (5.CE.4 a)	**Standard:** The student will simplify addition and subtraction expressions. Expressions will not exceed three terms and two operations and may include parentheses. **Complexity Continuum:** Concepts could range from simplifying expressions involving adding and subtracting with terms: • 0 to 10 • 0 to 30 Concepts could range from adding and subtracting with terms: • 0 to 20 using expressions that include parentheses • 0 to 40 using expressions that include parentheses

Measurement and Geometry (MG)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-MG.5.1 (5.MG.2 g)	**Standard:** The student will solve contextual problems involving volume of rectangular prisms using unit cubes. **Complexity Continuum:** Concepts could range from determining the volume of rectangular prisms using unit cubes: • 1 to 10 cubic units • 11 to 20 cubic units • 21 to 30 cubic units
M-MG.5.2 (5.MG.3)	**Standard:** The student will name, identify, describe, and compare plane and solid figures based on their characteristics: square and cube, triangle and triangular pyramid, circle and sphere, and rectangle and rectangular prism. **Complexity Continuum:** Concepts could range from: • Naming, identifying, and describing plane figures • Naming, identifying, and describing solid figures • Comparing plane and/or solid figures
M-MG.5.3 (N/A)	**Standard:** The student will tell time and measure elapsed time in hour and half-hour increments using a digital clock, including with context. **Complexity Continuum:** Concepts could range from telling time to the: • Half hour Concepts could range from measuring elapsed time 1, 2, and 3 hours: • Later on the hour • Later on the half-hour • Earlier on the hour within a.m. and p.m. • Earlier on the half-hour within a.m. and p.m.

Probability and Statistics (PS)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-PS.5.1 (5.PS.1 e)	**Standard:** The student will use given data to interpret information from a line plot (dot plot). **Complexity Continuum:** Concepts could range from interpreting information from a line plot (dot plot) with: • 3 to 5 data points • 6 to 10 data points • 11 to 20 data points

Patterns, Functions, and Algebra (PFA)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-PFA.5.1 (5.PFA.1 a)	**Standard:** The student will extend and find a missing number in increasing patterns given a rule of adding 1, 2, 3, 4, 5, or 10. **Complexity Continuum:** Concepts could range from extending an increasing pattern and finding the missing number with a rule of adding: • 1, 5, and 10 to numbers 0 to 100 • 2, 3, and 4 to numbers 0 to 60
M-PFA.5.2 (5.PFA.2 c)	**Standard:** The student will identify expressions and equations involving one operation given verbal situations, models, and representations (e.g., colored tiles, cubes, counters). **Complexity Continuum:** Concepts could range from identifying: • Addition expressions or equations • Subtraction expressions or equations • Multiplication and division expressions or equations

Grade 6 Math

Number and Number Sense (NS)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-NS.6.1 (6.NS.1 b, c)	**Standard:** The student will identify the location of points representing a fraction and a decimal between two consecutive whole numbers 0 to 20 on a number line. **Complexity Continuum:** Concepts could range from identifying the location of numbers ending in: • $\frac{1}{2}$ and 0.5 • $\frac{1}{4}$ and 0.25 • $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$, and 0.75
M-NS.6.2 (6.NS.2 a, d)	**Standard:** The student will identify an integer represented by a point on a number line; find the distance of positive and negative numbers from 0 on a number line. **Complexity Continuum:** Concepts could range from identifying numbers: • 0 to 80 • -1 to -10 Concepts could range from finding the distance from 0 for numbers: • 1 to 10 • -1 to -10
M-NS.6.3 (6.NS.1 e 6.NS2b, c)	**Standard:** The student will compare two numbers 0 to 80 with and without models and representations (e.g., simple pictures and diagrams) using words (“less than,” “greater than,” and “equal to”) and symbols (<, >, and =). **Complexity Continuum:** Concepts could range from comparing: • Two whole numbers • A whole number with a number ending in 0.5, $\frac{1}{2}$, 0.25, or $\frac{1}{4}$ • Two numbers ending in 0.5, $\frac{1}{2}$, 0.25, or $\frac{1}{4}$

