

Fort Zumwalt School District

Kindergarten Math Proficiency Scales - Updated 9-6-16

<p>Grade Level: Kindergarten</p>	<p>Standard: Counts objects to answer “how many” questions. K.OA.A; K.OA.A.1; K.OA.A.2; K.OA.A.3; K.OA.A.4; K.OA.A.5</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Mastered</p>	<p>The student will:</p> <ul style="list-style-type: none"> Consistently and accurately over time, count the correct number of objects, regardless of arrangement. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> Student works within 20 Self-corrects counting error
<p>3 Advanced Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> Count objects by ones, sometimes having to recount. Use an inconsistent strategy for counting objects (lack of structure) <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> Student works within 10 May need reminder to notice counting error and then he/she corrects count Non-proficient students can use a strategy to help develop proficiency
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> Need prompting or support to use a strategy, or tools for counting objects Need prompting or support to answer “How many?” questions, such as: How many in all?; How many are left?; How many more _____ than _____? Need prompting or support to count by ones and/or skips numbers or objects during counting. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> Student works within 5 May lose count and have to start over Student does not recognize counting error and cannot correct when prompted Needs a workmat or counting frame to scaffold students to proficiency
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> Has limited or no organization of objects to count Has inconsistent counting sequence <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	<ul style="list-style-type: none"> One-to-one correspondence is inconsistent

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Grade Level: K	Standard: Recognizes and recites number names and counting sequence ---- K.CC.A; K.CC.A.1; K.CC.A.2		
Score	Expectation Descriptor		Additional Instructional Information
<p>4 Mastered</p>	<p>The student will:</p> <ul style="list-style-type: none"> Consistently and accurately over time, recognize and recite number names, regardless of arrangement Consistently and accurately over time, recite number names in counting sequence <p>No major errors or omissions regarding 1-3 content.</p>		<p>Based on developmental readiness throughout the year:</p> <ul style="list-style-type: none"> Recognizes numbers within 0-10, then 0-20 Recites within 10, then 20, then 100 Self-corrects counting errors
<p>Quarter 1 = Recognition within 10 and Recites within 20</p>		<p>Quarter 2 = Recognition within 20 and Recites within 50</p>	<p>Quarter 3 and 4 = Recognition within 20 and Recites within 100</p>
<p>3 Advanced Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> Inconsistently recognize and recite number names Inconsistently count in number sequence <p>No major errors or omissions regarding 1-2 content.</p>		<ul style="list-style-type: none"> May need reminder to notice error and then student correctly identifies number or count sequence Non-proficient students can use a strategy to help develop proficiency
<p>Quarter 1 = Recognition within 5 and Recites within 20</p>		<p>Quarter 2 = Recognition within 15 and Recites within 20</p>	<p>Quarter 3 and 4 = Recognition within 20 and Recites within 100 with inconsistencies</p>
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> Need prompting or support to use a strategy for recognizing and reciting number names Need prompting or support to use a strategy for counting sequence <p>Some errors or omissions may be present.</p>		<ul style="list-style-type: none"> Student does not recognize number name error and cannot correct when prompted. Student does not recognize counting error and cannot correct when prompted. May lose count and have to start over Needs a number chart to scaffold students to proficiency
<p>Quarter 1 = Recognition within 5 and /or Recites within 10</p>		<p>Quarter 2 = Recognition within 10 and Recites within 20</p>	<p>Quarter 3 and 4 = Recognition within 20 and Recites within 50</p>
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> Has limited or no recognition of number name Has inconsistent counting sequence <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>		
<p>Quarter 1 = see expectation descriptor</p>		<p>Quarter 2 = see expectation descriptor</p>	<p>Quarter 3 = see expectation descriptor</p>
<p>Quarter 4 = see expectation descriptor</p>			

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Grade Level: Kindergarten		Standard: Writes numbers to represent objects. K.CC.A.3; K.CC.B.5; K.CC.B.4a,b,c	
Score	Expectation Descriptor		Additional Instructional Information
4 Mastered	The student will: <ul style="list-style-type: none"> Consistently and accurately over time, write numbers to represent objects No major errors or omissions regarding 1-3 content.		Based on developmental readiness throughout the year.
<i>Quarter 1 = Writes number 0-10 to represent objects.</i>		<i>Quarter 2 = Writes Number 0-20 to represent objects</i>	<i>Quarter 3 = same as Quarter 2</i>
3 Advanced Progress	The student will: <ul style="list-style-type: none"> Write numbers to represent objects with some inconsistency No major errors or omissions regarding 1-2 content.		<ul style="list-style-type: none"> May need reminder to notice written error and then student corrects error Non-proficient students can use a strategy to help develop proficiency
<i>Quarter 1 = Writes number 0-10 to represent objects</i>		<i>Quarter 2 = Writes Number 0-20 to represent objects</i>	<i>Quarter 3 = same as Quarter 2</i>
2 Beginning Progress	The student will: <ul style="list-style-type: none"> Needs prompts/support to write a number to represent objects Some errors or omissions may be present.		<ul style="list-style-type: none"> Student does not recognize written error and cannot correct when prompted Needs tools to scaffold students to proficiency
<i>Quarter 1 = Writes number 0-5 to represent objects.</i>		<i>Quarter 2 = Writes Number 0-10 to represent objects</i>	<i>Quarter 3 = same as Quarter 2</i>
1 Of Concern	The student: <ul style="list-style-type: none"> Has limited or no ability to write numbers to represent objects With help, demonstrates a partial understanding of some of the simpler details and processes.		
<i>Quarter 1 = see expectation descriptor</i>		<i>Quarter 2 = see expectation descriptor</i>	<i>Quarter 3 = see expectation descriptor</i>
		<i>Quarter 4 = see expectation descriptor</i>	

