

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

Recognizes up to 5 objects without counting

(K.NS.B.8)

Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate on multiple occasions over time an understanding of recognizing objects within 5 without counting. <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none"> The expectation of the proficient student is to subitize without counting. (Recognize the quantity of groups up to 5 objects arranged in common patterns.) This information should be collected anecdotally. <ul style="list-style-type: none"> Examples: dice, dominoes, five frames, playing cards, ten frames, dot cards, etc.
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Independently recognizes objects without counting, some inconsistencies may be present. <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none"> The expectation of the approaching proficient student is to subitize without counting. (Recognize the quantity of groups up to 5 objects arranged in common patterns.) Some inconsistencies may be present This information should be collected anecdotally. <ul style="list-style-type: none"> Examples: dice, dominoes, five frames, playing cards, ten frames, dot cards, etc.
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> With support recognizes objects without counting, some inconsistencies may be present. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> The beginning progress student may be using 1 to 1 counting strategies mentally to determine quantity. The beginning progress student may use tactile counting strategies to determine quantity. This information should be collected anecdotally. <ul style="list-style-type: none"> Examples: dice, dominoes, five frames, playing cards, ten frames, dot cards, manipulatives, etc.
1 Of Concern	<p>The student:</p> <ul style="list-style-type: none"> Needs support to organize concrete materials Needs support to answer the question, "How many?" Is unable to recognize numbers to 5 without counting <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> The student needs ongoing support to demonstrate the most basic, concrete understanding of recognizing numbers to 5. The students needs prompting and support to communicate understanding. The student needs concrete materials to determine quantity This information should be collected anecdotally. <ul style="list-style-type: none"> Examples: dice, dominoes, five frames, playing cards, ten frames, dot cards, manipulatives, etc.

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

Recognize and Reads Numerals 0-20

(K.NS.A.4)

Score	Expectation Descriptor	Additional Information
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate on multiple occasions over time the ability read numbers from 0-20 out of sequence <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none"> The expectation of the proficient student is to recognize and read all numbers from 0-20 out of sequence. Student can communicate understanding orally.
<p>3 Approaching Proficient</p>	<p>The student will</p> <ul style="list-style-type: none"> Independently recognizes and reads numbers from 0-20 out of sequence, some inconsistencies may be present <p>No major errors or omissions regarding content</p>	<ul style="list-style-type: none"> The approaching proficient student correctly recognizes 15-20 numerals out of order. The expectation of the approaching proficient student is to recognize and read numbers from 0-20 out of sequence, some inconsistencies may be present. Minor prompting may occur Student can communicate understanding orally.
<p>2 Beginning Progress</p>	<p>The student will</p> <ul style="list-style-type: none"> With support recognize and read numbers from 0-20 out of sequence, inconsistencies and inaccuracies may be present <p>Some errors or emissions may be present</p>	<ul style="list-style-type: none"> The beginning progress student correctly recognizes 10-14 numerals out of order. The expectation of the beginning progress student is to recognize and read numbers from 0-20 out of sequence, some inconsistencies may be present. Student may need prompting and/or support to communicate understanding orally.
<p>1 Of Concern</p>	<p>The student will</p> <ul style="list-style-type: none"> Need support to recognize numerals out of sequence <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> The student correctly recognizes 9 or fewer numerals out of order. The expectation of the student is to recognize and read numbers from 0-20 out of sequence, some inconsistencies may be present. Student needs prompting and support to communicate understanding orally.

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

Counts with one-to-one correspondence (K.NS.B.5)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate on multiple occasions over time an understanding of counting objects with one-to-one correspondence within 20. <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none"> The expectation of the proficient student is to demonstrate one-to-one correspondence 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, connect rote counting to cardinality (limited to twenty objects). The proficient student will use, when asked, multiple <i>efficient</i> strategies to count a given set of objects. <ul style="list-style-type: none"> Strategies include, but are not limited to: crossing off, touch and move, circling groups, grouping, etc. The proficient student student can communicate understanding orally. This information should be collected anecdotally.
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Independently demonstrate an understanding of counting objects with one-to-one correspondence within 20, with inconsistencies. <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none"> The approaching proficient student will use strategies to count a given set of objects. <ul style="list-style-type: none"> Strategies include, but are not limited to: crossing off, touch and move, circling groups, grouping, etc. Student may only use 1 strategy consistently. The approaching proficient student can communicate understanding orally. This information should be collected anecdotally
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> With support demonstrate an understanding of counting objects with one-to-one correspondence within 20, with inconsistencies and inaccuracies <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> With support, the beginning progress student may count a set number of predetermined objects with inaccuracies. <ul style="list-style-type: none"> <i>Example:</i> Counting 12 cubes and saying 14, not touching objects while counting, or counting too quickly. The beginning progress student will need more visual and/or tactile supports to be successful <ul style="list-style-type: none"> <i>Examples:</i> Ten frames to move manipulatives into while counting, counting mat, counting number line, etc. The beginning progress student needs prompting and/or support to communicate understanding orally. <ul style="list-style-type: none"> <i>Note:</i> Student does not recognize error and cannot correct when prompted This information should be collected anecdotally.
1 Of Concern	<p>The student:</p> <ul style="list-style-type: none"> Needs support to organize concrete materials Needs support to answer the question, "How many objects" <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> The student needs ongoing support to demonstrate the most basic, concrete understanding of one-to-one correspondence. The students needs prompting and support to communicate understanding. The student needs supportive tools This information should be collected anecdotally.