Computation and Estimation (CE)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-CE.6.1 (6.CE.1 d)	**Standard:** The student will solve single-step contextual problems involving addition and subtraction of wholes, halves, thirds, and fourths with like denominators using models and representations (e.g., simple pictures, diagrams, and number lines). **Complexity Continuum:** Concepts could range from adding: • Halves or fourths up to one whole • Thirds up to one whole Concepts could range from subtracting: • Halves, thirds, or fourths from one whole • Halves or fourths (e.g., $\frac{1}{2}$ - $\frac{1}{2}$ = 0, $\frac{3}{4}$ - $\frac{1}{4}$ = $\frac{2}{4}$)
M-CE.6.2 (6.CE.2 d)	**Standard:** The student will solve contextual problems using currency involving $10.00 or less. **Complexity Continuum:** Concepts could range from solving problems involving: • Coins and/or dollars up to $2.00 • Coins and/or dollars from $2.01 to $5.00 • Coins and/or dollars from $5.01 to $10.00
M-CE.6.3 (6.CE.2a, b, d)	**Standard:** The student will solve problems with integers, with and without models and representations (e.g., simple pictures, diagrams, models, and number lines), including those in context. **Complexity Continuum:** Concepts could range from adding two positive integers with sums of: • 1 to 50 • 51 to 80 Concepts could range from subtracting two positive integers: • 1 to 20 • 1 to 50 • 1 to 80 Concepts could range from multiplying two positive integers with products of: • 1 to 30 • 31 to 60 Concepts could range from dividing two positive integers with no remainders: • 1 to 20 by 1 to 4 • 1 to 50 by 1 to 6

M-CE.6.4 (6.CE.1 d)	**Standard:** The student will tell time and measure elapsed time to the half and quarter hour using a.m. and p.m. on analog and digital clocks, including with context. **Complexity Continuum:** Concepts could range from telling time to the: • Hour and half hour • Quarter hour Concepts could range from measuring elapsed time to the: • Hour and half hour within a.m. or p.m. • Quarter hour within a.m. or p.m. • Hour, half hour, and quarter hour including times going across a.m. or p.m.

Measurement and Geometry (MG)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-MG.6.1 (6.MG.2 b)	**Standard:** The student will determine the perimeter of triangles, squares, rectangles, and regular pentagons. **Complexity Continuum:** Concepts could range from determining the perimeter of: • Equilateral triangles and squares with side lengths 1 to 5 units • Equilateral triangles, squares, and rectangles with side lengths 1 to 10 • Triangles that are not equilateral with side lengths 1 to 10 • Regular pentagons with side lengths 1 to 10
M-MG.6.2 (6.MG.4 d)	**Standard:** The student will identify congruent shapes. **Complexity Continuum:** Concepts could range from identifying congruent: • Circles and squares • Rectangles and triangles • Pentagons
M-MG.6.3 (6.MG.3 b, c, d)	**Standard:** The student will identify and describe the location of points graphed in the first quadrant of the coordinate plane. **Complexity Continuum:** Concepts could range from identifying and describing points: • Given the x and y coordinates 1 to 5 • Given the x and y coordinates 1 to 10 • On the x or y axis with coordinates 0 to 10

Probability and Statistics (PS)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-PS.6.1 (6.PS.1 f)	**Standard:** The student will interpret data in picture graphs, bar graphs, and line graphs to identify values. **Complexity Continuum:** Concepts could range from interpreting and comparing data in picture graphs and bar graphs (up to 4 categories with up to 100 total data points) having categories with a difference of: • 4 to 20 • 0 to 3 Concepts could range from interpreting and comparing data in line graphs with: • 3 to 5 data points • 6 to 15 data points
M-PS.6.2 (6.PS.2 a)	**Standard:** The student will calculate whole number average (mean) from a data set with or without models. **Complexity Continuum:** Concepts could range from calculating the average with a data set of: • 3 or less with number values 0 to 5 • 3 or less with number values 6 to 10 • 4 to 5 with number values 0 to 10

