

Priority Standard: K.CC.1 Skill: Count to 100 by ones and tens. Topic: Number names and count sequence		SUBJECT: Math	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>count beyond 100 by ones and tens</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>count beyond 100 by ones and tens</li> </ul>	<ul style="list-style-type: none"> <li>Build numbers to 100.</li> <li>Count beyond 100 by ones and tens.</li> <li>Illustrate numbers to 100 on a chart by ones and tens in rows</li> <li>Count and design objects to 100 on a chart by ones and tens in rows.</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>performance skill assessment</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>count to 100 by ones and by tens</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>count to 100 by ones and tens</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Whole group, small group, partners, individually</li> <li>Counting songs (rapping, ten little Indians)</li> <li>Counting games (round robin, toss and catch)</li> <li>Body movements (marching, lifting weights, clapping, jumping)</li> <li>Abacus</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>performance skill assessment</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>count, number, ones, tens</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>count in small steps by ones (0-5, 0-10, 0-20, 0-30, 0-40, 0-50, 0-60, 0-70, 0-80, 0-90)</li> <li>count in small steps by tens (10, 20, 30, 40, 50, 60, 70, 80, 90)</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Counting song/rhymes</li> <li>Echo counting (my turn, your turn) to the students' "known" number</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>performance skill assessment</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p> <p><b>With help, the student will:</b></p> <ul style="list-style-type: none"> <li>complete some of the task at level 2 as needed</li> </ul>		

Priority Standard: K.NBT.1:	SUBJECT: Math	GRADE: Kindergarten
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<b>Skill:</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ) understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, and nine ones. <b>Topic:</b> Place Value			
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>The student will:</b> <ul style="list-style-type: none"> <li>compose and decompose numbers greater than 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>put together and break apart a number greater than 19 and into tens and ones, and write the number sentence and explain the process of compose and decompose</li> </ul>	<ul style="list-style-type: none"> <li>Compose decompose numbers beyond 19 into tens and further ones by using tens frames, a number bond, base ten and ones blocks, a t-chart, or number families, and record the equation by drawing or writing.</li> </ul>	<ul style="list-style-type: none"> <li>obtrusive</li> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; extended written response, personal communication)</li> <li>reasoning proficiency</li> <li>the ability to create products</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>put together (compose) numbers from 11 to 19 into ten ones and further ones</li> <li>break apart (decompose) numbers from 11 to 19 into ten ones and further ones</li> <li>write the number sentence or show the drawing</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>Compose numbers from 11 to 19 into tens and further ones by using tens frames, a number bond, base ten and ones blocks, a t-chart, or number families, and record the equation by drawing or writing.</li> </ul>	<ul style="list-style-type: none"> <li>obtrusive</li> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; extended written response, personal communication)</li> <li>reasoning proficiency</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <b>The student will:</b> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>compose, composition, decompose, decomposition, equation, number, ones, tens, record</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>break apart numbers (less than or equal to 10) in more than one way (for example, using objects, drawings) and record using a drawing or equation (OA3)</li> <li>put together a number that makes 10 when added to any number from one to 10 (for example, using objects or drawings) and record the answer with a drawing or equation (OA4)</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>Compose numbers less than or equal to 10 using tens frames, a number bond, base ten and ones blocks, a t-chart, or number families, and record the equation by drawing or writing.</li> </ul>	<ul style="list-style-type: none"> <li>obtrusive</li> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; extended written response, personal communication)</li> <li>reasoning proficiency</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<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 help, the student will:</b> complete some of the tasks at level as needed		

Priority Standard: K.CC.3 Skill: Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Topic: Number Names and Count Sequence		SUBJECT: Math	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)

<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  <b>The student will:</b> <ul style="list-style-type: none"> <li>write numbers from 0-20 and beyond. Represent a number of objects with a written numeral 0-20 and beyond</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>write, collect, display and show numbers 0-20 and beyond</li> </ul>		<ul style="list-style-type: none"> <li>Write numerals in sequential order beyond 20.</li> <li>Show the numeral after counting a set of objects beyond 20.</li> <li>Write the numeral after counting a set of objects beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; extended written response, personal communication)</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>write and show numbers 0-20</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Write numerals in sequential order.</li> <li>Show the numeral after counting a set of objects.</li> <li>Write the numeral after counting a set of objects.</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>performance skill assessment</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>  <b>The student will:</b> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>count, number, numeral, ones, sequence, sets, groups, quantity</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>write numbers in small steps (0-5, 0-10, 0-15, 0-19)</li> <li>count to 20 by ones</li> <li>Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.4) <ul style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (0-20)</li> <li>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> </ul> </li> <li>Count to answer “how many?” questions about as many as 20 things, arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration, given a number from 1-20, count out that many objects (K.CC.5)</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Write “known” numerals in sequential order.</li> <li>Counting songs (poems, rapping, ten little Indians) and games (round robin, toss and catch with a ball)</li> <li>Body movements (marching, lifting weights, clapping, jumping)</li> <li>Abacus</li> <li>Rekenrek</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>performance skill assessment</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<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 help, the student will:</b>			

