Proficiency Scales

Mathematics KINDERGARTEN 2020

SOUTHWESTERN UNION EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

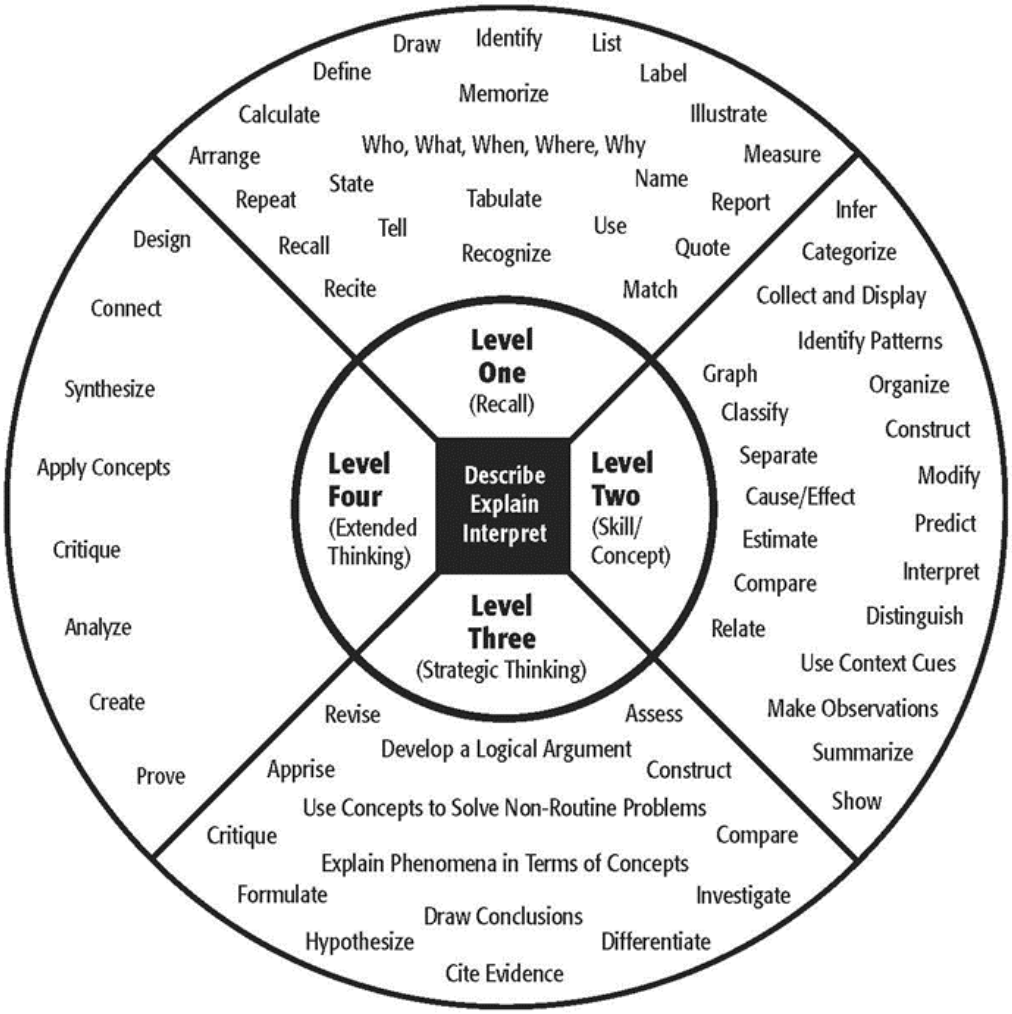
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for math.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

ESSENTIAL QUESTIONS AND BIG IDEAS for MATH DOMAINS

Numbers and Operations

Essential Question: What do numbers represent and how do they help us to understand God's world?

Big Idea: Numbers represent an amount that helps us order and compare things in God's world.

Operations and Algebraic Thinking

Essential Question: How can simple math operations be used to explain God's creative power?

Big Idea: Addition and subtraction help us to understand God's desire to create and recreate.

Measurement

Essential Question: How does measurement help us discover God's creative design?

Big Idea: Measurement allows us to accurately describe the things that God has created.

Geometry

Essential Question: How does learning about shapes and their parts help us appreciate God's creation?

Big Idea: Shapes and their parts help us appreciate the beauty and order in everything God has designed.

Data Analysis, Statistics, and Probability

Essential Question: How can we collect and use information in a way that reflects God's orderly creation?

Big Idea: Information from God's vast creation can be measured, recorded, and displayed to assist in understanding and decision making.