Patterns, Functions, and Algebra (PFA)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-PFA.6.1 (6.PFA.2 b)	**Standard:** The student will identify a missing value in input and output tables that have a proportional relationship between x and y. **Complexity Continuum:** Concepts could range from identifying the missing value in a table when given unit rates of: • 1 and 2 • 3 and 4 • 5 and 6
M-PFA.6.2 (6.PFA.3 b, e)	**Standard:** The student will identify expressions and equations involving a variable and up to two operations, given a verbal situation, model, or representation (e.g., balance scales, colored tiles, cubes, and counters). **Complexity Continuum:** Concepts could range from identifying: • Expressions • Addition and subtraction equations • Multiplication and division equations

M-PFA.6.3 (6.PFA.4 b, c)	**Standard:** The student will match contextual situations to inequalities using models and representations (e.g., simple pictures, diagrams, and number lines). **Complexity Continuum:** Concepts could range from matching a missing value in a given situation with whole numbers: • 0 to 10 • 11 to 25 • 26 to 50 Concepts could range from matching an inequality in a given situation using: • "More" and "less" • "Greater than" and "less than" • < or > with a variable

Grade 7 Math

Number and Number Sense (NS)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-NS.7.1 (7.NS.1 d 7.NS.2 a)	**Standard:** The student will compare two numbers 0 to 80, with and without models and representations (e.g., simple pictures, number lines, and diagrams) using symbols (<, >, and =). **Complexity Continuum:** Concepts could range from comparing: • Two whole numbers • A whole number and a mixed number (halves, thirds, and fourths) • A whole number and a number with decimals ending in 0.5, 0.25, and 0.75 • Two mixed numbers (halves, thirds, and fourths) • Two numbers with decimals ending in 0.5, 0.25, and 0.75
M-NS.7.2 (7.NS.2 a)	**Standard:** The student will match fractions and corresponding decimals with and without models and representations (e.g., simple pictures, diagrams, and number lines). **Complexity Continuum:** Concepts could range from matching the decimal: • 0.5 with $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, and $\frac{4}{8}$ • 0.25 with $\frac{1}{4}$, $\frac{2}{8}$, and $\frac{3}{12}$ • 0.75 with $\frac{3}{4}$, $\frac{6}{8}$, and $\frac{9}{12}$
M-NS.7.3 (7.NS.2 a)	**Standard:** The student will determine the percent shown by a given model or representation (e.g., area models, set models, and number lines). **Complexity Continuum:** Concepts could range from determining: • 50%, given an area model • 25% and 75%, given an area model • 25%, 50%, and 75%, given a set of objects/pictures • 25%, 50%, and 75%, on a number line between 0 and 1

Computation and Estimation (CE)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-CE.7.1 (7.CE.1 a)	**Standard:** The student will solve contextual problems with two rational numbers with and without models and representations (e.g., simple pictures, diagrams, and number lines). **Complexity Continuum:** Concepts could range from adding: • One whole to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and 0.5 • Halves, thirds, fourths, and tenths with like denominators • Decimals 0.1, 0.2, 0.3, 0.4, 0.5 or 0.25, 0.50, and 0.75 Concepts could range from subtracting: • Halves and 0.5 from a whole • Thirds, fourths, and tenths with like denominators • Decimals 0.1, 0.2, 0.3, 0.4, 0.5 or 0.25, 0.50, and 0.75 Concepts could range from multiplying positive integers with products of: • 0 to 50 • 51 to 100 Concepts could range from dividing positive integers without a remainder: • 0 to 50 by 1 to 5 • 0 to 100 by 1 to 10
M-CE.7.2 (7.CE.1 a)	**Standard:** The student will solve contextual problems using currency involving $20.00 or less. **Complexity Continuum:** Concepts could range from solving problems involving: • Coins and/or dollars up to $5.00 • Coins and/or dollars from $5.01 to $10.00 • Coins and/or dollars from $10.01 to $20.00
M-CE.7.3 (7.CE.1 a)	**Standard:** The student will tell time and measure elapsed time to the nearest five minutes using analog and digital clocks, including with context. **Complexity Continuum:** Concepts could range from telling time to the: • Hour, half hour, and quarter hour using a.m. and p.m. • Nearest five minutes using a.m. and p.m. Concepts could range from measuring elapsed time to the: • Hour and half hour up to 12 hours • Quarter hour up to 24 hours • Nearest five minutes up to 24 hours

