Curiosity, independence, and eagerness of learning new things support young children in their acquisition of math concepts. Our proficiency scales guide our students' learning experiences. Through discovery, exploration, and application of math concepts students will create a working foundation that will support deeper, richer learning experiences in Kindergarten and beyond. Math will be integrated into our routine school activities, as well as provide opportunity for our young students to apply problem solving, reasoning, and communication skills in everyday life at home and school.

Strand: Numeracy			
Topic: M.1.1-Count to 30 by 1's			
Level: Pre-K			
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning, the student:** ● Counts beyond 30 to 100, with minimal errors and/or omissions.		**Sample Tasks** ● Teacher listens to student count by 1's to 100 by asking or through observation
	3.5	In addition to score 3.0 performance, in-depth inferences and applications the student counts beyond 30 but less than 100 with minimal errors and/or omissions.	
Score 3.0	The student: **Counts to 30 by ones without major errors or omissions.**		● The student is observed applying the concept of counting by ones while building block towers, lining up 30 cars in a row, counting the days of the month, or in rote form.
	2.5	No major errors or omissions present as student counts from 0 to 15 but errors and omissions are present as student attempts to count on from 15 upwards to 30.	
Score 2.0	The student: Recognizes/ recalls specific terminology such as: count, ones, thirty while performing the basic process of counting from 0-15 by ones with major errors present.		● Student count by ones from 0 to 15
	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 numbers, the student counts and/or arranges numbers out of order.		
	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: Numeracy	
	Topic: M1.2 Demonstrate Understanding of Written Numerals	
	Level: Pre-K	
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.** ● The student independently matches number symbols to all corresponding amounts from 0-20, with no errors or omissions.	**Sample Tasks** ● Student can match objects to numbers above tens. ● Student can match a picture of fifteen seeds to the number 15.
	3.5 In addition to score 3.0 performance of matching quantities to 10, the student applies in depth inferences and analysis to identify the number before or after. any number in this range.	
Score 3.0	**The student:** ● **Independently matches number symbols to all corresponding amounts from 0-10, with no errors or omissions.**	● The student is provided with objects or counters to demonstrate one to one correspondence/ the ability to match a specific quantity of objects with its corresponding number.
	2.5 Minimal errors or omissions were present as the student matched numbers from 0-10..	
Score 2.0	The student uses some terminology, such as how many, identify, count, and number while matching number symbols from 0-10 to corresponding amounts of objects.	● The student is able to match 5 of 10 number symbols to objects. The student may draw, construct, or group objects to represent the number symbol being matched.
	1.5 Partial knowledge is demonstrated as the student matches number symbols of 0-5 with corresponding amounts of an object.	
Score 1.0	With help, the student demonstrates a partial understanding by attempting to match number symbols with objects. Major errors and omissions are present**.**	
	0.5 With support, the student recognizes some number symbols between 0 and 10 and/or may group objects without regard for counting.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

		Strand: Computation and Algebraic Thinking	
		Topic: M 2.1- Exhibit Understanding of Mathematical Structure	
		Level: Pre-K Composing and Decomposing Numbers within 5	
Score 4.0		**In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning as the student:** ● Demonstrates with no errors or omissions, an applied understanding of one more or one less of whole numbers up to ten.	**Sample Tasks** ● Child can identify 7 as being one more than 6 and one less than 8.
	3.5	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications of composing and decomposing numbers less than or equal to 10 using objects, drawings, pictures, etc. with minimal error or omission.	
Score 3.0		The student: ● **Demonstrates an understanding that numbers can be composed and decomposed in order to create new numbers within 5 and without major error or omission**.	● Ask student to use objects to compose and decompose numbers to 5 (goldfish, counter bears)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		The student, with minor errors/omissions**:** ● Recognizes/ assigns specific terminology such as, count, equal, how many, number, more, less than**;** while demonstrating knowledge of the process for composing and decomposing numbers within 5. AND ● Demonstrates understanding through performance. The student will be able to compose and decompose using numbers within 5 in different ways to create new equations/problems.	● Given a model or example, the student can replicate how to compose and decompose numbers using objects ● The student may need assistance from the teacher in connecting the terminology with the process of composing and/or decomposing. ● The teacher provides manipulatives, counts on fingers, or writes number symbols to help the student
	1.5	The student uses applicable terms while composing and decomposing numbers within 5. Major omissions and errors are present.	
Score 1.0		With support, the student begins to apply terminology and demonstrates understanding in simpler detail. composing numbers within 5 with major errors and omissions .	
	0.5	With support, a partial application of concept is demonstrated by the student as he/she forms small groups of objects or shows a number with their fingers..	
Score 0		**Even with help, no understanding or skill demonstrated.**	

Strand: Number Sense		
Topic: M2.2-Demonstrate Awareness of Patterning		
Level: Pre-K		
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.** ● Names appropriate rule for simple pattern.	**Sample Tasks** ● The teacher observes the student using items of student interest to create and/or extend a pattern and describes with detail their reasoning for the pattern.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success the student is self directed in designing and extending complex pattern with minimal error in terminology and process.	
Score 3.0	The student**:** ● **Creates simple patterns (AB, ABC, ABB) without major errors or omissions.**	● The student is either asked by the teacher or observed to replicate or extend simple patterns, using materials supplied within the classroom and uses terminology in appropriate context
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	The student with minimal errors or omissions: ● Can recognize/recall specific terminology such as: pattern, next, color, shape, size ● Copy or extend simple patterns. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	● The student is provided with manipulatives and a patterned design to engage the formation of simple patterns. ● The teacher may ask the child to share terminology and use the words in context to support the connection between terms and the process of patterning.
	1.5 Partial knowledge of the 2.0 content is demonstrated, the student attempts to apply terminology and copy simple patterns. Major errors or omissions are present.	
Score 1.0	**With help, the student demonstrates a partial understanding of some simple details by arranging objects. The arrangement doesn't follow a patterned design.**	
	0.5 The student attempts to replicate a simple AB pattern with help.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Strand: Measurement		
	Topic: M5.2 -Understanding Measurement Through Description and Comparison		
	Level: Pre-Kindergarten		
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning, The student:** ● understands that clocks and calendars measure time. ● understands the concepts of days, months, years, today, tomorrow, and yesterday.		**Sample Tasks** ● Student knows that the month will reset after so many days ● Students can say the days of the week. ● Students can identify that today is Tuesday, tomorrow is Wednesday, and yesterday was Monday.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications, the student will integrate terminology as a part of the design process of creating more complex patterns and shapes. .	
Score 3.0	**The student:** ● Uses a standard measuring tool to tell length or volume. ● Compares objects using the vocabulary greater, smaller, longer, shorter, more, less. **The student exhibits no major errors or omissions.**		● Show the student two empty containers and ask which will hold more water. Test. ● Use a ruler to measure length of various objects around the room.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Compares objects using non-standard measuring tools to measure length or volume and compare size.		● Compare size using a chain, number of pawprints, or blocks. ● Sort objects based on whether they are bigger or smaller than student's foot.
	1.5	Partial knowledge of the terms identified in the 2.0 content with minimal errors and omissions are present as the student uses more than one shape to create a simple pattern..	
Score 1.0	With help, the student can use non-standard measurement to sort the object into two categories like red vs blue.		
	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.**		