

**NUMBER SENSE AND OPERATIONS**  
**Measurement Topic: Number Sense and Number Systems**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
<b>3.5</b>	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Reading, writing, comparing, ordering, and plotting whole numbers and sets of objects in both numerals and words:           <ul style="list-style-type: none"> <li>○ Reading the number words zero through ten</li> <li>○ Reading and writing whole numbers up to 31</li> <li>○ Comparing and ordering whole numbers up to 31</li> <li>○ Plotting whole numbers up to 31 on a number line</li> <li>○ Modeling and representing whole numbers up to 31 (manipulatives, ten frames, money)</li> <li>○ Comparing sets of objects and identifying when one is equal to, more than, or less than another</li> <li>○ Composing and decomposing numbers from 2 to 10 using objects, diagrams, and numbers (e.g., <math>4 = 2 + 2 = 3 + 1 = 4 + 0</math>)</li> <li>○ Counting and writing the number of items in a set</li> <li>○ Creating sets of a given number (up to 30)</li> <li>○ Correctly using the words one/many, none/some/all, more than/less than/same, and most/least</li> </ul> </li> <li>• Explaining the place value relationships of whole numbers:           <ul style="list-style-type: none"> <li>○ Identifying the number of tens and ones in numbers up to 30</li> <li>○ Describing the meaning of zero in the place value system</li> </ul> </li> <li>• Describing and using ordinal numbers (first to tenth)</li> <li>• Counting forward and backward:           <ul style="list-style-type: none"> <li>○ Counting by 1's to 100</li> <li>○ Counting to 30 by 2's, 5's and to 100 by 10's</li> <li>○ Counting backwards from 10</li> </ul> </li> <li>• Recognizing small quantities (up to 5) without counting (subitizing)</li> <li>• Using one-to-one correspondence to identify and create sets of equal size</li> <li>• Recognizing when a figure is divided into equal parts</li> <li>• Identifying and modeling one half of a figure</li> </ul>

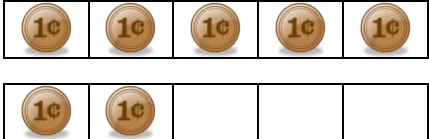

<b>2.5</b>	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Number line</li> <li>○ Zero</li> <li>○ Less than / greater than</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing one more than or one less than a given whole number</li> <li>○ Recognizing the number of tens and ones in whole numbers (up to 100)</li> <li>○ (a, b, c, d, e, f, g) – b is second, f is fifth</li> <li>○ Counting from 10 to 20 by 2's would be 10, 12, 14, 16, 18, 20</li> <li>○ Recognizing a figure is divided into parts</li> <li>○ Identifying one half of a figure</li> </ul> </li> </ul>
<b>1.5</b>	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
<b>0.5</b>	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**NUMBER SENSE AND OPERATIONS**  
**Measurement Topic: Addition and Subtraction**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Representing addition by joining sets and counting on</li> <li>• Representing subtraction by removing objects from sets and comparing sets</li> <li>• Writing and modeling addition and subtraction sentences for numbers less than 10</li> <li>• Adding and subtracting whole numbers (sums to 10)</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Addition</li> <li>○ Subtraction</li> <li>○ Counting on</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:             <ul style="list-style-type: none"> <li>○ 1, 2, 3 is an example of counting forward</li> <li>○ The following example shows 5 – 3 by removing objects from a set</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <li>○ The following example shows 4 + 2</li> </li></ul> <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <li>○ 7 – 3 =</li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**NUMBER SENSE AND OPERATIONS**  
**Measurement Topic: Operations, Computations, and Estimation**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Estimating the number in a collection to 10 and comparing to actual quantity</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Guess</li> <li>○ Same</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Estimating the number in a collection to 5 and comparing to actual quantity</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**ALGEBRA AND FUNCTIONS**  
**Measurement Topic: Basic Patterns**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Copying, creating, and extending simple patterns (rhythmic, movement, color, shape)</li> <li>• Translating patterns from one medium to another (e.g., red, blue, blue to circle, square, square)</li> <li>• Identifying and describing patterns (e.g., AB, AAB, ABAABAAAB)</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Pattern</li> <li>○ Model</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Identifying red, blue, red, blue, red as a pattern</li> <li>○ Recognizing patterns that are the same but in different mediums</li> <li>○ Identifying an AB pattern</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**GEOMETRY**  
**Measurement Topic: Lines, Angles, and Geometric Objects**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Arranging, comparing, classifying, and sorting objects:           <ul style="list-style-type: none"> <li>○ Arranging, classifying, and sorting objects by their attributes (e.g., color, shape, size, number of vertices, position)</li> <li>○ Identifying how objects were sorted and creating new rules for sorting</li> <li>○ Comparing and contrasting objects</li> <li>○ Modeling and using positional vocabulary (e.g., inside, outside, above, below, between, before, after, left, right, top, middle, bottom)</li> </ul> </li> <li>• Identifying and describing circles, triangles, rectangles, and squares</li> <li>• Identifying and describing three-dimensional figures:           <ul style="list-style-type: none"> <li>○ Identifying and describing cylinders, cones, rectangular prisms, cubes, pyramids, and spheres</li> <li>○ Identifying the faces of three-dimensional figures (e.g., circle is the face of a cylinder)</li> </ul> </li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Inside</li> <li>○ Left</li> <li>○ Cylinder</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Identifying an object on the left side of a page</li> <li>○ Recognizing basic two-dimensional figures</li> <li>○ Recognizing basic three-dimensional figures</li> </ul> </li> </ul>
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**GEOMETRY**  
**Measurement Topic: Transformations, Congruency, and Similarity**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Relating familiar two- and three-dimensional geometric figures to objects in the environment (e.g., ball/sphere, box/cube)</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Above</li> <li>○ Below</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ A basketball is a sphere</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**MEASUREMENT**  
**Measurement Topic: Measurement Systems**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

