

Counting and Cardinality

Topic: Counting and Cardinality	
Score	Description: Count to 100 by ones and identify as a growth pattern (K.CC.1)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Count to a number greater than 100 by ones. • Identify counting by ones is a growth pattern - each number is one more than the next
3	The student will: <ul style="list-style-type: none"> • Count to 100 by ones
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • counting, numbers The student will perform basic processes, such as: <ul style="list-style-type: none"> • Count to 100 by ones with 2 or more redirecting • Count to 10 by ones.
1	No understanding of the standard is demonstrated.

Counting and Cardinality

Topic: Counting and Cardinality	
Score	Description: Count to 100 by tens and identify as a growth pattern (K.CC.1)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Count to a number greater than 100 by tens. • Identify counting by tens is a growth pattern - each number is ten more than the next • Can explain how the say 10 way relates to counting by 10s the regular way
3	The student will: <ul style="list-style-type: none"> • Count to 100 by tens the regular way
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • counting, numbers, tens The student will perform basic processes, such as: <ul style="list-style-type: none"> • Count to 100 by tens with 2 or more redirecting • Count to 100 by tens only the tens way • Count to 50 by tens
1	No understanding of the standard is demonstrated.

Counting and Cardinality

Topic: Counting and Cardinality	
Score	Description: Count forward beginning from a given number (K.CC.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Includes numbers greater than 100 Count backward from a given number within the known sequence. Includes numbers 0-100.
3	<p>The student will:</p> <ul style="list-style-type: none"> Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <u>Includes numbers 0-100</u>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Count, numbers, forward, ones <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Includes numbers 0-20
1	No understanding of the standard is demonstrated.

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Topic: Counting and Cardinality	
Score	Description: Writes numerals from 0-20 (K.CC.3a)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> Write numerals beyond 20
3	<p>The student will:</p> <ul style="list-style-type: none"> Write numerals from 0-20 (writing reversals are developmentally appropriate - place value reversals of digits are not)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> writing, numbers, numerals <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> Write numerals 0-10
1	No understanding of the standard is demonstrated.

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Topic: Counting and Cardinality	
Score	Description: Reads numerals 0-20 (K.CC.3b)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications: <ul style="list-style-type: none"> • Read numerals beyond 20 when given out of order
3	The student will: <ul style="list-style-type: none"> • Read all numerals 0-20 when given out of order
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • read, numbers, numerals The student will perform basic processes: <ul style="list-style-type: none"> • Read the numerals 0-10 when given out of order
1	No understanding of the standard is demonstrated.

Counting and Cardinality

Topic: Counting and Cardinality	
Score	Description: Understand the relationship between numbers and quantities; connects counting to cardinality. (K.CC.4)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications: <ul style="list-style-type: none"> • Represents a number of objects counted (up to 20) with a written numeral (K.CC.4d)
3	The student will: <ul style="list-style-type: none"> • Given a set of objects up to 10, identify that the last number name said tells the number of objects being counted. Recognize that changing the arrangement of a given set of objects does not change the number of objects in that set (conservation) (K.CC.4b). • Understand that each successive number name refers to a quantity that is one larger (K.CC.4c)
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • numbers, how many, counting, one more The student will perform basic processes: <ul style="list-style-type: none"> • When counting objects up to 10 are able to pair each object with only one number name (1-1 correspondence)(K.CC.4a)
1	No understanding of the standard is demonstrated.

Counting and Cardinality

Topic: Counting and Cardinality	
Score	Description: Counts to answer how many? Subitizing (K.CC.5)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> Given a number greater than 20, count out that many objects.
3	<p>The student will:</p> <ul style="list-style-type: none"> Count to answer “how many?” 1 to 20 concrete or pictorial objects arranged in a line, a rectangular array, or a circle, Count to answer “how many?” with as many as 10 objects in a scattered configuration (Subitize) <p>This is the implicit or meaning they need to see and however given they can do all versions</p> <ul style="list-style-type: none"> Given a number from 1 to 20, count out that many objects.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> counting, “how many?”, numbers <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Count to answer “how many?” 1-10 concrete or pictorial objects arranged in a line, a rectangular array, or a circle, or up to five objects in a scattered configuration (Subitize) Given a number from 1 to 10, count out that many objects
1	No understanding of the standard is demonstrated.

