

Domain: Counting and Cardinality										
Indicator	Standard	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed			
Count to 100 by ones and by tens (including counting forward from any given number) GKIDS	CC.1 CC.2	Student counts correctly by ones to a number between 0 and 49, or student does not attempt to count by ones or tens correctly.	Students can count by ones and tens to at least 50	Student consistently and independently counts to 100 correctly, by ones and tens, including counting forward and backward from any given number.	Student consistently and independently counts to 200 correctly, by ones and tens, including counting forward and backward from any given number.	Unit 1 – Informal Check 2 <u>See CC Assessment</u> <u>Folder</u>	Q1* Q2, Q3, Q4			
Write and represent the number of objects using numerals from 0 to 20. GKIDS	CC.3	Student writes and represents the number of objects using numerals correctly from 0-10, or student does not write or represent the number of objects.	Student writes and represents the number of objects using numerals correctly from 11-19.	Student consistently writes and represents the number of objects using numerals correctly from 0-20.	Student consistently writes and represents the number of objects using numerals to 50 or more	See CC Assessment Folder	Q1* Q2, Q3, Q4			
Count to tell the number of objects from any given number (including pennies within 20) and express the last number as the total	CC.4 CC.5	Student counts 0-10 objects correctly, or student does not count objects, or does not count in sequence.	Student inconsistently demonstrates his/ her ability to count to answer "how many" questions about as many as 11-19 things (including pennies) arranged in a line, a rectangular array, or a circle, or as many as 11- 19 things in a scattered configuration.	Student can count to answer "how many" questions about as many as 20 things (including pennies) arranged in a line, a rectangular array, or a circle, or as many as 20 things in a scattered configuration.	Student consistently counts to answer "how many" questions about as many as 50 things (including pennies) arranged in a line, a rectangular array, or a circle, or as many as 25 things in a scattered configuration.	See CC Assessment Folder	Q2* Q3, Q4			
Compare objects and numerals as greater than, less than, or equal to	CC.6 CC.7	Student compares sets and/or numerals between 1 and 10 in only one way (equal to, more than, or less than the other), or student does not compare sets of objects.	Student compares sets and/or numerals between 1 and 10 in two ways (equal to, more than, or less than the other).	Student consistently compares sets and numerals between 1 and 10 in 3 ways (equal to, more than, and less than the other).	Student consistently compares sets and numerals between 1 and 100 in 3 ways (equal to, more than, and less than the other).	See CC Assessment Folder	Q2* Q3, Q4			



Domain: Numbers and O	perations in	Base Ten					
Indicator	Standard	1 – Beginner	2 – Developing	3 – Proficient	4 – Distinguished	Evidence	Assessed
		Learner/Emerging	Learner/Progressing	Learner/Meets the	Learner/Exceeds the		
				Standard	Standard		
Put together and take	NBT.1	Student does not	Student inconsistently	Student consistently and	Student consistently and	See NBT Assessment	Q2*
apart numbers from		decompose numbers	demonstrates his/ her	independently	independently	Folder	Q3, Q4
11–19 into a ten and		between 11-19 and does	ability to decompose	demonstrates his/her	demonstrates his/her		
ones (to gain		not demonstrate an	numbers 11-19 with	ability to decompose	ability to decompose		
foundations for place		understanding that	appropriate tools	numbers 11-19 with	numbers 20-99 with		
value)		numbers 11-19 are	(objects, ten frames)	appropriate tools (objects,	appropriate tools (objects,		
		composed of ten ones and	and/or inconsistently	ten frames) and	ten frames) and		
		one, two, three, four, five,	demonstrate his/her	demonstrate his/her	demonstrate his/her		
		six, seven, eight, or nine	understanding that	understanding that	understanding that		
		more ones with a drawing	numbers 11-19 are	numbers 11-19 are	numbers 20-99 are		
		or an equation.	composed of ten ones	composed of ten ones and	composed of several tens		
			and one, two, three,	one, two, three, four, five,	and ones combinations		
			four, five, six, seven,	six, seven, eight, or nine	with a drawing or an		
			eight, or nine more ones	more ones with a drawing	equation.		
			with a drawing or an	or an equation.			
			equation				