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

<i>Writes Numerals 0-20</i> (K.NS.A.4)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate on multiple occasions over time the ability to write numbers from 0-20 out of sequence <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none"> The expectation of the proficient student is to write all numerals 0-20 <i>out of sequence</i>. <ul style="list-style-type: none"> <i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7. <i>Note:</i> Transposition of numbers is not present (71 for 17). The proficient student is able to communicate understanding in written form.
3 Approaching Proficient	<p>The student will</p> <ul style="list-style-type: none"> Independently writes numbers from 0-20 out of sequence, some inconsistencies may be present <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none"> The expectation of the approaching proficient student is to write numbers from 0-20 out of sequence, some inconsistencies may be present. <ul style="list-style-type: none"> <i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7. <i>Note:</i> Transposition of numbers is not present (71 for 17). The approaching proficient student correctly writes the at least 15-20 numerals <i>out of sequence</i>. Minor prompting may occur. The approaching proficient student can communicate understanding in written form.
2 Beginning Progress	<p>The student will</p> <ul style="list-style-type: none"> With support write numbers from 0-20 out of sequence, inconsistencies and inaccuracies may be present <p>No major errors or omissions regarding content</p>	<ul style="list-style-type: none"> The expectation of the beginning progress student is to write numbers from 0-20 out of sequence, inconsistencies may be present. <ul style="list-style-type: none"> <i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7 <i>Note:</i> Transposition of numbers is not present (71 for 17) The beginning progress student correctly writes at least 10-14 numerals out of order. The beginning progress student may need prompting and/or support to communicate understanding in written form.
1 Of Concern	<p>The student will</p> <ul style="list-style-type: none"> Need support to write numerals out of sequence <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> The expectation of the student is to recognize and read numerals from 0-20 out of sequence, with inconsistencies present. <ul style="list-style-type: none"> <i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7. <i>Note:</i> Transposition of numbers is not present (71 for 17). The student correctly writes 9 or fewer numerals out of order. The student needs prompting and support to communicate understanding in written form.

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

Writes numerals to represent the number of objects in a set

(K.NS.A.4; K.NS.B.9)

