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| <b>Topic: Counting and Cardinality (CC)</b>  |  |
| <b>Included Standards: MACC.K.CC.2.4 (a-c), MACC.K.CC.2.5, MACC.K.CC.1.1, MACC.K.CC.1.2, MACC.K.CC.1.3, MACC.K.CC.3.7)MACC.K.CC.2.4 (a-c), MACC.K.CC.2.5, MACC.K.CC.1.1, MACC.K.CC.1.2, MACC.K.CC.1.3, MACC.K.CC.3.7)MA.K.A.1.In.a, MA.K.A.1.In.b, MA.K.A.1.In.c, MA.K.A.1.Su.a, MA.K.A.1.Su.b, MA.K.A.1.Su.c, MA.K.A.1.Pa.a, MA.K.A.1.Pa.b, MA.K.A.1.Pa.c</b> |  |
| <b>Grade: Kindergarten</b>   |  |
| <b>Score 4.0</b>   | <b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  |
| <b>Score 3.0</b>   | <p><b>The student will understand representing, comparing, and ordering whole numbers and will be able to join and separate sets.</b></p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use one-to-one correspondence to count and compare sets of objects to 5 (KI)</li> <li><input type="checkbox"/> Solve problems with up to 5 objects, involving simple joining (putting together) and separating (taking away) situations (KI)</li> <li><input type="checkbox"/> Use one-to-one correspondence to count sets of objects to 3 (KS)</li> <li><input type="checkbox"/> Solve problems with up to 3 objects involving simple joining (putting together) situations (KS)</li> <li><input type="checkbox"/> Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more (KP)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p> |
| <b>Score 2.0</b>   | <p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sets, number names, compare, object, joining, separating, too much, enough, more</li> </ul> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Represent quantities to 5 using sets of objects and number names (KI)</li> <li><input type="checkbox"/> Represent quantities to 3 using sets of objects and number names (KS)</li> <li><input type="checkbox"/> Indicate desire for more of an action or object (KP)</li> <li><input type="checkbox"/> Indicate desire for no more of an action or object (KP)</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>  |
| <b>Score 1.0</b>   | With help, I know some of 2.0 and 3.0.   |
| <b>Score 0.0</b>   | Even with help, I am unable to understand.   |

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| <b>Topic: Geometry</b>  |   |
| <b>Included Standards: MA.K.G.2.In.a, MA.K.G.2.In.b, MA.K.G.2.In.c, MA.K.G.2.In.d, MA.K.G.2.In.e, MA.K.G.2.Su.a, MA.K.G.2.Su.b, MA.K.G.2.Su.c, MA.K.G.2.Su.d, MA.K.G.2.Su.e, MA.K.2.Pa.a, MA.K.2.Pa.b, MA.K.2.Pa.c (MACC.K.G.1.1, MACC.K.G.1.2, MACC.K.G.1.3, MACC.K.G.2.4, MACC.K.G.2.5, MACC.K.G.2.6)</b> |   |
| <b>Grade: Kindergarten</b>  |   |
| <b>Score 4.0</b>  | <b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   |
| <b>Score 3.0</b>  | <p><b>The student will be able to describe shapes and space.</b><br/> Performs complex skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sort objects by single attributes, including shape and size (KI)</li> <li><input type="checkbox"/> Match and name two- dimensional shapes, including circle and square (KI)</li> <li><input type="checkbox"/> Match examples of three-dimensional objects, such as balls (spheres) and blocks (cubes) (KI)</li> <li><input type="checkbox"/> Sort common objects by size (KS)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>  |
| <b>Score 2.0</b>  | <p><b>The student:</b><br/> <b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Square, circle, triangle, rectangle, cube, cone, cylinder, sphere, above, below, over, under, beside, between, next to, inside, outside, left, right, in front of, behind, 2-dimensional (flat), 3-dimensional (solid)</li> </ul> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify shapes including circle and square, in the environment (KI)</li> <li><input type="checkbox"/> Identify spatial relationships, including in, out, up, down, top, bottom, on and off (KI)</li> <li><input type="checkbox"/> Identify square objects or pictures when given the name (KS)</li> <li><input type="checkbox"/> Identify three-dimensional objects, such as a block (cube) or ball (sphere) (KS)</li> <li><input type="checkbox"/> Identify square shapes in the environment when given the name (KS)</li> <li><input type="checkbox"/> Identify spatial relationships, including on, off, up and down (KS)</li> <li><input type="checkbox"/> Recognize a common object with a two-dimensional shape (KP)</li> <li><input type="checkbox"/> Recognize a common three-dimensional object (KP)</li> <li><input type="checkbox"/> Recognize a movement that reflects a spatial relationship, such as up and down (KP)</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p> |
| <b>Score 1.0</b>  | With help, I know some of 2.0 and 3.0.  |
| <b>Score 0.0</b>  | Even with help, I am unable to understand.  |

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| <b>Topic: Measurement and Data</b>  |  |
| <b>Included Standards: MA.K.G.3.In.a, MA.K.G.3.Su.a, MA.K.3.Pa.a (MACC.K.MD.1.1, MACC.K.MD.1.2)</b> |  |
| <b>Grade: Kindergarten</b>  |  |
| <b>Score 4.0</b>  | <b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  |
| <b>Score 3.0</b>  | <p><b>The student will be able to order objects by measureable attributes.</b></p> <p><b>Performs complex skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare overall size and length of objects and describe using terms, such as big, small, long and short (KI)</li> <li><input type="checkbox"/> Identify size of objects using terms, such as big and little (KS)</li> <li><input type="checkbox"/> Recognize differences in size of objects (KP)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p> |
| <b>Score 2.0</b>  | <p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare, size, length, objects, attribute, measureable, height, big, little, long, short, weight, more of, less of, equal, balanced, longer, shorter, heavier, lighter</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>   |
| <b>Score 1.0</b>  | With help, I know some of 2.0 and 3.0.   |
| <b>Score 0.0</b>  | Even with help, I am unable to understand.   |

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| <b>Topic: Operations and Algebraic Thinking</b>  |   |
| <b>Included Standards: MACC.K.OA.1.4; MACC.K.OA.1.5; MACC.K.OA.1.1; MACC.K.OA.1.2; MACC.K.OA.1.3, MA.K.A.4. In. a, MA.K.A.4. Su.a, MA.K.A.4. In. a</b> |   |
| <b>Grade: Kindergarten</b>   |   |
| <b>Score 4.0</b>   | <b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   |
| <b>Score 3.0</b>   | <p><b>The student will be able to identify repeating patterns of sound, physical movement &amp; objects.</b></p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li>• Match two-element repeating patterns of sounds, physical movements &amp; objects.(I)</li> <li>• Match identical sounds, physical movements, and objects. (S)</li> <li>• Recognize two objects that are identical to each other. (P)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p> |
| <b>Score 2.0</b>   | <p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <p><input type="checkbox"/> match</p> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>  |
| <b>Score 1.0</b>   | With help, I know some of 2.0 and 3.0.  |
| <b>Score 0.0</b>   | Even with help, I am unable to understand.  |