Measurement and Geometry (MG)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-MG.7.1 (7.MG.1 a)	**Standard:** The student will find the volume of a figure given a model and the formula V = l x w x h. **Complexity Continuum:** Concepts could range from solving problems involving volumes of: • 1 to 10 cubic units • 11 to 20 cubic units • 21 to 40 cubic units
M-MG.7.2 (7.MG.2 e)	**Standard:** The student will identify similar triangles. **Complexity Continuum:** Concepts could range from identifying similar: • Equilateral triangles with the same orientation • Equilateral triangles with different orientations • Non-equilateral triangles with the same and different orientations
M-MG.7.3 (7.MG.4 b, c)	**Standard:** The student will identify and describe the location of points graphed in the first and second quadrants of the coordinate plane. **Complexity Continuum:** Concepts could range from identifying points in the: • First quadrant given the x and y coordinates 1 to 10 • Second quadrant given an x coordinate -1 to -5 and a y coordinate 1 to 5 • Second quadrant given an x coordinate -1 to -10 and a y coordinate 1 to 10 • On the x or y axis with x coordinates -10 to 10 and y coordinates 0 to 10

Probability and Statistics (PS)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-PS.7.1 (7.PS.1 a)	**Standard:** The student will determine the likelihood of an outcome of a simple event. **Complexity Continuum:** Concepts could range from determining the probability of an outcome given a group of: • 2 to 10 objects • 11 to 20 objects • 21 to 40 objects

M-PS.7.2 (7.PS.2 f)	**Standard:** The student will interpret data represented in a circle graph. **Complexity Continuum:** Concepts could range from using a circle graph with: • Half of a data set of 2, 4, and 6 • Half of a data set of 8, 10, and 12 • One-fourth of a data set of 4, 8, and 12

Patterns, Functions, and Algebra (PFA)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-PFA.7.1 (7.PFA.1)	**Standard:** The student will identify a missing value in input and output tables that have a proportional relationship between x and y. **Complexity Continuum:** Concepts could range from identifying a missing value in a table with unit rates of: • 1 to 4 • 5 to 6 • 7 to 10
M-PFA.7.2 (7.PFA.2 a, b)	**Standard:** The student will evaluate expressions with one variable in context with and without models and representations (e.g., simple pictures, tiles, cubes, and money). **Complexity Continuum:** Concepts could range from evaluating addition expressions where the constant and replacement for the variable have values from: • 1 to 10 • 1 to 30 • 1 to 50 Concepts could range from evaluating subtraction expressions where the constant and replacement for the variable have values from: • 1 to 10 • 1 to 20
M-PFA.7.3 (7.PFA.3 a, b)	**Standard:** The student will solve one-step linear equations with one variable involving addition and subtraction of whole numbers. **Complexity Continuum:** Concepts could range from solving one-step addition equations with solutions: • 1 to 5 • 6 to 10 • 11 to 20 Concepts could range from solving one-step subtraction equations with whole numbers: • 1 to 5 • 1 to 10 • 1 to 20

M-PFA.7.4 (7.PFA.4 g)	**Standard:** The student will determine possible solutions to inequalities with one variable in context. **Complexity Continuum:** Concepts could range from determining possible solutions of addition inequalities with solutions: • 0 to 10, using “more” and “less” • 0 to 20, using “greater than” and “less than” • 0 to 40, using < and >