4.0	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Measuring length using nonstandard units</li> <li>• Comparing and ordering objects of different length, weight, capacity, and temperature</li> <li>• Identifying the tools to measure length, weight, capacity, and temperature</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Longer / shorter</li> <li>○ Heavier / lighter</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Some objects weigh more than others</li> <li>○ Identifying a ruler</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**MEASUREMENT**  
**Measurement Topic: Time, Temperature, and Money**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Telling time to the nearest hour using digital and analog clocks</li> <li>• Applying the basic concepts of time:           <ul style="list-style-type: none"> <li>○ Sequencing events in the order which they occur</li> <li>○ Naming the days of the week, months of the year, and seasons in order</li> <li>○ Describing the relationship between common times: morning, noon, afternoon, evening, today, tomorrow, yesterday, week, month, year</li> </ul> </li> <li>• Determining the value of a collection of coins (pennies, nickels, and dimes)</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Nickel</li> <li>○ Month</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Identifying and using the tools and units to measure time</li> <li>○ Tuesday is after Monday</li> <li>○ Identifying and stating the value of a penny, nickel, and dime</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**DATA ANALYSIS AND PROBABILITY**  
**Measurement Topic: Data Organization and Interpretation**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Collecting and organizing data in response to questions posed by students and teachers</li> <li>• Constructing and interpreting simple pictographs:           <ul style="list-style-type: none"> <li>○ Constructing and interpreting concrete pictographs (e.g., made with shoes)</li> <li>○ Constructing and interpreting pictographs where one picture represents 1 or 2</li> </ul> </li> <li>• Constructing and interpreting vertical bar graphs</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Least</li> <li>○ Most</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Organizing data helps to better understand the information</li> <li>○ Recognizing least, most, greater, less, and equal amounts from pictographs</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**PROBLEM SOLVING**  
**Measurement Topic: Strategies and Reasoning**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Selecting and applying appropriate strategies to solve problems individually or as a group (e.g., organized lists, charts, modeling with pictures or manipulatives, and informal counting strategies)</li> <li>• Determining the approach, materials, and strategies to use in solving problems</li> <li>• Explaining and using the connections between two problems</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Manipulatives</li> <li>○ Organized List</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing examples of different problem solving strategies</li> <li>○ Recognizing examples of appropriate materials for solving a given problem</li> <li>○ Recognizing examples of using connections between two problems</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**PROBLEM SOLVING**  
**Measurement Topic: Validity of Results**  
 Kindergarten

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Making precise calculations and checking the validity of the results in context of the problem</li> <li>• Explaining and justifying the reasoning and strategies used to solve a problem</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Checking</li> <li>○ Calculations</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing correct calculations and basic ways to check for validity</li> <li>○ Recognizing basic ways to solve a problem</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements