NUMBER AND QUANTITY			
Number Names			
Kindergarten			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • count forward beginning from a given number within the known sequence (K.CC.2) • represent a number of objects between zero and 20 with a written numeral (K.CC.3)		**Sample Activity:** *Use this activity when the class is standing in line or as a math warm-up (e.g., waiting to go to a special, lunch, bathroom break, end of the day). The teacher or student says a number between 1 and 100. The students will count forward with each student saying the next number in sequence.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • count, number, numeral, ones, sequence, tens **The student will perform basic processes, such as:** • count to 100 by ones and tens (K.CC.1) • write numbers from zero to 20 (K.CC.3)		**Sample Activity:** *Use this activity when the class is standing in line or as a math warm-up (e.g., waiting to go to a special, lunch, bathroom break, end of the day). The students will count forward by tens with each student saying the next number in sequence.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

NUMBER AND QUANTITY

Counting

Kindergarten

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • count groups of objects up to 20 (K.CC.5) • given a number from one to 20, count out that many objects (K.CC.5)		**Sample Activity:** <u>Materials for each student</u>: - Paper cup - Set of 20 double-sided counters (e.g., red and yellow) - Two crayons the color of the counters (e.g., red and yellow) - Paper with 20 circles on it <u>Procedures</u>: Give each student a cup with 20 counters inside. Differentiate by increasing/decreasing the number of chips depending on the academic ability of the student. Students shake the cup and pour out the chips. They color their sheet to represent the counters. For example, if the chips landed with thirteen yellow sides up and seven reds up, the students will color the circles correspondingly.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

Score 2.0	The student will recognize or recall specific vocabulary, such as: • count, larger, last, number, number name, pairing, quantity, standard order, successive **The student will perform basic processes, such as:** • say the number names in standard order (K.CC.4a) • count objects by pairing one object with one number name (K.CC.4a) • use the last number said (when counting) to determine the number of objects counted (K.CC.4b) • explain that each successive number refers to a quantity that is one larger (K.CC.4c)	**Sample Activity:** Materials for every partner groups: - set of 20 objects (e.g., counters, snap cubes, etc.) Procedure: This can be done as a math warm-up activity. Working with a partner, one student will lay out a set of objects. The other student will count these objects out loud and tell his/her partner how many objects there are and how many there will be if one more object is added. Repeat this activity with the partners taking turns.
	Score 1.5 *Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5 *With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

NUMBER AND QUANTITY		
Compare Numbers		
Kindergarten		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • compare two numbers between one and 10 presented as written numerals (K.CC.7)	**Sample Activity:** Materials for each student: - set of cards (1-10) Procedure: Students will lay their cards on their desk in the correct order. The teacher will ask students to point to two specific numbered cards (e.g., 2 and 8). The teacher will then ask the students to hold up the card that is greater than or less than.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • compare, counting strategy, equal to, greater than, less than, matching strategy, number, numeral, set **The student will perform basic processes, such as:** • identifying sets of objects as greater than, less than, or equal to another set of objects using matching and counting strategies (K.CC.6)	**Sample Activity:** Materials for each pair of students: -20 objects or counters -paper with 2 circles drawn on it large enough for the students to place their set of objects Procedure: Students, working in pairs, will use the terms, greater than, less than, or equal to, to compare two sets of objects. One student will display two sets of objects. The student will then ask their partner to tell if the sets of objects are greater than, less than, or equal to the other set.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	

Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

NUMBER AND QUANTITY			
Place Value			
Kindergarten			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	

| Score 3.0 | **The student will:**

• compose numbers from 11 to 19 into ten ones and further ones (e.g., using objects or drawings) (K.NBT.1)

• decompose numbers from 11 to 19 into ten ones and further ones (e.g., using objects or drawings) (K.NBT.1)

• record compositions and decompositions using a drawing or equation (K.NBT.1) | **Sample Activities:**

*__Compose Activity__
Materials for each student:
-19 snap cubes
-place value mat (tens and ones)
-white boards, markers and erasers

Procedure:
The teacher asks the students to count out a designated number of cubes (17). Have the students snap only 10 cubes together and leave the additional cubes as individual cubes. The students will take their group of ten and put them on the tens part of the place value mat. The students will take the seven cubes left over and put them on the ones part of the place value mat. The students will say, "Seventeen is one group of ten and seven ones." The students will write the equation on their white board (10 + 7 = 17).