Score	Expectation Descriptor	Additional Information
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate on multiple occasions over time the ability to count and write a numeral from 0-20 to represent a group of objects. • Demonstrates on multiple occasions over time represents a number of objects from 0-20. <p>No major errors or omissions regarding content.</p>	<p>The proficient student is able to demonstrate both of the following examples:</p> <ol style="list-style-type: none"> 1. Given a predetermined set of objects; the student is able to count the objects and write the corresponding number <ul style="list-style-type: none"> • <i>Example:</i> show 12 cubes and have the student count and write "how many" <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 2. Given a large group of objects; the student is able to count out a specified number of objects and write the corresponding numeral <ul style="list-style-type: none"> • <i>Example:</i> Teacher tells the student a given number (ie 12), student counts out the number of objects. Teacher then asks student to write "how many?" <p><i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7. <i>Note:</i> Transposition of numbers is not present (71 for 17).</p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Consistently, independently and accurately count and write a numeral from 0-20 to represent a group of objects. • Independently represent a number of objects from 0-20, some inconsistencies may be present <p>No major errors or omissions regarding content.</p>	<p>The approaching proficient student is able to demonstrate the first example consistently, but may have inconsistency in the second example:</p> <ol style="list-style-type: none"> 1. Given a predetermined set of objects; the student is able to count the objects and write the corresponding number <ul style="list-style-type: none"> • <i>Example:</i> show 12 cubes and have the student count and write "how many." 2. Given a large group of objects; the student is able to count out a specified number of objects and write the corresponding numeral <ul style="list-style-type: none"> • <i>Example:</i> Teacher tells the student a given number (ie 12), student counts out the number of objects. Teacher then asks student to write "how many?" <p><i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7. <i>Note:</i> Transposition of numbers is not present (71 for 17).</p>
<p>2 Beginning Progress</p>	<p>The student will</p> <ul style="list-style-type: none"> • With support count and write a numeral from 0-20 to represent a group of objects. • With support represent a number of objects from 0-20 • Inconsistencies and inaccuracies may be present <p>Some errors or emissions may be present.</p>	<p>With support, the beginning progress student will have inconsistencies in both examples</p> <ol style="list-style-type: none"> 1. Given a predetermined set of objects; the student is able to count the objects and write the corresponding number <ul style="list-style-type: none"> • <i>Example:</i> show 12 cubes and have the student count and write "how many." 2. Given a large group of objects; the student is able to count out a specified number of objects and write the corresponding numeral <ul style="list-style-type: none"> • <i>Example:</i> Teacher tells the student a given number (ie 12), student counts out the number of objects. Teacher then asks student to write "how many." • The beginning progress student may be successful with quantities within 0-9. <p><i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7. <i>Note:</i> Transposition of numbers is not present (71 for 17).</p>
<p>1 Of Concern</p>	<p>The student will</p> <ul style="list-style-type: none"> • Need support to count and write a numeral from 0-20 to represent a group of objects. • Need support to represent a number of objects from 0-20 <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> • The student requires ongoing support to obtain an entry point into either of the above examples. • The students is limited to quantities within 5 and numerals 0-5.

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

Compares two or more sets of objects

(K.NS.C.10)

Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none">• Demonstrate on multiple occasions over time the ability to compare 2 or more sets of objects and identify which set is equal to, more than or less than the other (up to 10 objects in each group) <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none">• The proficient student is able to compare 2 or more sets of objects and use the vocabulary of <i>more than</i>, <i>less than</i>, <i>fewer</i>, and <i>equal to</i> accurately in their descriptors of the groups.• This information should be collected anecdotally.
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none">• Independently compare 2 or more sets of objects and identify which set is equal to, more than or less than the other (up to 10 objects in each group) with some inconsistencies <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none">• The approaching proficient student is able to identify sets of objects using the terms equal and more than, but may be inconsistent with the term less than/fewer with minimal support.• This information should be collected anecdotally.
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none">• With support compare 2 or more sets of objects and identify which set is equal to, more than or less than the other (up to 10 objects in each group) with inconsistencies and inaccuracies. <p>Some errors or emissions may be present.</p>	<ul style="list-style-type: none">• The beginning progress student is able to identify the set group when given a descriptor.<ul style="list-style-type: none">◦ <i>Example:</i> "Point to the group that has more" or "Circle the group that has less."• This information should be collected anecdotally.
1 Of Concern	<p>The student will:</p> <ul style="list-style-type: none">• Need support to compare sets <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none">• Student needs ongoing prompting and support.• This information should be collected anecdotally.

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

Compares two numerals

(K.NS.C.11)

Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none">• Demonstrate on multiple occasions over time the ability to compare 2 numerals, between 1 and 10, and determine which is more than or less than the other. <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none">• The proficient student is able to compare 2 numerals without a concrete or pictorial representation.• This information should be collected anecdotally.
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none">• Independently compare 2 numerals, between 1 and 10, and determine which is more than or less than the other. <p>No major errors or omissions regarding content.</p>	<ul style="list-style-type: none">• The approaching proficient student is able to identify the numeral that is <i>more than</i> or <i>less than</i> when sketching the numeral as a support.• This information should be collected anecdotally.
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none">• With support compare 2 numerals, between 1 and 10, and determine which is more than or less than the other. <p>Some errors or emissions may be present.</p>	<ul style="list-style-type: none">• The beginning progress student is able to identify the numeral that is <i>more than</i> or <i>less than</i> when a pictorial or concrete representation is provided for them.• This information should be collected anecdotally.
1 Of Concern	<p>The student will:</p> <ul style="list-style-type: none">• Need support to compare sets. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none">• Student needs ongoing prompting and support.• This information should be collected anecdotally.

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

Knows "teen" numbers as one group of ten and extra ones

(K.NBT.A.1)

Score	Expectation Descriptor	Additional Information
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate on multiple occasions over time an understanding of "teen" numbers as one group of ten and some ones. • Demonstrate on multiple occasions over time the representation of "teen" numbers using objects, drawings and numerals. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> • The proficient student will use <i>efficient</i> strategies to make "teen" numbers. These strategies may include: use of 2 ten frames; number lines; etc. • The proficient student has worked through the C-P-A continuum to consistently demonstrate understanding of making "teen" numbers and is able to connect the pictorial representation to the written numeral. • The proficient student will unitize the group of ten when counting "teen" numbers. • The proficient student is consistently able to connect the concrete and pictorial representation to language frames similar to: "<u>(14)</u> is <u>(1)</u> group of ten and <u>(4)</u> more ones." • The proficient student is consistently able to connect the concrete and pictorial representation to language frames similar to: "<u>(14)</u> is <u>(1)</u> group of ten and <u>(4)</u> extra ones." • The proficient student can communicate understanding written and orally.
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Use a strategy and tools for demonstrating understanding of "teen" numbers as one group of ten and some ones; some inconsistencies may be present. • When given the number 10, independently answer the question, "How many more to get to said teen number?"; some inconsistencies may be present • Accurately represent the combination concretely or pictorially. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> • The approaching proficient student is working through the C-P-A continuum. Some inconsistencies may be present when connecting the concrete and/or pictorial representation to the teen number. • The approaching proficient student is consistently able to connect the concrete and/or pictorial representation to language frames similar to: "<u>(14)</u> is <u>(1)</u> group of ten and <u>(4)</u> more ones." • The "Approaching Proficient" student is consistently able to connect the concrete and/or pictorial representation to language frames similar to: "<u>(14)</u> is <u>(1)</u> group of ten and <u>(4)</u> extra ones." • The approaching proficient can communicate understanding written and orally, but may need minor prompting.
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> • With support use a strategy and tools for demonstrating understanding of "teen" numbers as one group of ten and some ones; some inconsistencies may be present. • With support when given the number 10, independently answer the question, "How many more to get to said teen number?"; some inconsistencies may be present • With support represent the combination concretely or pictorially. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> • The beginning progress student is working through the C-P-A continuum with support. Inconsistencies may be present when representing the teen number concretely or pictorially. • With support, the beginning progress student is able to connect the concrete or pictorial representation to language frames similar to: "<u>(14)</u> is <u>(1)</u> group of ten and <u>(4)</u> more ones." • The beginning progress student needs prompting and/or support to communicate understanding written and/or orally. <ul style="list-style-type: none"> ◦ <i>Note:</i> The student does not recognize error and cannot correct when prompted.
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> • Needs support to organize concrete materials • Needs support to answer the question, "How many tens and how many ones" • Is unable to represent "teen" numbers using objects, drawings and numerals. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> • The student needs ongoing support to demonstrate the most basic, concrete understanding of making teen numbers. • The students needs prompting and support to communicate understanding.

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

<p>Makes 10 from any number 1 to 9 (K.R.A.4)</p>		
Score	Expectation Descriptor	Additional Information
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate on multiple occasions over time makes 10 from any number 1 to 9 • When given a number 1 to 9, consistently, independently, and accurately answer the question, "How many more to get to 10?" • Demonstrate on multiple occasions over time connects the pictorial representation to the addition number sentence <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> • The proficient student will use <i>efficient</i> strategies to make 10. These strategies may include: use of a ten frame or two five frames; number lines; number trains; etc. <ul style="list-style-type: none"> ◦ <i>Note:</i> While the use of fingers can be helpful, it is not considered an efficient strategy. • The proficient student has worked through the C-P-A continuum to consistently demonstrate understanding of making 10 and is able to connect the pictorial representation to the number sentence. • The proficient student can communicate understanding written and orally.
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Independently make 10 from any number 1 to 9, some inconsistencies may be present • When given a number 1 to 9, independently answer the question, "How many more to get to 10?" (some inconsistencies may be present) • Accurately represent the combination concretely or pictorially. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> • The approaching proficient student is working through the C-P-A continuum. Some inconsistencies may be present when connecting the concrete and/or pictorial representation to the number sentence. • The approaching proficient student is consistently able to connect the concrete and/or pictorial representation to frames similar to: "_____ and _____ make 10 in all." • The approaching proficient student can communicate understanding written and orally, but may need minor prompting.
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> • With support, make 10 from any number 1 to 9, • With support, when given a number 1 to 9, answer the question, "How many more to get to 10?" (inconsistencies and inaccuracies may be present) • With support, represent the combination concretely or pictorially <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> • The beginning progress student is working through the C-P-A continuum with support. Inconsistencies may be present when representing the number combination concretely or pictorially. • With support, the beginning progress student is able to connect the concrete or pictorial representation to frames similar to: "_____ and _____ make 10 in all." • The beginning progress student needs prompting and/or support to communicate understanding written and/or orally.
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> • Needs support to organize concrete materials • Needs support to answer the question, "How many more to get to 10?" <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> • The student needs ongoing support to demonstrate the most basic, concrete understanding of making 10. • The student needs prompting and support to communicate understanding.

Fort Zumwalt School District

Kindergarten Math Proficiency Scales

Demonstrates fluency with addition within 5

(K.RA.A.2)

Score	Expectation Descriptor	Additional Information
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate on multiple occasions over time fluency for addition within 5 in multiple settings. <p>No major errors or omissions regarding 1-3 content.</p>	<p><i>Fluency refers to accuracy and efficiency and does not equate to memorization.</i></p> <ul style="list-style-type: none"> When given a number sentence, the proficient student is able to accurately solve, represent the written number sentence, and sketch. <i>Example:</i> Can you show me $3+2=$ __, student solves and sketches response The proficient student is able to connect understanding from: ___ and ___ make ___ to ___ + ___ = ___ The proficient student is able to communicate understanding written and orally
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Independently demonstrate fluency for addition within 5 in multiple settings. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> When given a number sentence, the approaching proficient student inconsistently solves and represent the number sentence concretely and is bridging to sketching. <ul style="list-style-type: none"> <i>Example:</i> Can you show me $3+2$, student shows with manipulatives 1st and MAY sketch based on their manipulatives The approaching proficient student will connect with understanding from: ___ and ___ make ___ to ___ + ___ = ___ with minimal prompting. The approaching proficient student can communicate understanding written and orally, but may need minor prompting.
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> With support, demonstrate fluency for addition within 5. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> Inconsistencies and inaccuracies will be present. When given a number sentence, the beginning progress student attempts to solve and represent the number sentence concretely with support. <ul style="list-style-type: none"> <i>Example:</i> Can you show me $3+2$, student shows with manipulatives With prompting and support, the beginning progress student will solve provided frame: ___ and ___ make ___ The beginning progress student can communicate understanding orally, but will need prompting and teacher support.
<p>1 Of Concern</p>	<p>The student will:</p> <ul style="list-style-type: none"> Needs support to manipulate numbers within 5. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> Student needs prompting and support to manipulate numbers within 5. Student needs prompting and support to communicate understanding.

Demonstrates fluency with subtraction within 5 (K.RA.A.2)		
Score	Expectation Descriptor	Additional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate on multiple occasions over time fluency for subtraction within 5 in multiple settings. <p>No major errors or omissions regarding 1-3 content.</p>	<p>Fluency refers to accuracy and efficiency and does not equate to memorization.</p> <ul style="list-style-type: none"> When given a number sentence, the proficient student is able to accurately solve, represent the written number sentence, and sketch <i>Example:</i> Can you show me $3-2=$ __, student solves and sketches response. The proficient student is able to connect understanding from: __ take away __ is ____ to __ - ____ = ____ The proficient student is able to communicate understanding written and orally.
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> Independently demonstrate fluency for subtraction within 5 in multiple settings. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> When given a number sentence, the approaching proficient student solves and represents the number sentence concretely and is bridging to sketching. Inconsistencies may be present. <i>Example:</i> Can you show me $3-2$? Student shows with manipulatives 1st and MAY sketch based on the manipulatives. The approaching proficient student will connect with understanding from: __ take away __ is ____ to __ - ____ = ____ with minimal prompting The approaching proficient student can communicate understanding written and orally, but may need minor prompting.
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> With support, demonstrate fluency for subtraction within 5. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> Inconsistencies and inaccuracies will be present. When given a number sentence, the beginning progress student attempts to solve and represent the number sentence concretely with support. <i>Example:</i> Can you show me $3-2$, student shows with manipulatives With prompting and support, the beginning progress student will solve provided number sentence: __ take away __ is ____ The beginning progress student can communicate understanding orally, but will need prompting and teacher support.
1 Of Concern	<p>The student will:</p> <ul style="list-style-type: none"> Needs support to manipulate numbers within 5. <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> Student needs prompting and support to manipulate numbers within 5. Student needs prompting and support to communicate understanding.