Fort Zumwalt School District

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<p>Grade Level: Kindergarten</p>	<p>Standard: Demonstrates understanding of “teen” numbers as one group of ten and some ones. K.NBT.A; K.NBT.A.1</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Mastered</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Consistently and accurately over time, demonstrate an understanding of “teen” numbers as one group of ten and some ones ● Consistently and accurately over time, represent “teen” numbers using objects, drawings and numerals. <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> ● Self-corrects place value error of tens and ones
<p>3 Advanced Progress</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 ● Will represent the “teen” number using objects, drawings or numerals. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> ● May need reminder to notice written error and then student corrects error ● Non-proficient students can use a strategy to help develop proficiency
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● With prompting and support, use a strategy or tools for demonstrating teen numbers as one group of ten and some ones ● With prompting and support, represent “teen” numbers using objects, drawings and numerals. <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> ● Student does not recognize error and cannot correct when prompted ● Needs tools to scaffold student to proficiency
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> ● Has limited or no understanding of “teen” numbers as one group of ten and some 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>	

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Grade Level: Kindergarten	Standard: Compares numbers and quantities 1 - 10. K.C.C.6; K.C.C.7	
Score	Expectation Descriptor	Additional Instructional Information
<p style="text-align: center;">4 Mastered</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Consistently and accurately over time, identify whether the number of objects in one group (up to 10) is greater than, less than, or equal to the number of objects in another group ● Consistently and accurately over time, compare two written numbers between 1-10 <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> ● Self-corrects errors when comparing number and quantities 1-10
<p style="text-align: center;">3 Advanced Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Identify whether the number of objects in one group (up to 10) is greater than, less than, or equal to the number of objects in another group, <i>sometimes having to recount.</i> ● Compares two written numbers between 1-10, <i>sometimes having to recount</i> <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> ● May need reminder to notice counting error and then student corrects count ● Non-proficient students can use a strategy or tool to help develop proficiency
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Inconsistently identify whether the number of objects in one group (up to 10) is greater than, less than, or equal to the number of objects in another group ● Inconsistently compare two written numbers between 1-10 ● With prompting or support, use a strategy or tools for comparing numbers <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> ● May lose count and have to start over ● Student does not recognize counting error and cannot correct when prompted ● Needs a workmat or counting frame to scaffold students to proficiency
<p style="text-align: center;">1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> ● Has limited ability to compare numbers and quantities 1-10 ● Has inconsistent counting sequence <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	

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<p>Grade Level: Kindergarten</p>	<p>Standard: Classifies objects and counts number in each category. K.MD.A; K.MD.A.1; K.MD.A.2;K.MD.B.2; K.MD.B.3</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Mastered</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Consistently and accurately over time, classify objects into categories and count the number of objects in each category ● Consistently and accurately over time, sort the categories by count <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> ● Self-corrects classification error ● Self-corrects counting error
<p>3 Advanced Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Classify objects into categories ● Count quantities, sometimes having to recount ● Use a strategy or tools to classify objects and count number in each category. <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> ● May need reminder to notice classification or counting error and then student corrects count ● Non-proficient students can use a strategy or tool to help develop proficiency
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Classify objects into categories with prompting and support ● Count the number of objects in each category with prompting and support ● Cort the categories by count with prompting and support <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> ● May lose count and have to start over ● Student does not recognize counting error and cannot correct when prompted ● Needs a workmat or counting frame to scaffold students to proficiency
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> ● Has limited or no ability to classify objects and count number in each category. ● Has inconsistent counting sequence <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	

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Grade Level: Kindergarten	Standard: Identifies, describes, analyzes and compares 2-D and 3-D shapes. K.G.A.1; K.G.A.2; K.G.A.3; K.G.B; K.G.B.4;K.G.B.5; K.G.B.6	
Score	Expectation Descriptor	Additional Instructional Information
<p style="text-align: center;">4 Mastered</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Consistently and accurately over time, describe a 2-D shape in different sizes and orientations, using informal language to describe similarities, differences, parts (i.e., number of sides, number of vertices “corners”) and other attributes (i.e., sides of equal length) • Consistently and accurately over time, describe a 3-D shape in different sizes and orientations, using informal language to describe similarities, differences, parts (i.e., number of sides “faces”, number of vertices “corners”) and other attributes (i.e., naming the flat shape on the sides) <p>No major errors or omissions regarding 1-3 content.</p>	<ul style="list-style-type: none"> • Self-corrects identification, description, analysis and comparison of 2-D and 3-D shapes
<p style="text-align: center;">3 Advanced Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Identify 2-D and 3-D shapes • Describe 2-D and 3-D shapes • Analyze 2-D and 3-D shapes • Compare 2-D and 3-D shapes <p>No major errors or omissions regarding 1-2 content.</p>	<ul style="list-style-type: none"> • May need reminder to notice error and then student corrects • Non-proficient students can use a tool to help develop proficiency
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Need prompts/support to use a strategy or tool for identifying, describing, analyzing, and comparing 2-D and 3-D shapes • Inconsistently identify 2-D and 3-D shapes • Inconsistently describe 2-D and 3-D shapes • Inconsistently analyze 2-D and 3-D shapes • Inconsistently compare 2-D and 3-D shapes <p>Some errors or omissions may be present.</p>	<ul style="list-style-type: none"> • Student does not recognize error and cannot correct when prompted • Needs a tool to scaffold students to proficiency
<p style="text-align: center;">1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> • Has limited or no ability to identify, describe, analyze and compare 2-D and 3-D shapes <p>With help, demonstrates a partial understanding of some of the simpler details and processes.</p>	