	<ul style="list-style-type: none"> <li>complete some of the tasks at the level 2</li> </ul>		
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Priority Standard: K.CC.7 Skill: Compare two numbers between 1 and 10 presented as written numerals Topic: Compare numbers		SUBJECT: Math	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  <b>The student will:</b> <ul style="list-style-type: none"> <li>Compare two numbers using &gt;, &lt;, and = symbols.</li> <li>compare two numbers beyond 10 presented as written numerals.</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>compare two numbers using &gt;, &lt;, and = symbols.</li> <li>tell which number is greater, less than, or equal to beyond 10.</li> </ul>	<ul style="list-style-type: none"> <li>Create and compare two sets of numerals beyond 10 as greater than, less than or equal to</li> <li>War (card game)</li> <li>flash cards</li> <li>Dice games</li> <li>Dominos</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; personal communication)</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Compare two numbers between 1 and 10 presented as written numerals</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>tell which number is greater, less than, or equal between 0-10.</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>Compare two sets of numerals as greater than, less than, or equal to within 10</li> <li>War (card game)</li> <li>flash cards</li> <li>Dice games</li> <li>Dominos</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student-generated</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; personal communication)</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>  <b>The student will:</b>	<ul style="list-style-type: none"> <li>Count objects and show (point, circle, or tell) which is greater than, less than, or equal to within 10</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student-generated</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>○ greater than, more, bigger, less than, less, smaller, equal to, same, matching, number, numeral, set, quantity</li> </ul> </li> <li>● <b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>○ Understand the relationship between numbers and quantities; connect counting to cardinality (K.CC.4) <ul style="list-style-type: none"> <li>▪ when counting objects, say the number names in the standard order, pairing each object with one and only number name and each number name with one and only one object. (0-20)</li> <li>▪ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> </ul> </li> <li>○ identify sets of objects to another set of objects using matching and counting strategies such as: greater than, less than, equal to (K.CC.6)</li> <li>○ telling which number is greater.</li> <li>○ telling which number is less.</li> <li>○ telling if two numbers are equal.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● War (card game)</li> <li>● flash cards</li> <li>● Dice games</li> <li>● Dominos</li> </ul>	<ul style="list-style-type: none"> <li>● CFA</li> <li>● performance skill assessment</li> <li>● knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; personal communication)</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p> <p><b>With help, the student will:</b></p> <ul style="list-style-type: none"> <li>● complete some of the tasks at the level 2</li> </ul>		

<b>Priority Standard: K.OA.2</b> <b>Skill:</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawings to represent the problem. <b>Topic:</b> Addition and Subtraction Word Problems		<b>SUBJECT:</b> Math	<b>GRADE:</b> Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>The student will:</b> <ul style="list-style-type: none"> <li>create/solve addition and subtraction word problems beyond 10.</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>solve addition and subtraction word problems beyond 10.</li> <li>create and solve addition and subtraction word problems.</li> </ul>	<ul style="list-style-type: none"> <li>Number Strings</li> <li>Be the Teacher-facilitate creating problems with peers</li> <li>Role playing</li> </ul>	<ul style="list-style-type: none"> <li>obtrusive</li> <li>CFA</li> <li>Student generated</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; personal communication)</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawings to represent the problem.</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>solve addition and subtraction word problems.</li> <li>solve addition and subtraction within 10.</li> </ul>	<ul style="list-style-type: none"> <li>Look and Talk - show a picture to tell a story</li> <li>Role playing</li> <li>Number strings</li> </ul>	<ul style="list-style-type: none"> <li>obtrusive</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; personal communication)</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <b>The student will:</b> <ul style="list-style-type: none"> <li><b>Recognize or recall terminology such as:</b> <ul style="list-style-type: none"> <li>put together, plus, add, addition, all together, in all, sum, equal</li> <li>take away, minus, subtract, subtraction, how many left, difference, equation, word problems, represent, explanation, mental image, verbal</li> <li>Recognize symbols such as +,-,=</li> </ul> </li> <li><b>Perform basic processes, such as:</b></li> </ul>	<ul style="list-style-type: none"> <li>Identity +, -, and = symbols by saying or choosing the correct symbol when dictated by teacher.</li> <li>Illustrate objects from an addition story problem dictated by the teacher and solve within 10.</li> <li>Illustrate objects from a subtraction story problem dictated by the teacher and solve within 10</li> </ul>	<ul style="list-style-type: none"> <li>obtrusive</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank; personal communication)</li> </ul>