*__Decomposition Activity__
Materials for each student:
-20 snap cubes
-place value mats (tens and ones)

Procedure:
Have students work in pairs. Have each student take a designated number of snap cubes and have them snap them together into a train (e.g., seventeen cubes). Ask each student to break their train into two parts. The student pairs will compare how they broke their train apart ("I have 1 ten and 7 ones."). Students will lay these parts on their tens and ones mat. |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content* | |

Score 2.0	The student will recognize or recall specific vocabulary, such as:	Sample Activities:
	• add, compose, composition, decompose, decomposition, equation, number, ones, record	***Decomposition Activity**
	The student will perform basic processes, such as:	Materials for each student:
		-10 snap cubes
	• decompose numbers (less than or equal to 10) in more than one way (e.g., using objects, drawings) and record using a drawing or equation (K.OA.3)	-white boards, markers, erasers
		Procedure:
	• find the number that makes 10 when added to any number from one to 10 (e.g., using objects or drawings) and record the answer with a drawing or equation (K.OA.4)	Have students work in pairs. Tell the student to take a designated number of snap cubes and snap them together into a train (e.g., seven cubes). Ask each student to break their train into two parts. The student pairs will compare how they broke their train apart ("I have 2 and 5." "I have 3 and 4."). Students will lay these cubes on their white boards and then draw their parts. The teacher will check for understanding by having the students hold up their white boards.
		*Number that makes Ten Activity:
		Materials for each student:
		- white boards, markers, erasers
		- 10 counters
		Procedures:
		This activity can be done as a math warm-up. The teacher says and/or writes a number from 1-9. The students say or show how many are needed to make ten.

	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

OPERATIONS AND ALGEBRA			
Addition and Subtraction			
Kindergarten			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • solve addition and subtraction word problems (K.OA.2) • solve addition and subtraction within 10 (e.g., using objects or drawings to represent problems) (K.OA.2) • fluently add and subtract within five (K.OA.5)		**Sample Activities:** ***Word Problem Activity:** <u>Materials:</u> -word problems -highlighters -white boards, markers, erasers <u>Procedures:</u> Students are given a word problem. Students highlight the information needed to solve the problem. They solve the problem on their white boards. Each partner explains the strategy used to solve the problem. ***Addition/Subtraction Activity:** <u>Materials:</u> -white boards, markers, erasers -counters -cards with addition and subtraction problems within 10 <u>Procedures:</u> Students work with a partner. Each partner draws a card with a problem on it. Each partner uses the counters to solve the problem. They share how they solved the problem. After several problems, the partners then use their white boards to solve the problem, again sharing how they solved it.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

Score 2.0	The student will recognize or recall specific vocabulary, such as:		Sample Activity:
	• add, addition, equation, explanation, expression, mental image, represent, subtract, subtraction, verbal, word problem **The student will perform basic processes, such as:** • recognize symbols, such as +, −, and = • represent addition and subtraction (e.g., using objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions, or equations) (K.OA.1)		**Plus, Minus, Equals** Materials for every student: -three index cards Procedures: Using 3 index cards, students will write the symbols +, -, and = on the front of the card and write add, subtract and equals on the back with an example of each (e.g., front of card: +; back of the card: add 4 sticks in one circle, 7 sticks in another circle and 11 sticks in the third circle. Students illustrate their own example) ***Representing Addition and Subtraction:** Materials: -cards with the different strategies to solve a problem (e.g., using objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions, or equations). -white boards, markers, erasers for every student Procedures: The teacher writes an addition or subtraction problem on the board. One of the students draws one of the cards and the teacher tells the students what strategy they will use to solve the problem. Repeat so all students have a chance to draw a card.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

GEOMETRY			
Shapes			
Kindergarten			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • analyze and compare a variety of two- and three-dimensional shapes using informal language to describe similarities, differences, component parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length) (K.G.4)		**Sample Activity** ***Two/Three Dimensional Shapes** <u>Materials for each pair of students:</u> -cards with pictures of two different two- and three-dimensional shapes <u>Procedures:</u> Working with a partner, one student draws a card. The partners take turns comparing the attributes of the two shapes. They continue until they cannot think of any more comparisons. The other student draws another card and they compare these two shapes. Continue until all cards have been compared.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