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Numbers**	Grade: **K**

Standard: K.NO.1 Know number names and count up to 100 by ones and tens (K.CC.1,2)

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 100 *(e.g., count from 10-30, from 49-59, from 72-96 by ones; count from 10-100, 20-60, 50-100 by tens)* **DOK 1** **I can begin with any number and count up to 100 by ones and tens.**	
	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 vocabulary such as: • *Count, forward, number, ones, sequence, tens* The student will perform basic processes, such as: • Explain that when counting by ones the next number in the sequence is one more; when counting by tens the next number in the sequence is ten more • Count to 100 by ones and tens	
	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	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Numbers**	Grade: **K**

Standard: K.NO.2 Read and write numbers 0 to 20 (K.CC.3)

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: • Represent a number of objects between 0 and 20 with a written numeral, with 0 representing a count of no objects *(e.g., after counting a set of objects between 0 and 20, write the numeral that represents the quantity)* **DOK 2** **I can count and write the numeral for a set of objects between 0 and 20.**	
	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 vocabulary such as: • *Count, number, numeral, order, quantity, set, symbol* The student will perform basic processes, such as: • Explain that the numeral symbol represents a quantity • Read and write numbers from 0 to 20 *(e.g., write the numbers 0 to 20 in the correct order, and write the numeral associated with a given spoken number name from 0 to 20)*	
	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	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Numbers**	Grade: **K**

Standard: K.NO.3 Count to tell the number of objects and be able to represent as a written numeral (K.CC.4,5)

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 *(e.g., count 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)* **DOK 2** **I can count to tell the number of objects up to 20.** • Given a number from 1 to 20, count out that many objects *(e.g., when given a set of 20 objects, count out 14 of the objects)* **DOK 2** **I can count out a set of objects when given a number from 1 to 20.**	
	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 vocabulary such as: • *Count, larger, last, number, number name, pairing, quantity, standard order* The student will perform basic processes, such as: • Say the number names in standard order • Count objects by pairing one object with one number name *(e.g., when given a set of objects, touch each object and say the number name while counting)* • Explain that the last number name said tells the number of objects counted • Explain that the number of objects is the same regardless of their arrangement or the order in which they were counted • Explain that each successive number name refers to a quantity that is one larger	
	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	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Numbers**	Grade: **K**

Standard: K.NO.4 Compare number of objects between groups; compare written numerals between 1 and 10 (K.CC.6,7)

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 1 and 10 presented as written numerals *(e.g., when given two numerals, determine whether the first number is greater than, less than, or equal to the second number)* **DOK 2** **I can compare two written numerals between 1 and 10.**	
	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 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: • Explain that the terms *greater than, less than,* and *equal to* can be used when comparing objects and numerals • Identify sets of objects as greater than, less than, or equal to another set of objects using matching and counting strategies *(e.g., given a set of triangles and a set of squares, determine whether the set of triangles is greater than, less than, or equal to the set of squares by matching or counting the number of objects in each 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

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Place Value**	Grade: **K**

Standard: K.NO.5 Begin to organize objects up to 19 into groups of tens and ones (K.NBT.1; K.OA.3,4)

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 using objects or drawings, and record the answer using a drawing or equation *(e.g., when given ten ones and further ones, compose the resulting number)* **DOK 2** **I can make numbers from 11 to 19 by telling how many tens and ones are in the number.** • Decompose numbers from 11 to 19 into ten ones and further ones using objects or drawings, and record the answer using a drawing or equation *(e.g., when given the numbers 12, 15, and 18, decompose each number into a set of 10 and an additional set of ones)* **DOK 2** **I can take apart numbers from 11 to 19 by telling how many tens and ones are in the number.**	
	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 vocabulary such as: • *Add, compose, decompose, equation, number, ones, record* The student will perform basic processes, such as: • Explain that there is more than one way to compose or decompose a number • Decompose numbers less than or equal to 10 in more than one way using objects or drawings, and record the answer using a drawing or equation *(e.g., 5 = 2 + 3 and 5 = 4 + 1)* • Find the number that makes 10 when added to any number from 1 to 10 using objects or drawings, and record the answer with a drawing or equation *(e.g., John has 6 beans. How many more beans does he need to have 10 beans?)* • Explain that the numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones	
	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	