Grade 8 Math

Number and Number Sense (NS)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-NS.8.1 (8.NS.1 c)	**Standard:** The student will compare two integers using a number line; compare positive rational numbers up to 100 with and without models and representations (e.g., simple pictures, number lines, and diagrams) using symbols (<, >, and =). **Complexity Continuum:** Concepts could range from comparing two integers: • -10 to 10 • -20 to 20 Concepts could range from comparing: • A whole number and a mixed number (halves, thirds, and fourths) • A whole number and a number with decimals ending in 0.5, 0.25, and 0.75 • Two mixed numbers (halves, thirds, and fourths) • Two number with decimals ending in 0.5, 0.25, and 0.75

Computation and Estimation (CE)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-CE.8.1 (8.CE.1)	**Standard:** The student will solve contextual problems with rational numbers with and without models and representations (e.g., simple pictures, diagrams, and number lines). **Complexity Continuum:** Concepts could range from adding: • Mixed numbers with halves, thirds, fourths, and tenths with like denominators • Numbers with decimals ending in 0.1, 0.2, 0.3, 0.4, and 0.5 • Numbers with decimals ending in 0.25, 0.50, and 0.75 Concepts could range from subtracting: • Mixed numbers with halves, thirds, fourths, and tenths with like denominators • Numbers with decimals ending in 0.1, 0.2, 0.3, 0.4, and 0.5 • Numbers with decimals ending in 0.25, 0.50, and 0.75 Concepts could range from multiplying and dividing: • Multiplication facts through 12 times 12 and corresponding division facts
M-CE.8.2 (8.CE.1)	**Standard:** The student will solve contextual problems using currency involving $50.00 or less. **Complexity Continuum:** Concepts could range from solving problems involving: • Coins and/or dollars up to $10.00 • Coins and/or dollars from $10.01 to $30.00 Coins and/or dollars from $30.01 to $50.00

M-CE.8.3 (8.CE.1)	**Standard:** The student will tell time and measure elapsed time up to 24 hours to the nearest minute using analog and digital clocks, including with context. **Complexity Continuum:** Concepts could range from telling time to the: • Hour and half hour using a.m. and p.m. • Quarter hour and nearest 5 minutes using a.m. and p.m. • Nearest minute Concepts could range from measuring elapsed time to the: • Hour and half hour • Quarter hour and nearest 5 minutes • Nearest minute

Measurement and Geometry (MG)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-MG.8.1 (8.MG.2 b, d)	**Standard:** The student will find the volume of a rectangular prism given the formula V = B x h with and without context. **Complexity Continuum:** Concepts could range from: • Determining if a context represents an application of volume • Finding the volume of a rectangular prism with volumes 1 to 20 cubic units • Finding the volume of a rectangular prism with volumes 21 to 40 cubic units
M-MG.8.2 (8.MG.3 a)	**Standard:** The student will identify the coordinates of a missing point for given geometric figures. **Complexity Continuum:** Concepts could range from identifying the coordinates of a missing point for triangles, rectangles, and pentagons in the: • First quadrant • Second quadrant • Third and fourth quadrants
M-MG.8.3 (8.MG.5 a)	**Standard:** The student will determine the area, in square units of a figure created by squares, rectangles, and triangles. **Complexity Continuum:** Concepts could range from determining the total area of a figure composed of squares and/or rectangles having: • 2 to 20 total square units • 21 to 50 total square units • 51 to 100 total square units Concepts could range from determining the total area of a figure composed of squares, rectangles, and/or triangles having: • 2 to 20 total square units • 21 to 50 total square units