Counting and Cardinality

Topic: Counting and Cardinality	
Score	Description: Identifies sets greater than, less than, and equal to (K.CC.6)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (e.g. by using matching and counting strategies). Include groups with more than 10 objects. Explain the relationship of greater than and less than by explaining how many more or how many less it is
3	<p>The student will:</p> <ul style="list-style-type: none"> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (ex. by using matching and counting strategies). Include groups with up to ten objects. <p>Must know all 3 (greater than, less than and equal to)</p>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> count, objects, more than, greater than, less than, equal to <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (ex. by using matching and counting strategies). Include groups with up to five objects.
1	No understanding of the standard is demonstrated.

Counting and Cardinality

Topic: Counting and Cardinality	
Score	Description: Compare two numbers between 1 and 10 in written form (K.CC.7)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Compare two numbers between 1 and 20 presented as written numerals. • Compare two numbers between 1 and 10 presented as a written numeral and Justify their reasoning of how they know that comparison
3	<p>The student will:</p> <ul style="list-style-type: none"> • Compare two numbers between 1 and 10 presented as written numerals. (Ex: which number is greater 2 or 5)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • numbers, numerals, compare, more than, greater than, less than, equal to <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Compare two numbers between 1 and 5 presented as written numerals.
1	No understanding of the standard is demonstrated.

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Represents addition and subtraction in a variety of ways (K.OA.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> • Can also write equations for the correct representations of addition and subtraction with 1-10 objects
3	<p>The student will:</p> <ul style="list-style-type: none"> • Represent addition and subtraction with 1-10 objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • add, subtract, join, put together, plus, total, equations, minus, take away, separate, difference, compare, and, make, compose, decompose, number sentence <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Represent addition and subtraction with 1-5 objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations • Fluently add and subtract within 5 (K.OA.5)
1	No understanding of the standard is demonstrated.

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Solves addition and subtraction word problems within 10 (K.OA.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> • Can also write the equation that represents the solution to the word problem.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Solve addition and subtraction word problems, and add and subtract within 10, (e.g. by using objects or drawings to represent the problem.)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • add, subtract, join, put together, plus, total, equations, minus, take away, separate, difference, compare, and, make, compose, decompose <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Solve addition and subtraction word problems, and add and subtract within 5, (e.g. by using objects or drawings to represent the problem.)
1	No understanding of the standard is demonstrated.

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Decompose Numbers within 10 into pairs in more than one way (K.OA.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Decompose numbers greater than 10 into pairs, sets or groups in more than one way using objects or drawings, and record each decomposition by a drawing or equation and explain what they are doing.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Decompose all numbers less than or equal to 10 into pairs in more than one way, (ex. by using objects or drawings, and record each decomposition by a drawing (i.e. number bond) or equation (ex. $8 = 2 + 6$ and $8 = 4 + 4$))
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • decompose, compose, add, subtract, equals, take apart, take away <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Decompose numbers less than or equal to 10 into pairs in only one way, and record the decomposition by a drawing or manipulatives.
1	No understanding of the standard is demonstrated.

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Find the number that makes 10 when added to a given number (K.OA.4)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> • Can also write the equation that represents how to make the 10.
3	<p>The student will:</p> <ul style="list-style-type: none"> • For any number from 1 to 9, find the number that makes 10 when added to the given number, (e.g. by using objects or drawings- number bonds)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compose, add, equals, put together, make, and <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • For any number from 1 to 5, find the number that makes 5 when added to the given number (ex. By using objects or drawings, and record the answer with a drawing)
1	No understanding of the standard is demonstrated.