Subject: **Math**	Domain: **Operations and Algebraic Thinking** Strand: **Addition**	Grade: **K**
Standards: K.OAT.1 Understand addition as putting together and adding to (K.OA.1,2) K.OAT.2 Represent and solve addition word problems within 10; fluently add within 5 (K.OA.5)		
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 problems within 10 *(e.g., when given the problems 4 + 2 = ___, "three plus five more," and "If two bunnies are sitting on the grass and five more hop there, how many bunnies are on the grass now?," calculate the sums using objects or drawings to represent problems)* **DOK 2** **I can add numbers up to 10 by using objects or a drawing to show the problem.** • Fluently add within 5 *(e.g., when given addition problems, calculate the sums without the aid of objects or drawings)* **DOK 1** **I can add numbers up to 5 without using objects or drawings.**	
	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 vocabulary such as: • *Add, adding to, addition, counting sequence, equation, explanation, expression, mental image, putting together, represent, verbal* The student will perform basic processes, such as: • Recognize symbols, such as + and = • Explain that adding 1 results in the next number in a counting sequence • Explain that adding 0 results in the same number • Explain that "putting together" and "adding to" refer to addition *(e.g., recognize that "If two bunnies are sitting on the grass and five more hop there, how many bunnies are on the grass now?" and "If three red apples and six green apples are sitting on the table, how many apples are there?" refer to addition)* • Represent addition problems (*e.g., use objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions, or equations to represent the problem "If three red apples and six green apples are sitting on the table, how many apples are there?)*	

	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	

Subject: **Math**	Domain: **Operations and Algebraic Thinking** Strand: **Subtraction**	Grade: **K**

Standards: K.OAT.3 Understand subtraction as taking apart and taking from (K.OA.1,2)
K.OAT.4 Represent and solve subtraction word problems within 10; fluently subtract within 5 (K.OA.5)

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 subtraction problems within 10 *(e.g., when given the problems 8 – 5 = ___, "start with six and then take away four," and "If there are seven apples on the table and then someone eats three of them, how many apples are left over?," calculate the differences using objects or drawings to represent problems)* **DOK 2** **I can subtract numbers up to 10 by using objects or a drawing to show the problem.** • Fluently subtract within 5 *(e.g., when given subtraction problems, calculate the differences without the aid of objects or drawings)* **DOK 1** **I can subtract numbers up to 5 without using objects or drawings.**	
	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 vocabulary such as: • *Counting sequence, equation, explanation, expression, mental image, putting together, represent, subtract, subtracting, subtraction, taking apart, taking from, verbal* The student will perform basic processes, such as: • Recognize symbols, such as – and = • Explain that subtracting 1 results in the previous number in a counting sequence • Explain that subtracting 0 results in the same number • Explain 0 is the number of items left when all the objects in a set are taken away • Explain that "taking apart" and "taking from" refer to subtraction *(e.g., recognize that "If there are seven apples on the table and then someone eats three of them, how many apples are left over?" and "If there are eight apples on the table, and if six of the apples are red and the rest are green, how many green apples are there?" refer to subtraction)*	

	• Represent subtraction problems (e.*g., use objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions, or equations to represent the problem "If there are seven apples on the table and then someone eats three of them, how many apples are left over?")*	
	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	

Subject: **Math**	Domain: **Measurement** Strand: **Measurement**	Grade: **K**

Standard: K.M.1 Describe and compare measurable attributes of objects, such as length or weight (K.MD.1,2)

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 measurable attribute in common *(e.g., directly compare the heights of two children and describe one child as taller/shorter)* **DOK 2** **I can compare and describe a measurable attribute that two objects have in common.**	
	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 vocabulary such as: • *Attribute, common, compare, length, less of, measure, more of, weight* The student will perform basic processes, such as: • Explain that objects are measured using different attributes *(e.g., length, weight)* • Describe several measurable attributes of an object, such as length and weight *(e.g., describe a bowling ball as "big and heavy," and a feather as "light and long")* • Explain that one object may have "more of" or "less of" an attribute than another object	
	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

Subject: **Math**	Domain: **Measurement** Strand: **Measurement**	Grade: **K**

Standard: K.M.2 Understand that thermometers are used to measure temperature

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: • Recognize hot and cold temperatures on a thermometer *(e.g., given two thermometers, one showing 32˚ F or lower and one showing 80˚ F or higher, identify which thermometer is showing a "cold" temperature and which is showing a "hot" temperature)* **DOK 2** **I can recognize hot and cold temperatures on a thermometer.**	
	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 vocabulary such as: • *Measure, temperature, thermometer* The student will perform basic processes, such as: • Explain that thermometers are tools to measure temperature • Explain that the hotter the temperature, the higher the number on a thermometer; the colder the temperature, the lower the number on a thermometer	
	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	

