

Strand: Cognitive Skill- Creating Patterns and Mental Models		Sample Tasks
Topic: Generating Mental Images (K.RL.2.2, K.RF.5, K.W.3.2, K.SL.2.5, K.RF.3.5, K.CA.2, K.NS.6, K.G.3, K.G.1)		
Level: Kindergarten		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>When appropriate, creates mental images that accurately organize information. <ul style="list-style-type: none"> <li>Creates mental images using specific descriptions such as but not limited to: emotions, five senses, movement</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<p><b>The student can create mental images:</b></p> <ul style="list-style-type: none"> <li>When reading or listening to a story</li> <li>When retelling, recalling or sequencing stories</li> <li>Written or drawn response</li> <li>When organizing math concepts, such as, but not limited to: story problems, place value, decomposing, number line, identifying numbers</li> </ul>
	<p>2.5 The student:</p> <ul style="list-style-type: none"> <li>When appropriate, creates mental images that accurately organize information <b>without</b> using sensory descriptions</li> </ul>	<p><b>The student can create mental images:</b></p> <ul style="list-style-type: none"> <li>When reading or listening to a story</li> <li>When retelling, recalling or sequencing stories</li> <li>Written or drawn response</li> <li>When organizing math concepts, such as, but not limited to: story problems, place value, decomposing, number line, identifying numbers</li> </ul>
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>taste, smell, touch, feel, hear, see, sight, picture, image</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>I know when and why I should create mental images</li> <li>I know what a mental image is</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p><b>The student understands that they create mental images:</b></p> <ul style="list-style-type: none"> <li>When reading or listening to a story</li> <li>To make connections and organize events in a story</li> <li>When organizing math concepts, such as, but not limited to: story problems, place value, decomposing, number line, identifying numbers</li> </ul>
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	With some teacher assistance, the student understands why we need to create mental images
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	<b>With heavy teacher assistance, the student understands why we need to create mental images</b>
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	