Probability and Statistics (PS)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-PS.8.1 (8.PS.1 c)	**Standard:** The student will determine the probability of an event using the percentages 25%, 50%, and 75% in context. **Complexity Continuum:** Concepts could range from determining: • 50% probability given an event with 0 to 20 items (e.g., 5 yellow marbles and 5 pink marbles) • 25% and 75% probability given an event with 0 to 20 items (e.g., 9 white gumballs and 3 black gumballs)
M-PS.8.2 (8.PS.3 f)	**Standard:** The student will identify the line of best fit for a scatter plot of two variables with a linear relationship. **Complexity Continuum:** Concepts could range from identifying a line of best fit where two variables have a: • Strong relationship • Weak relationship • Moderate relationship

Patterns, Functions, and Algebra (PFA)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-PFA.8.1 (8.PFA.1 b)	**Standard:** The student will evaluate expressions with one variable in context with and without models and representations (e.g., simple pictures, tiles, cubes, and money). **Complexity Continuum:** Concepts could range from evaluating addition and subtraction expressions where the constant and variable replacement have values from: • 0 to 10 • 0 to 30 • 0 to 50 Concepts could range from evaluating multiplication expressions with a coefficient from 1 to 5 and variable replacement values from: • 1 to 5 • 1 to 10

M-PFA.8.2 (8.PFA.3 d)	**Standard:** The student will identify a missing value in input and output tables based on a given function. **Complexity Continuum:** Concepts could range from identifying a missing value in a table with unit rates of: • 1 to 5 (e.g., y = 2x) • 6 to 10 (e.g., y = 10x) • 11 to 20 (e.g., y = 15x) Concepts could range from identifying a missing value in a table with an additive relationship of: • 1 to 5 (e.g., y = x + 1, y = 3 + x) • 6 to 10 (e.g., y = x + 6, y = 10 + x)
M-PFA.8.3 (8.PFA.4 c)	**Standard:** The student will match a function table to the graph of a line representing the same function. **Complexity Continuum:** Concepts could range from matching a function table to the graph of a line with slopes of: • 1 to 3 • 4 to 10 • -1 to -5
M-PFA.8.4 (8.PFA.4 a)	**Standard:** The student will solve one-step and two-step linear equations with one variable. **Complexity Continuum:** Concepts could range from solving one-step addition and subtraction equations with solutions: • 1 to 10 • 11 to 20 Concepts could range from solving one-step multiplication equations with coefficients: • 1 to 3 • 4 to 5 Concepts could range from solving two-step equations with coefficients: • 1 to 3 and constants 1 to 10
M-PFA.8.5 (8.PFA.5 f)	**Standard:** The student will determine possible solutions to addition and subtraction inequalities with one variable, with and without context, using words (“less than,” “less than or equal to,” “greater than,” and “greater than or equal to”) and symbols (<, ≤, >, and ≥). **Complexity Continuum:** Concepts could range from determining possible solutions given addition and subtraction inequalities with solutions: • 0 to 10 using words • 0 to 50 using words and symbols

Grade HS Math

Expressions and Operations (EO)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-EO.HS.1 (A.EO.1 a)	**Standard:** The student will identify an equation when provided a verbal description in contextual situations. **Complexity Continuum:** Concepts could range from identifying addition equations with: • Whole number sums 0 to 80 • Rational number sums 0 to 10 Concepts could range from identifying subtraction equations with: • Positive integers 0 to 50 • Rational numbers 0 to 10 Concepts could range from identifying multiplication equations with: • Whole number products 0 to 80 • Rational number products 0 to 10 Concepts could range from identifying division equations with: • Positive integers 0 to 40 by 1 to 5 without a remainder • Rational numbers 0 to 10 *Rational numbers could include halves, thirds, and fourths with like denominators and decimals with tenths from 0.1 to 0.5 and the decimals 0.25 and 0.75.*
M-EO.HS.2 (N/A)	**Standard:** The student will measure elapsed time using analog and digital clocks, including with context. **Complexity Continuum:** Concepts could range from measuring elapsed time involving a.m. and p.m. to the: • Hour, half hour, and quarter hour up to 24 hours • Nearest five minutes and nearest minute up to 24 hours • Hour, half hour, quarter hour, nearest 5 minutes, and nearest minute going over 24 hours
M-EO.HS.3 (A.EO.2 a, b, d)	**Standard:** The student will evaluate expressions with one variable in context with and without models and representations (e.g., simple pictures, tiles, cubes, and money). **Complexity Continuum:** Concepts could range from evaluating addition and subtraction expressions where the constant and variable replacement have values from: • 0 to 40 • 0 to 100 Concepts could range from evaluating multiplication expressions with: • Coefficients 1 to 5 and variable replacement values from 1 to 20 Concepts could range from evaluating division expressions with: • Division expressions with dividends 0 to 100 and a divisor 1 to 10