Subject: **Math**	Domain: **Measurement** Strand: **Time**	Grade: **K**

Standard: K.M.3 Order a sequence of events by time (e.g., before, after, morning, night, seasons)

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: • Order a sequence of events by time *(e.g., when given pictures of events that happen during the school day, place them in the order in which they happen)* **DOK 2** **I can place events in the order in which they happen.**	
	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 vocabulary such as: • *After, before, logical, order, sequence, time* The student will perform basic processes, such as: • Explain that sequencing is putting events into a logical order • Identify something that happened before an event and something that happened after an event *(e.g., identify what happened before lunch and what happened after lunch)*	
	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	

Subject: **Math**	Domain: **Measurement** Strand: **Time**	Grade: **K**

Standard: K.M.4 Understand that clocks and calendars are used to measure time

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: • Show that a clock is used to measure time *(e.g., use a visual schedule marked on the clock to show the passage of time in the day)* **DOK 2** **I can show that a clock is used to measure time.** • Show that a calendar is used to measure time *(e.g., maintain a classroom calendar to keep track of days, weeks, and months)* **DOK 2** **I can show that a calendar is used to measure time.**	
	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 vocabulary such as: • *Calendar, clock, duration, interval, measure, time* The student will perform basic processes, such as: • Explain that clocks and calendars are used to measure the duration of events or the intervals between them	
	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	

Subject: **Math**	Domain: **Geometry** Strand: **Shapes**	Grade: **K**

Standard: K.GEO.1 Identify, describe, analyze, and compare two- and three-dimensional shapes (regardless of size or orientation) by size, color, and shape; describe relative positions of objects (e.g., above, beside, behind, nearer, farther) (K.G.1,2,3,4)

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-dimensional shapes by their attributes *(e.g., when given a set of squares, circles, triangles, rectangles, and hexagons, identify each shape, describe the attributes of each, and identify the similarities and differences in the attributes of the different shapes)* **DOK 3** **I can compare two-dimensional shapes by their attributes.** • Analyze and compare a variety of three-dimensional shapes by their attributes *(e.g., when given a set of cubes, cones, cylinders, and spheres, identify each shape, describe the attributes of each, and identify the similarities and differences in the attributes of the different shapes)* **DOK 3** **I can compare three-dimensional shapes by their attributes.**	
	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 vocabulary such as: • *Analyze, attribute, circle, compare, cone, corner, cube, cylinder, difference, hexagon, number, part, rectangle, shape, side, similarity, sphere, square, three dimensional, triangle, two dimensional* The student will perform basic processes, such as: • Use the names of shapes to describe objects in the environment • Describe the relative positions of objects (*e.g., using terms such as above, below, beside, in front of, behind, next to)* • Name shapes regardless of orientation or size *(e.g., square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere)* • Identify shapes as two dimensional (lying in plane, “flat”) or three dimensional (“solid”) • Identify attributes of two- and three-dimensional shapes *(e.g., parts such as number of sides and vertices/”corners,” and other attributes such as having sides of equal length)*	

	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	

Subject: **Math**	Domain: **Geometry** Strand: **Shapes**	Grade: **K**

Standard: K.GEO.2 Create two- and three-dimensional shapes by building or drawing; compose simple shapes to form larger shapes (K.G.5,6)

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., join two triangles with full sides touching to make a rectangle)* **DOK 3** **I can join simple shapes to make larger shapes.**	
	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 vocabulary such as: • *Build, compose, larger, model, rectangle, shape, triangle* The student will perform basic processes, such as: • Model shapes in the world by drawing them or building them from components *(e.g., use drawings, pattern blocks, building blocks, or other manipulatives to model the layout and furnishings of a classroom)*	
	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	

Subject: **Math**	Domain: **Data Analysis, Statistics, and Probability** Strand: **Data**	**G**rade: **K**

Standard: K.DSP.1 Classify objects into given categories; count the number of objects in each category and sort the categories by count up to 10 (K.MD.3)

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 objects into given categories and count the number of objects in each category within 10 *(e.g., when given a variety of buttons, sort and count the buttons by color, size, or the number of holes)* **DOK 2** **I can sort objects into categories and count the number of objects in each category.**	
	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 vocabulary such as: • *Category, classify, count, sort* The student will perform basic processes, such as: • Explain that groups of objects can be classified in multiple ways and counted • Explain that classifying objects is the process of sorting them into categories and naming the categories • Recognize the appropriate category for an object when given options *(e.g., when given a variety of shapes, sort the shapes by color or shape)*	
	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	