Number and Base Ten

Topic: Measurement and Data	
Score	Description: Compose and decomposes numbers from 11-19 into ten ones and some more (K.NBT.1))
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> • Can write the equation to demonstrate the composition or decomposition of numbers 11 to 19.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Compose and decompose numbers from 11 to 19 into ten ones and some further ones, (e.g. by using objects or drawings/ number bond, and record each composition or decomposition by a drawing) • understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compose, decompose, add, subtract, make, and, put together, take apart, take away <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Compose and decompose numbers from 11 to 19 into ten ones and some further ones using just concrete models
1	No understanding of the standard is demonstrated.

Measurement and Data

Topic: Measurement and Data	
Score	Description: Compare two objects with a measurable attribute in common (K.MD.1&2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> • Correctly compares two objects using precise language of comparison “longer than”, “shorter than”, “taller than”, “lighter than”, “heavier than”
3	<p>The student will:</p> <ul style="list-style-type: none"> • Directly compare two objects, with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • length, width, height, weight, heavy, light, long, short , more, less <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Describe several measurable attributes of objects, such as length or weight. • Describe several measurable attributes of a single object. (K.MD.1)
1	No understanding of the standard is demonstrated.

Measurement and Data

Topic: Measurement and Data	
Score	Description: Classify objects into given categories and count and sort categories by count (K.MD.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Also compare sorted groups by using the terms most, least, alike and different and explain how sorted • Sort more than 1 way and ask “Is there another way you could sort these?” and they can and explain
3	<p>The student will:</p> <ul style="list-style-type: none"> • Classify objects into given categories • Count the numbers of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • count, categories, sort, colors, shapes <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Sort a set of objects by 1 attribute (red or not red) and count them. • Count the numbers of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 5)
1	No understanding of the standard is demonstrated.

Geometry

Topic: Geometry	
Score	Description: Describe objects in the environment using shape names and positional language. (K.G.1)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications: <ul style="list-style-type: none"> • Students can describe objects in the environment composed of multiple shapes
3	The student will: <ul style="list-style-type: none"> • Describe objects in the environment using names of shapes • Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Square, circle, triangle, rectangle, hexagon, cube, cylinder, cone, sphere, above, below, beside, in front of, behind, next to The student will perform basic processes, such as: <ul style="list-style-type: none"> • Can identify a square, circle, triangle, rectangle as an object in the environment
1	No understanding of the standard is demonstrated.

Geometry

Topic: Geometry	
Score	Description: Correctly name shapes regardless of size or orientation (K.G.2)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Identifies other shapes: trapezoid, rhombus, pentagon, octagon, ellipse, pyramid, prism
3	The student will: <ul style="list-style-type: none"> • Correctly gives most precise name of shapes regardless of their orientations (position and direction in space) or overall size to include 2D and 3D shapes listed: Square, circle, triangle, rectangle, hexagon, cube, cylinder, cone, sphere
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Square, circle, triangle, rectangle, hexagon, cube, cylinder, cone, sphere The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identifies square, circle, triangle, rectangle by name
1	No understanding of the standard is demonstrated.

Geometry

Topic: Geometry	
Score	Description: Analyze and Compare two-dimensional and three-dimensional shapes (K.G.3& 4)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Identifies two dimensional shapes in three dimensional shapes and explains reasoning (ex. Squares on each side of a cube, circle on the bottom of the cone or cylinder)
3	The student will: <ul style="list-style-type: none"> • Analyze and compare 2D and 3D shapes • Describe the similarities, differences and attributes between shapes
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Flat, solid, 2 dimensional, 3 dimensional The student will perform basic processes: <ul style="list-style-type: none"> • Identify shapes as two dimensional (flat) or 3 dimensional (solid) (K.G.3)
1	No understanding of the standard is demonstrated.

Geometry

Topic: Geometry	
Score	Description: Compose simple shapes to form larger shapes.(G.5 & 6)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications: <ul style="list-style-type: none"> • Describe objects by explaining what shapes they are composed of
3	The student will: <ul style="list-style-type: none"> • Compose simple shapes to form larger shapes
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • compose, build, shapes The student will perform basic processes: <ul style="list-style-type: none"> • Model shapes in the world by building shapes from components (ex. sticks and clay) and by drawing shapes (K.G.5)
1	No understanding of the standard is demonstrated.