

MATH: Number Sense K.NS.1

Count to at least 100 by ones and tens and count on by one from another number.

Scale Score	Scale	Sample Task
4	The student will be able to count backwards from a given two-digit number, in sequence, to zero.	Oral counting in the backwards sequence from any two-digit number.
3	The student will be able to count to at least 100 by ones and tens and count on by one from any number	Oral counting in the forward sequence from any two-digit number
2	The student will be able to count to 100 by ones and tens.	Oral counting by ones and tens to 100.
1	The student will be able to count to less than 100 by ones and tens.	Oral count, with and without a hundreds chart, by ones and tens to 100.
0	Even with help, no skill of understanding is demonstrated.	

MATH: Number Sense **K.NS.2**

Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Scale Score	Scale	Sample Task
4	The student will be able to write whole numbers above 20 AND represent a number of objects with a written numeral above 20 in a scattered arrangement (K.NS.5).	Students write numerals from 1-100. Given an amount of unifix cubes (31). Have student count the number of cubes and write the numeral. Then, teacher puts the cubes in a circle arrangement and asks the student, "Are there the same amount of cubes now?"
3	The student will be able to write whole numbers from 1 to 20 AND represent a number of objects with a written numeral 1-20.	Have the student count the number of objects and write the numeral. Students write the numbers from 1 to 20.
2	The student will be able to do ONE of the following: write whole numbers from 1 to 20 OR represent a number of objects with a written numeral 1-20. (K.NS.4)	Have the student count the number of objects and write the numeral. Students write the numbers from 1 to 20.
1	The student will be able to do ONE of the following: write whole numbers from 1 to 20 OR represent a number of objects with a written numeral 1-10. (K.NS.4)	Have the students write in the numbers using 1-20 chart. Give students a bag of objects (up to 10). Have them count out the objects and while counting have them write down the numbers.
0	Even with help, no skill of understanding is demonstrated.	

MATH: Number Sense K.NS.3

Find the number that is one more than or one less than any whole number up to 20

Scale Score	Scale	Sample Task
4	The student will be able to count one more on to the given number AND the student will be able to count off by one less than the given number (above 50).	Given a number ask students what number is one more AND one less (50 and above)
3	The student will be able to find the number that is one more than or one less than any whole number up to 20.	Given a number ask students what number is one more AND one less (0-20)
2	The student will be able to count one more on to the given number AND the student will be able to count off by one less than the given number (between 0-10).	Given a number ask students what number is one more AND one less (0-10)
1	The student will be able to count one more on to the given number OR (but not both) the student will be able to count off by one less than the given number (between 0-10).	Given a number ask students what number is one more OR one less (0-10)
0	Even with help, no skill of understanding is demonstrated.	

MATH: Number Sense **K.NS.9**

Use correctly the words for comparison, including: One and many; non, some and all; more and less; most and least; and equal to, more than and less than.

Scale Score	Scale	Sample Task
4	The student will be able to correctly use comparison words when given pictures/objects/numerals greater than 20.	Give students 20 or more objects broken into 3 or more groups. Ask them to compare the groups.
3	The student will be able to use correctly the words for comparison, including: One and many; non, some and all; more and less; most and least; and equal to, more than and less than.	Create at least 3 different ten frames using 10 to 20 numeral cards. Ask students to orally compare the 3 numbers using greater, less, and equal.
2	The student will be able to orally compare the values of two numbers using words for comparison when numbers 1 to 20 are presented as written numerals. (K.NS.8)	Give students 1-20 objects broken into 3 or more groups. Ask them to compare the three groups.
1	The student will be able to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (K.NS.7)	Give students 1-10 objects broken into two groups. Ask them to compare the two groups.
0	Even with help, no skill of understanding is demonstrated.	

MATH: Number Sense **K.NS.11**

Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.

