

Strand: Number Sense		
Topic: Precursor to K.NS.2 & K.NS.5 -Identifying Numbers 0-20		
Level: Kindergarten		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Fluently (within 3 seconds) identifies numbers 0-50 in random order. 	<ul style="list-style-type: none"> Ask the student to verbally identify numbers 0-50 within 3 seconds and in random order. Observation in math stations and small group practice
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Fluently (within 3 seconds) identifies numbers 0-20 in random order. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to verbally identify numbers 0-20 within 3 seconds and in random order. Observation in math stations and small group practice
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> identify, how many, number, count, represent, name performs basic processes, such as: <ul style="list-style-type: none"> Fluently (within 3 seconds) identifies numbers 0-10 in random order. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to verbally identify numbers 0-10 within 3 seconds and in random order. Observation in math stations and small group practice
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Number Sense		
Topic: K.NS.1-Count to 100 by 1's		
Level: Kindergarten		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Counts past 100 from any given number to 120. 	<ul style="list-style-type: none"> Ask the student to count up from any given number by ones.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> Counts from 1 to 100 by ones and to 100 from any given number. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to count from 1 to 100 by ones and to 100 from any given number.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> count, ones, hundred performs basic processes, such as: <ul style="list-style-type: none"> Counts to 60 by ones. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to count to 100 by ones (teacher listens to see if the student reaches at least 60).
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Computation and Algebraic Thinking

Topic: K.NS.6- Recognizing Quantities (Subitizing)

Level: Kindergarten

Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> Recognizes sets of 1 to 10 objects in non strategic arrangements and fluently (within 3 seconds) tells how many with counting on. 		<ul style="list-style-type: none"> Give the student non strategic dot patterns, ten frames, etc. to fluently recognize the quantity with counting on. Number talk configurations
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Recognizes sets of 1 to 10 objects in strategic arrangements and fluently (within 3 seconds) tells how many with counting on. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Give the student dominoes, dice, 10 frames, fingers, or dot patterns to fluently recognize the quantity with counting on.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> how many, identify, number performs basic processes, such as: <ul style="list-style-type: none"> Recognizes sets of 1 to 5 objects in strategic arrangements and fluently (within 3 seconds) tells how many without counting. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Give the student dominoes or dice to fluently recognize the quantity without counting.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Strand: Number Sense		
Topic: K.NS.5- Count Objects 0-20		
Level: Kindergarten		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Counts and says the number of objects representing three different numbers accurately, using numbers 21-50. 	<ul style="list-style-type: none"> Ask the student to count 3 different sets of objects.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Counts and says the number of given objects 0-20 using strategic arrangements or counting strategically. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to count and say the number of given objects 0-20 Observation in math stations and small group practice
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> identify, how many, number, count, represent, name performs basic processes, such as: <ul style="list-style-type: none"> Counts and says the number of given objects 0-10 using strategic arrangements or counting strategically. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to count and say the number of given objects 0-10 Observation in math stations and small group practice
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Number Sense		
Topic: K.NS.7 -Comparing Groups of Objects		
Level: Kindergarten		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Verbally compares two numbers between 1 and 20 when presented as numerals using the terms “greater than, less than, and equal to” while maintaining a left to right reading pattern. 	<ul style="list-style-type: none"> Ask the student to identify which numeral is greater than, less than, or equal to another numeral Observation during math stations or small group practice
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Identifies whether the quantity in one group (11-20) is “greater than, less than, or equal to” the quantity in another group (11-20) when asked by the teacher, “Is this greater than, less than, or equal to this quantity?” <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to identify if the quantity is greater than, less than or equal to another quantity. Observation during math stations or small group practice
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> compare, count, equal, greater than, group/grouping, how many, less, less than, more, number performs basic processes, such as: <ul style="list-style-type: none"> Identifies whether the quantity in one group (0-10) is “greater than, less than, or equal to” the quantity in another group (0-10) when asked by the teacher, “Is this greater than, less than, or equal to this quantity?” <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to identify if the quantity is greater than, less than or equal to another quantity. Observation during math stations or small group practice
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Number Sense		
Topic: K.NS.3: Identify One More or One Less		
Level: Kindergarten		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> States a numeral two more or two less than a given number to 20 <u>without</u> using a visual. 	<ul style="list-style-type: none"> Given a number less than 20, the student will orally state what numeral is two more and/or two less. Small group: Given a number less than 20, the student will write on a dry-erase board what numeral is two more and/or two less.
3.5	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p> <ul style="list-style-type: none"> Can use a number path for two more, two less. 	
3.0	<p>The student:</p> <ul style="list-style-type: none"> States a numeral one more or one less than a given number 1 to 20 <u>without</u> using a number path. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Given a number less than 20, the student will orally state what numeral is one more and/or one less. Small group: Given a number less than 20, the student will write on a dry-erase board what numeral is one more and/or one less when directed by the teacher.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> count, ones, hundred performs basic processes, such as: <ul style="list-style-type: none"> States a numeral one more or one less than a given number 1 to 20 <u>using</u> a number path. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Given a visual (number path) and a number less than 20, the student will orally state what numeral is one more and/or one less. Small group: Given a visual (number path) and a number less than 20, the student will write on a dry-erase board what numeral is one more and/or one less when directed by the teacher.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Computation and Algebraic Thinking