Domain: Operations and	Algebraic Th	inking					
Indicator	Standard	1 – Beginner	2 – Developing	3 – Proficient	4 – Distinguished	Evidence	Assessed
		Learner/Emerging	Learner/Progressing	Learner/Meets the	Learner/Exceeds the		
				Standard	Standard		
Understand addition as	0A.1	Student represents	Student represents	Student consistently and	Student consistently and	See OA Assessment	Q3*
putting together and	OA.2	addition and subtraction,	addition and subtraction,	independently represents	independently represents	<u>Folder</u>	Q4
adding to, and	OA.3	as well as solves addition	as well as solves addition	addition and subtraction,	addition and subtraction,		
understand subtraction	OA.4	and subtraction word	and subtraction word	as well as solves addition	as well as solves addition		
as taking apart and		problems within 0-5 using	problems within 0-9	and subtraction word	and subtraction word		
taking from.		appropriate tools such as,	using appropriate tools	problems within 10 using	problems within 20 or		
		objects, fingers, mental	such as, objects, fingers,	appropriate tools such as,	more using appropriate		
		images and drawings and	mental images and	objects, fingers, mental	tools such as, objects,		
		does so by decomposing	drawings and does so by	images and drawings and	fingers, mental images		
		numbers less than or equal	decomposing numbers	does so by decomposing	and drawings and does so		
		to 5 with a drawing or an	less than or equal to 9	numbers less than or	by decomposing numbers		
		equation, or student is	with a drawing or an	equal to 10 with a	less than or equal to 20 or		
		unable to represent	equation. Student also	drawing or an equation.	more with a drawing or an		
			finds the number that	Student also finds the	equation. Student also		



		addition and/or subtraction.	makes 5 when added to a given number between 0 and 4 using objects or drawings.	number that makes 10 when added to a given number between 0 and 9 using objects or drawings.	finds the number that makes 20 when added to a given number between 0 and 19 using objects or drawings.		
Add and subtract within 5 using mental math strategies	OA5	Student is unable to use an efficient mental strategy to fluently add and subtract within 5.	Student is inconsistently able to or needs prompting to be able to recognize and use an efficient mental strategy to fluently add and subtract within 5	Student consistently and independently without prompting, is able to instantly recognize and use an efficient mental strategy to fluently add and subtract within 5	Student consistently and independently without prompting, is able to instantly recognize and use an efficient mental strategy to fluently add and subtract within 20	See OA Assessment Folder	Q3* Q4

Domain: Measurement a	nd Data					r	
Indicator	Standard	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Describe and compare measurable attributes of objects	MD1 MD2	Student is unable to describe measurable attributes of objects or compare two objects with a measurable attribute in common to see which object has "more of/less of" the attribute and describe the difference.	Student is independently able to describe measurable attributes of objects or compare two objects with a measurable attribute in common to see which object has "more of/less of" the attribute and describe the difference.	Student independently and consistently is able to describe measurable attributes of objects as well as directly compare two objects with a measurable attribute in common to see which object has "more of/less of" the attribute and describe the difference.	Student independently and consistently is able to describe measurable attributes of objects as well as directly compare three or more objects with a measurable attribute in common to see which object has "more of/less of" the attribute and describe the difference.	See MD Assessment Folder	Q2* Q3, Q4
Classify objects and count the number of objects in categories GKIDS	MD3	Student is unable to classify objects into given categories correctly.	Student inconsistently classifies objects into given categories or inconsistently counts correctly the numbers of objects in each category, not to exceed 10.	Student consistently and independently is able to classify objects into given categories correctly and counts correctly the numbers of objects in each category, not to exceed 10.	Student consistently and independently is able to classify objects into given categories correctly and counts correctly the numbers of objects in each category, with more than 20 – 30 items per category.	<u>See MD Assessment</u> <u>Folder</u>	Q1* Q2, Q3, Q4



Domain: Geometry	Domain: Geometry										
Indicator	Standard	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed				
Describe objects using	G1	Student is able to describe	Student inconsistently	Student independently	N/A	See G Assessment	Q1*				
the terms above,		the relative position of	describes the relative	and consistently describes		Folder	Q2, Q3, Q4				
below, beside, in front		objects when given	position of objects using	the relative position of							
of, behind, and next to		prompts, or is unable to	appropriate terms.	objects using appropriate							
		describe the relative		terms.							
		position of objects using									
		appropriate terms.									
Identify and describe	G2	Student is able identify and	Student is able to	Student is able to	Student is able to	See G Assessment	Q1*				
the names of shapes		name some but not all 2	identify all two and 3	consistently and	consistently and	<u>Folder</u>	Q2, Q3, Q4				
GKIDS		and 3 dimensional shapes,	dimensional shapes, but	independently identify	independently identify						
		or student is not able to	is only able to name	and name all 2 and 3	and name all 2 and 3						
		identify or name any of the	some of the 2 and 3	dimensional shapes.	dimensional shapes listed						
		2 or 3 dimensional shapes.	dimensional shapes.		under evidence as well as						
					pentagon, and other						
					shapes having more than						
Identify create analyze	62 64	Student is able to identify a	Student is able to	Student consistently and	5 slues.	Soo C Assossment	04*				
and compare two and	63, 64	shape as 2 or 2	identify a shape as 2 or 2	independently identifies a	dimonsional shapos in	Foldor	Q4				
three dimensional		dimensional but is not yet	dimensional as well as	shape as 2 or 3	different sizes and	Folder					
shanes		able to compare and	identify the similarities	dimensional as well as	orientations using more						
Shapes		analyze the shapes or	and differences in 2	analyzes and compares 2	formal precise language						
		student in unable to	dimensional shapes.	and 3 dimensional shapes	to describe their						
		identify a shape as 2 or 3	unitensional shapes.	in different sizes and	similarities and						
		dimensional.		orientations using	differences. Student						
				informal language to	begins to make						
				describe their similarities	generalizations beyond.						
				and differences.	-						
Model shapes in the	G5	Student in unable to model	Student inconsistently	Student consistently and	N/A	See G Assessment	Q4*				
world by building		shapes in the world by	models shapes in the	independently models		Folder					
shapes with common		building shapes with	world by building shapes	shapes in the world by							
materials and drawings.		components (such as sticks	from components (such	building shapes from							
		and clay balls) and drawing	as sticks and clay balls)	components (such as							
		shapes.	and drawing shapes.	sticks, sand and clay balls)							
				and drawing shapes.							



Compose simple	G6	Student is unable to	Student inconsistently	Student consistently and	N/A	See G Assessment	Q4*
shapes to form larger		compose simple shapes to	composes simple shapes	independently composes		Folder	
shapes		form larger shapes.	to form larger shapes.	simple shapes to form			
				larger shapes.			

Domain: Standards of M	Domain: Standards of Mathematical Practice								
Indicator	Standard	1 – Rarely	2 – Sometimes	3 – Usually	4 – Always	Evidence	Assessed		
Make sense of	SMP.1	Student is rarely able (or	Student inconsistently	Student usually explains	Student self-starts and is		Q1*		
problems and		unable) to figure out the	explains to	to himself/ herself the	consistently able to make		Q2, Q3, Q4		
persevere in solving		meaning of a problem and	himself/herself the	meaning of a problem and	the problem make sense				
them.		is rarely able to	meaning of a problem	determines an	to him/her using prior				
		independently determine	and/or is inconsistently	appropriate strategy/ tool	knowledge. The student				
		an appropriate	able to independently	to use to solve grade-level	can determine an				
		strategy/tool to use to	determine an	appropriate problems.	appropriate strategy to				
		solve the problem.	appropriate strategy to		use to solve grade-level				
			use to solve problems.		appropriate problems.				
		Constant teacher	Student needs		Student can explain the				
		prompting is usually	prompting by the		meaning of a problem and				
		required.	teacher on a regular		look for ways to solve it.				
			basis.		The student may use				
					concrete objects or				
					pictures to help them				
					conceptualize and solve				
					problems.				
Reason abstractly and	SMP.2	Student is rarely able to	Student is inconsistently	Student usually connects	Student consistently and		Q1*		
quantitatively		connect a quantity to a	able or may require	a quantity to a written	independently connects a		Q2, Q3, Q4		
		written symbol and	teacher prompting to	symbol and demonstrates	quantity to a written				
		demonstrate a clear	connect a quantity to a	a clear understanding of	symbol and demonstrates				
		understanding of the	written symbol and	the meaning of quantity	a clear understanding of				
		meaning of quantity as	demonstrate a clear	as represented using	the meaning of quantity				
		represented in a problem	understanding of the	objects, pictures,	as represented using				
		solved using objects,	meaning of quantity as	drawings or actions.	objects, pictures,				
		pictures, drawings or	represented using		drawings or actions.				
		actions.	objects, pictures,		Student recognizes that a				
			drawings or actions		number represents a				
					specific quantity and				
					connects the quantity to				
					written symbols.				
Construct viable	SMP.3	Student is rarely able to	Student is inconsistently	Student can usually	Student consistently and		Q1*		
arguments and critique		explain his/her	able to explain his/her	explains his/her	independently explains		Q2, Q3, Q4		
the reasoning of others		mathematical reasoning	mathematical reasoning	mathematical reasoning	his/her mathematical				



		and/or respond to others' thinking. Student is rarely able to explain his/her thinking or participate in mathematical discussions.	and/or respond to others' thinking.	and responds to others' thinking.	reasoning and responds to others' thinking.	
Model with mathematics	SMP.4	Student rarely represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is usually required.	Student sometimes represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is frequently required.	Student usually represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is sometimes required.	Student consistently represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is rarely necessary.	Q1* Q2, Q3, Q4
Use appropriate tools strategically	SMP.5	Student is rarely able to consider strategies and tools available to solve a problem or decide which tool/ strategy would be helpful.	Student sometimes considers available tools and strategies available to solve a problem with teacher prompting or examples and decides which tools/strategies might be helpful.	Student usually considers available tools and strategies when solving a problem and decides which tools/strategies might be helpful.	Student consistently and independently considers available tools and strategies (including estimation) when solving a problem and decides which tools/strategies might be helpful.	Q1* Q2, Q3, Q4
Attend to precision	SMP.6	Student begins to explain their mathematical reasoning with others but does not use clear and precise language, or student is unable to communicate mathematical reasoning.	Student is sometimes able to communicate mathematical reasoning using clear and precise language.	Student inconsistently communicates mathematical reasoning using clear and precise language.	Student is able to consistently communicate mathematical reasoning using clear and precise language.	Q1* Q2, Q3, Q4
Look for and make use of structure	SMP.7	Student is rarely able to see the pattern or structure in any given problem. Student rarely adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher	Student is sometimes able to see the pattern or structure in any given problem. Student sometimes adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.).	Student usually looks closely to discover a pattern or structure in any given problem. Student usually adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.).	Student consistently looks closely to discover a pattern or structure in any given problem. Student consistently adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.).	Q1* Q2, Q3, Q4



		prompting is usually	Teacher prompting is	Teacher prompting is	Teacher prompting is	
		required.	frequently required.	sometimes required.	rarely necessary.	
Look for and express	SMP.8	Student rarely notices	Student sometimes	Student usually notices	Student consistently	Q1*
regularity in repeated		repetitive actions in	notices repetitive actions	repetitive actions in	notices repetitive actions	Q2, Q3, Q4
reasoning		counting and computation,	in counting and	counting and	in counting and	
		etc. Teacher prompting is	computation, etc.	computation, etc. Teacher	computation, etc.	
		usually required.	Teacher prompting is	prompting is sometimes	Students continually	
			frequently required.	required.	checks his/her work by	
					asking themselves, "Does	
					this make sense?"	

Kindergarten

= reassessed to monitor and/or achieve mastery

Fluency Expectation					
Indicator	Related	Q1	Q2	Q3	Q4
	Standard(s)				
Add and subtract within 5 using mental math strategies	OA5			~	\checkmark

Domain: Counting and Cardinality					
Indicator	Related	Q1	Q2	Q3	Q4
	Standard(s)				
Count to 100 by ones and by tens starting with any	CC1	\checkmark	✓	✓	\checkmark
number	CC2				
Write and represent the number of objects using	CC3	✓	✓	✓	\checkmark
numerals from 0 to 20					
Count to tell the number of objects from any given	CC4	\checkmark	✓	✓	\checkmark
number (including pennies within 20) and express the last	CC5				
number as the total					
Compare objects and numerals as greater than, less than,	CC6, CC7		\checkmark	✓	\checkmark
or equal to					
					·

Domain: Numbers and Operations in Base Ten						
Indicator	Related	Q1	Q2	Q3	Q4	
	Standard(s)					
Put together and take apart numbers from 11–19 into a	NBT1		✓	✓	✓	
ten and ones (to gain foundations for place value)						

Domain: Operations and Algebraic Thinking					
Indicator	Related	Q1	Q2	Q3	Q4
	Standard(s)				
Understand addition as putting together and adding to,	OA1, OA2			\checkmark	✓
and understand subtraction as taking apart and taking	OA3, OA4				
from.					

Domain: Measurement and Data						
Indicator	Related Standard(s)	Q1	Q2	Q3	Q4	
Describe and compare measurable attributes of objects	MD1, MD2		✓	✓	✓	
Classify objects and count the number of objects in	MD3	~	✓	✓	✓	
categories						

Domain: Geometry						
Indicator	Related	Q1	Q2	Q3	Q4	
	Standard(s)					
Describe objects using the terms above, below, beside, in	G1	✓	\checkmark	✓	✓	
front of, behind, and next to						
Identify and describe the names of shapes	G2	✓	\checkmark	✓	✓	
Identify, create, analyze and compare two and three	G3, G4				\checkmark	
dimensional shapes						
Model shapes in the world by building shapes with	G5				\checkmark	
common materials and drawings.						
Compose simple shapes to form larger shapes	G6				\checkmark	

Domain: Standards for Mathematical Practice						
Indicator	Related	Q1	Q2	Q3	Q4	
	Standard(s)					
Makes sense of problems & perseveres in solving them	SMP1	\checkmark	✓	✓	✓	
Reasons abstractly and quantitatively	SMP2	\checkmark	✓	✓	\checkmark	
Constructs viable arguments & critiques the reasoning of	SMP3	\checkmark	✓	✓	✓	
others						
Models with mathematics	SMP4	✓	\checkmark	\checkmark	\checkmark	
Uses appropriate tools strategically	SMP5	\checkmark	\checkmark	\checkmark	\checkmark	
Attends to precision	SMP6	\checkmark	\checkmark	\checkmark	\checkmark	
Looks for and makes use of structure	SMP7	\checkmark	\checkmark	\checkmark	\checkmark	
Looks for and expresses regularity of repeated reasoning	SMP8	\checkmark	\checkmark	\checkmark	~	