Scale Score	Scale	Sample Task
4	The student will be able to explain in a two-digit number why the ones place is recorded as that number and why the tens place is recorded as that number.	The student will be able to count and record the number of counters (for any two-digit teen number) AND be able to explain how the ones digit and how the tens digit is represented in the counters. For example, if 18 counters are counted and recorded by the student as 18 then point to the 8 and ask the student why the 8 was recorded using their counters (student should move over 8 counters). Similarly, point to the 1 and ask the student why the 1 was recorded using their counters (student should move over 10 counters).
3	The student will be able to develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	Give students 20 cubes. Ask students to show 16 with the cubes. Then, have them show 16 as a group of ten and loose ones. *DO NOT USE BASE TEN BLOCKS
2	The student will be able to circle a group of ten.	Give student 13 cubes and have student show a group of 10.
1	The student will be able to make a group of ten using a ten frame.	Give a ten frame and cubes to the student and have them make a group of ten.
0	Even with help, no skill of understanding is demonstrated.	

MATH: Number Sense **K.CA.2**

Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).

Scale Score	Scale	Sample Task
4	Solve real-world problems that involve addition and subtraction within 20 (e.g., by using objects or drawings to represent the problem).	Student chooses tool: baggie with at least 30 counters or pencil/paper for drawing. Teacher reads aloud real-world problem. For example: addition: I have 14 books. I got 5 more. How many books do I have ? Subtraction: There were 18 books. 5 of them were damaged. How many books are left?
3	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	Student can solve addition AND subtraction problems using fingers, objects, and drawings.
2	The student will be able to use objects, drawings, mental images, and/or sounds to represent addition AND subtraction within 10. (K.CA.1)	Student can successfully complete 2 addition problems AND 2 subtraction problems.
1	The student will be able to use objects, drawings, mental images, and/or sounds to represent addition OR subtraction within 10. (K.CA.1)	Student will be able to do either 1 addition OR 1 subtraction problem.
0	Even with help, no skill of understanding is demonstrated.	

MATH: Computation **K.CA.4**

Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.

Scale Score	Scale	Sample Task
4	The student will be able to find the number that makes 10 when added to the given number for any number from 0 to 10 (e.g., by using objects or drawings), and record the answer with a drawing or an equation).	The student will color BOTH sets of cubes in four different ways and write what two numbers make 10.
3	The student will be able to find the number that makes 10 when added to the given number of any number from 1 to 9 (e.g. by using objects or drawings), and record the answer with a drawing or an equation).	The student will color BOTH sets of cubes to find what number makes 10 when added to the given number. The student will write the number.
2	The student will be able to find the missing addend from part of a given picture.	The student will color ONE set of cubes and write what number makes ten when added to the first number.
1	The student will be able to find the missing addend from a given picture.	The student will write what number makes ten when added to the first number.
0	Even with help, no skill of understanding is demonstrated.	

MATH: Geometry **K.G.1**

Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.

Scale Score	Scale	Sample Task
4	The student will be able to create geometric shapes and objects in a space and apply the positional terms to describe their position relative to each other.	Student creates a picture and uses 4 positional terms to describe it. Teacher can provide a list of positional words.
3	The student will be able to describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, and to the right of.	Students will describe where an object is placed within a picture.
2	The student will be able to match the positional word with the corresponding object in a given picture.	Student will identify where an object is placed. For example, point to the picture/object that is <u>between</u> the table and the chair. Point to the picture/object that is to the left of the ____.
1	The student will be able to follow positional directions using objects or shapes.	Student will identify at least two positions.
0	Even with help, no skill of understanding is demonstrated.	

MATH: Geometry **K.G.2**

Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

Scale Score	Scale	Sample Task
4	The student will be able to use informal language to compare and contrast a 2D shape that is also the face or base of a 3D shape (objects must be given).	Given a square paper cut out and a cube ask the student to explain at least three similarities and at least three differences between the two shapes.
3	The student will be able to compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Provide a bag with 2D cut outs and 3D shapes for each student or groups of students. Listen for the informal language they use to describe the different shapes and their similarities and differences.
2	The student will be able to identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	Provide a bag with 2-D shapes. Students will sort in at least two ways and explain their reasoning (e.g. sort by shape, sort by color, sort by size)
1	The student will be able to identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	Provide a bag with only 2-D shapes. Students will sort in at least one way and explain their reasoning (e.g. sort by shape, sort by color, sort by size).
0	Even with help, no skill of understanding is demonstrated.	