M-EO.HS.4 (A.EO.1 b)	**Standard:** The student will solve contextual problems using currency involving $100.00 or less. **Complexity Continuum:** Concepts could range from solving problems involving: • Coins and/or dollars up to $30.00 • Coins and/or dollars from $30.01 to $50.00 • Coins and/or dollars from $50.01 to $100.00
M-EO.HS.5 (A.EO.3 b)	**Standard:** The student will identify equivalent expressions and evaluate expressions using powers 1-3. **Complexity Continuum:** Concepts could range from simplifying: • First power expressions with base values 1 to 20 • Second power expressions with base values 1 to 5 • Third power expressions with base values 1 to 5

Equations and Inequalities (EI)

VESOL Code (SOL Code)	**VESOL Text** **Complexity Continuum**
M-EI.HS.1 (A.EI.1 b)	**Standard:** The student will solve one- and two-step linear equations with one variable. **Complexity Continuum:** Concepts could range from solving one-step equations involving: • Addition and subtraction with solutions 0 to 40 • Multiplication with coefficients 1 to 10 and solutions 1 to 10 • Division with solutions 0 to 100 and divisors 1 to 10 Concepts could range from solving two-step equations involving: • Coefficients 1 to 5 and constants 1 to 20
M-EI.HS.2 (A.EI.1 a)	**Standard:** The student will find the total amount for a purchase when given the cost of the item(s) and sales tax; find the sales tax given the cost of the item(s) and the total amount for the purchase. **Complexity Continuum:** Concepts could range from solving problems up to totals of $100 by: • Adding to find the total amount given the cost of an item and the amount of sales tax • Adding to find the total amount given the cost of 2 to 3 items and the amount of sales tax • Subtracting to find the sales tax given the total amount and the cost of 1 to 3 items
M-EI.HS.3 (A.EI.1c)	**Standard:** The student will match graphs of solution sets on a number line to inequalities in one variable using symbols (<, ≤, >, and ≥). **Complexity Continuum:** Concepts could range from identifying graphs of solution sets given an inequality with solutions given: • Graphs that represent “less than” or “greater than” (< or >) • Graphs that represent “less than or equal to” or “greater than or equal to” (≤ or ≥)

Functions (F)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-F.HS.1 (A.F.1 g)	**Standard:** The student will identify a missing value in input and output tables based on a given function. **Complexity Continuum:** Concepts could range from identifying a missing value from a table with unit rates of: • 1 to 10 (e.g., y = 8x) • 11 to 15 (e.g., y = 13x) • 16 to 30 (e.g., y = 30x) Concepts could range from identifying a missing value from a table with additive relationships of: • 1 to 10 (e.g., y = x + 5, y = 3 + x) • 11 to 20 (e.g., y = 16 + x, y = x + 19)
M-F.HS.2 (A.F.1 a)	**Standard:** The student will identify positive, negative, zero, and undefined slopes of lines when given a description and a graphic. **Complexity Continuum:** Concepts could range from identifying: • Positive slopes • Negative slopes • Zero and undefined slopes

Statistics (ST)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
M-ST.HS.1 (A.ST.1 a)	**Standard:** The student will interpret trends and make predictions in contextual situations using scatter plots and lines of best fit. **Complexity Continuum:** Concepts could range from using scatter plots and lines of best fit to: • Identify positive and negative trends • Identify no trend • Make predictions with positive trends • Make predictions with negative trends