Topic: K.CA.3-Decompose Numbers

Level: Kindergarten

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Decomposes numbers 1 to 10 into pairs using all combinations for each number by using objects or drawings and recording with equations OR drawings 	<ul style="list-style-type: none"> Ask the student to use objects to decompose numbers to 10 in all ways record using equations, pictures, or number bonds
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Decomposes numbers 3 to 10 into pairs in at least 3 different number combinations by using objects or drawings and recording with equations OR drawings <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to use objects to decompose numbers to 10 in multiple ways and record using equations, pictures, or number bonds
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> count, equal, how many, represent, identify, describe, number, more performs basic processes, such as: <ul style="list-style-type: none"> Decomposes numbers less than or equal to 5 in more than one way by using objects or drawings and recording with equations OR drawings <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to use objects to decompose numbers to 5 in multiple ways and record using equations, pictures or number bonds
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Number Sense			
Topic: K.NS.11-Place Value			
Level: Kindergarten			
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> Composes numbers within 21-100 consistently into groups of ten ones and more ones using manipulatives. 		Sample Tasks
	<ul style="list-style-type: none"> Ask the student to use base ten blocks, ten frames, straws, unifix cubes, or drawings to consistently represent a way to make numbers within 21-100. (All forms of place value are provided - ones, groups of ten ones, and a group of hundred ones.) 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Composes numbers from 10-20 into groups of ten ones and extra ones <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Show the number to the student and ask them to use base ten blocks, ten frames, straws, unifix cubes, or drawings to represent a way to make numbers 10-20. (All forms of place value are provided- ones, groups of ten ones, hundreds)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> count, equal, how many, represent, identify, describe, number, pair performs basic processes, such as: <ul style="list-style-type: none"> Composes numbers less than or equal to 9 (ones place) using manipulatives. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Show the number to the student and ask them to use objects or drawings to show or represent numbers less than or equal to 9. (All forms of place value are provided- ones, groups of ten ones)
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Computation & Algebraic Thinking

Topic: K.CA.2-Understand Addition

Level: Kindergarten

		Sample Tasks
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> Solves real-world addition story problems (put together-both addends unknown) consistently within 10 using drawings, objects, or mental images. 	<ul style="list-style-type: none"> problem types <ul style="list-style-type: none"> Teacher will have objects, counters, paper, and pencil available to students. The teacher will say, “ I have 10 flowers. How many can go in the red vase and how many can go in the blue vase?” Answers will vary.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Solves two types of real-world problems (add to- result unknown and put together -total unknown) consistently that involve addition within 10 using drawings or objects. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> problem types <ul style="list-style-type: none"> Teacher will have objects, counters, paper, and pencil available to students. The teacher will say, “5 kids got lunch cards, 3 more kids got lunch cards, how many kids had lunch cards?” Teacher will have objects, counters, paper, and pencil available to students. The teacher will say, “There were 3 red apples and 4 green apples on the table. How many apples are on the table?”
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> addition, number, how many, more, group, solve, count, equal, plus, problem performs basic processes, such as: <ul style="list-style-type: none"> Solves two types of real-world problems (add to- result unknown and put together -total unknown) consistently that involve addition within 5 using drawings or objects. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> problem types <ul style="list-style-type: none"> Teacher will have objects, counters, paper, and pencil available to students. The teacher will say, “2 kids got lunch cards, 3 more kids got lunch cards, how many kids had lunch cards?” Teacher will have objects, counters, paper, and pencil available to students. The teacher will say, “There were 3 red apples and 2 green apples on the table. How many apples are on the table?”
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Computation & Algebraic Thinking

Topic: K.CA.2- Understand Subtraction

Level: Kindergarten

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Solves real-world subtraction story problems (take from- change unknown) consistently within 10 using drawings, objects, or mental images. 	<ul style="list-style-type: none"> problem types <ul style="list-style-type: none"> Teacher will have objects counters, paper, and pencil available to students. The teacher will say “ There were 8 apples on the table. I ate some of them. There are 5 apples left on the table. How many apples did I eat?”
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Solves real-world subtraction story problems (take from- result unknown) that involve subtraction consistently within 10 using objects or drawings. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> problem types <ul style="list-style-type: none"> Teacher will have objects, counters, paper, and pencil available to students. The teacher will say “There were 9 nine ducks in a pond, 3 ducks flew away, how many ducks are left?”
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> represent, subtraction, number, how many, answer, less, group, count, solve, equal, minus, problem performs basic processes, such as: <ul style="list-style-type: none"> Solves real-world subtraction (take from-result unknown) story problems consistently within 5 using objects or drawings. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> problem types <ul style="list-style-type: none"> Teacher will have objects, counters, paper, and pencil available to students. The teacher will say “There were 4 ducks in a pond, 3 ducks flew away, how many ducks are left?” The student will respond using objects or drawings.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	