Score 2.0	The student will recognize or recall specific vocabulary, such as:	Sample Activities:
	• analyze, attribute, compare, corner, difference, number, part, shape, side, similarity, three-dimensional, two-dimensional	***"I am Thinking of….."** Materials for every student: -white boards, markers, erasers
	The student will perform basic processes, such as:	Procedures: The teacher names an object in the environment. The students draw the shape on their white boards. The student who shares is the next one to name another object in the environment. This can be reversed by the teacher naming a shape and the students have to draw an object in the environment that is that shape. Have students share their drawings. Select a student leader to name the next shape.
	• use the names of shapes to describe objects in the environment (K.G.1)	
	• describe the relative position of objects (e.g., using terms such as *above, below, beside, in front of, behind, next to*) (K.G.1)	
	• name shapes regardless of orientation or size (K.G.2)	
	• identify shapes as two-dimensional (lying in plane, flat) or three-dimensional (solid) (K.G.3)	
	• identify attributes of two- and three-dimensional shapes	***Relative Position Activity:** Materials for the teacher and every student: - small object (e.g., stuffed animal, ball, etc.)
		Procedure: The teacher holds an object in different relative positions and the students say the location of the object. Working with a partner, the students take turns holding the object in different positions and their partner saying the location of the object.
		*Simon Says Play this to reinforce Relative Positions
		*Two/Three-Dimensional Shapes Materials for pairs of students: -sorting mat with two-dimensional and three-dimensional written at the top -cards with a two-dimensional shape (e.g., circle, square, rectangle, triangle) -cards with a three-dimensional shape (e.g., sphere, rectangular prism, cube, cone)
		Procedure: Students sort the cards and place them on the correct side of the mat.

	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	**Even with help, no success**		

GEOMETRY			
Compose and Decompose Shapes			
Kindergarten			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • compose simple shapes to form larger shapes (e.g., joining two triangles to make a rectangle) (K.G.6)		**Sample Activity:** Materials: -attribute blocks Procedure: The students will use attribute blocks to create the designated two-dimensional shape (e.g., two triangles make a square, two squares make a rectangle).
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • build, compose, larger, model, rectangle, shape, triangle **The student will perform basic processes, such as:** • model shapes in the real world by building shapes from components and drawing shapes (K.G.5)		**Sample Activity:** Materials: -craft sticks, pipe cleaners, wiki sticks, etc. -clay Procedure: Using the craft sticks, pipe cleaners, or wiki sticks, the students will create two-dimensional shapes as designated by the teacher. Using clay, the students will create three-dimensional shapes as designated by the teacher.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		

	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

MEASUREMENT, DATA, STATISTICS, AND PROBABILITY			
Measurement			
Kindergarten			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • compare and describe the difference between two objects with a measureable attribute in common (K.MD.2)		**Sample Activity:** ***How Do They Measure Up? :** Materials: -objects to measure (e.g., pencil, eraser, book, stuffed animals, etc.) -paper and pencil Procedures: The student selects two objects, compares and describes them to their partner (e.g., The rabbit is longer than the bear. The book is heavier than the paper.). This activity can be done in a math center.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

Score 2.0	The student will recognize or recall specific vocabulary, such as: • attribute, common, compare, length, weight **The student will perform basic processes, such as:** • describe several measurable attributes of an object (e.g., length, weight) (K.MD.1)		**Sample Activity:** *How Does It Measure Up? :* Materials: -objects to measure (e.g., pencil, eraser, book, stuffed animals, etc.) -measuring tools (e.g., ruler, paper clips, links, snap cubes) -scale -paper with length on one side and weight on the other side -pencils Procedures: The students select an object. They measure it using one of the measuring tools and weigh it using the scale. They record their findings on the paper. This activity can be done in a math center.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

MEASUREMENT, DATA, STATISTICS, AND PROBABILITY			
Represent and Interpret Data			
Kindergarten			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • classify and sort objects into given categories (each category should contain 10 or fewer objects) (K.MD.3)		**Sample Activities:** ***Data Center Activity:** Materials for each student: -10 attribute blocks -cards with words, and visual representation of size, shape, and color -answer cards Procedures: Students draw a card and sort the attribute blocks by that attribute. Students self-check with the answer card. Repeat by the student drawing another card.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • category, classify, fewer **The student will perform basic processes, such as:** • recognize the appropriate category for an object when given options		**Sample Activities:** ***Classifying Shoes:** Materials: -student shoe -floor graph Procedures: Sitting in a circle, students remove one shoe and put it in the middle. Students identify the attribute by which the shoes will be sorted. As a class, sort the shoes on the floor graph. Repeat using different attributes.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	Even with help, no success		