	<ul style="list-style-type: none"><li>○ Add and subtract using objects, fingers, drawings, sounds, actions, words, expressions or equations (K.OA.1)</li><li>○ Understand the relationship between numbers and quantities; connect counting to cardinality (K.CC.4)<ul style="list-style-type: none"><li>▪ when counting objects, say the number names in the standard order, pairing each object with one and only number name and each number name with one and only one object. (0-20)</li><li>▪ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li></ul></li></ul>		
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p> <p><b>With help, the student will:</b></p> <ul style="list-style-type: none"><li>● complete some of the tasks at the level 2</li></ul>		



PSST: K.OA.5 Skill: Fluently add and subtract within 5 Topic: Addition and Subtraction		SUBJECT: Math	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>fluently add and subtract beyond 5.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>fluently add and subtract beyond 5.</li> </ul>	<ul style="list-style-type: none"> <li>Salute! (card game: two students place 2 playing cards on their forehead and take turns telling the sum or difference of the numbers)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank)</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>fluently add and subtract within 5.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>quickly (fluently) add and subtract within 5.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Salute! (card game: two students place a playing card on each of their foreheads and take turns telling the sum or difference of the two numbers)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank)</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>put together, plus, add, addition, all together, in all, sum, equal</li> <li>take away, minus, subtract, subtraction, how many left, difference, equation</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>recognize symbols such as +, -, and =</li> <li>show addition (e.g., using objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions, or equations) (OA1)</li> <li>decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Buddy Hands</li> <li>Unifix cubes</li> <li>Counters, bears</li> <li>ten frames, number bonds</li> <li>Dice</li> <li>Dominos</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank)</li> <li>personal communication (e.g., questions, oral examination, interviews,</li> </ul>

	<p>or equation (e.g., <math>5=2+3</math> and <math>5=4+1</math>) (OA3)</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		conferences, conversations, journal/logs)
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>		
<b>1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p> <p><b>With help, the student will:</b></p> <ul style="list-style-type: none"> <li>complete some of the task at level 2 as needed</li> </ul>		

PSST: K.G.4 Skill: Analyze and 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). Topic: Analyze and compare 2 and 3-dimensional shapes		SUBJECT: Math	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)

<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>construct and compare two- and three-dimensional shapes</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>build (construct) and compare flat (2-D) and solid (3-D) shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Build structures using flat and solid shapes</li> <li>Show and Tell</li> <li>Find the Difference</li> <li>Pattern blocks</li> <li>Tangram</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank)</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<p><b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>analyze and 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).</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>describe and compare flat (2-D) and solid (3-D) shapes.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>songs</li> <li>toothpicks, Play-doh</li> <li>popsicle sticks</li> <li>geoboard</li> <li>flash cards</li> <li>matching</li> <li>"I Spy"</li> <li>Find the difference</li> <li>Show and Tell</li> <li>Pattern blocks</li> <li>Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank)</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<p><b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>shape,, plane, side, corner, vertices, faces, size, orientation, flat, two-dimensional, square, circle, triangle, rectangle, oval, rhombus, hexagon</li> <li>solid, three-dimensional, cube, cone, cylinder, sphere</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>name flat and solid shapes (K.G2)</li> <li>tell if a shape is flat or solid (K.G3)</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>songs</li> <li>toothpicks, Play-doh</li> <li>popsicle sticks</li> <li>geoboard</li> <li>flash cards</li> <li>matching</li> <li>"I Spy"</li> <li>Find the difference</li> <li>Show and Tell</li> <li>Pattern blocks</li> <li>Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>CFA</li> <li>performance skill assessment</li> <li>knowledge mastery (e.g., selected response: multiple choice, t/f, matching, fill-in-the-blank)</li> <li>personal communication (e.g., questions, oral examination, interviews, conferences, conversations, journal/logs)</li> </ul>
	<p><b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>		
<b>1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p> <p><b>With help, the student will:</b></p> <ul style="list-style-type: none"> <li>complete some of the task at level 2 as needed</li> </ul>		