

## Fort Zumwalt School District

### Kindergarten Math Proficiency Scales

#### ***Recognizes up to 5 objects without counting***

(K.NS.B.8)

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

## Fort Zumwalt School District

### Kindergarten Math Proficiency Scales

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

## Fort Zumwalt School District

### Kindergarten Math Proficiency Scales

<b>Counts with one-to-one correspondence</b> (K.NS.B.5)		
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Information</b>
<b>4</b> <b>Proficient</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Consistently, independently, and accurately demonstrate an understanding of counting objects with one-to-one correspondence within 20.</li> </ul> <p><b>No major errors or omissions regarding content.</b></p>	<ul style="list-style-type: none"> <li>The expectation of the <b>proficient student</b> 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).</li> <li>The <b>proficient student</b> will use, when asked, multiple <i>efficient</i> strategies to count a given set of objects. <ul style="list-style-type: none"> <li>Strategies include, but are not limited to: crossing off, touch and move, circling groups, grouping, etc.</li> </ul> </li> <li>The <b>proficient student</b> student can communicate understanding orally.</li> <li>This information should be collected anecdotally.</li> </ul>
<b>3</b> <b>Approaching Proficient</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Independently demonstrate an understanding of counting objects with one-to-one correspondence within 20, with inconsistencies.</li> </ul> <p><b>No major errors or omissions regarding content.</b></p>	<ul style="list-style-type: none"> <li>The <b>approaching proficient</b> student will use strategies to count a given set of objects. <ul style="list-style-type: none"> <li>Strategies include, but are not limited to: crossing off, touch and move, circling groups, grouping, etc.</li> <li>Student may only use 1 strategy consistently.</li> </ul> </li> <li>The <b>approaching proficient</b> student can communicate understanding orally.</li> <li>This information should be collected anecdotally</li> </ul>
<b>2</b> <b>Beginning Progress</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>With support demonstrate an understanding of counting objects with one-to-one correspondence within 20, with inconsistencies and inaccuracies</li> </ul> <p><b>Some errors or omissions may be present.</b></p>	<ul style="list-style-type: none"> <li>With support, the <b>beginning progress</b> student may count a set number of predetermined objects with inaccuracies. <ul style="list-style-type: none"> <li><i>Example:</i> Counting 12 cubes and saying 14, not touching objects while counting, or counting too quickly.</li> </ul> </li> <li>The <b>beginning progress</b> student will need more visual and/or tactile supports to be successful <ul style="list-style-type: none"> <li><i>Examples:</i> Ten frames to move manipulatives into while</li> </ul> </li> </ul>

		<p>counting, counting mat, counting number line, etc.</p> <ul style="list-style-type: none"> <li>The <b>beginning progress</b> student needs prompting and/or support to communicate understanding orally. <ul style="list-style-type: none"> <li><i>Note:</i> Student does not recognize error and cannot correct when prompted</li> </ul> </li> <li>This information should be collected anecdotally.</li> </ul>
<b>1 Of Concern</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>Needs support to organize concrete materials</li> <li>Needs support to answer the question, "How many objects"</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>The student needs ongoing support to demonstrate the most basic, concrete understanding of one-to-one correspondence.</li> <li>The student needs prompting and support to communicate understanding.</li> <li>The student needs supportive tools</li> <li>This information should be collected anecdotally.</li> </ul>

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#### Kindergarten Math Proficiency Scales

<b><i>Writes Numerals 0-20</i></b> (K.NS.A.4)		
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Information</b>
<b>4 Proficient</b>	<p>The student will</p> <ul style="list-style-type: none"> <li>Consistently, independently and accurately write numbers from 0-20 out of sequence</li> </ul> <p><b>No major errors or omissions regarding content.</b></p>	<ul style="list-style-type: none"> <li>The expectation of the <b>proficient student</b> is to write <b>all</b> numerals 0-20 <i>out of sequence</i>. <ul style="list-style-type: none"> <li><i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7.</li> <li><i>Note:</i> Transposition of numbers is not present (71 for 17).</li> </ul> </li> <li>The <b>proficient student</b> is able to communicate understanding in written form.</li> </ul>
<b>3 Approaching Proficient</b>	<p>The student will</p> <ul style="list-style-type: none"> <li>Independently writes numbers from 0-20 out of sequence, some inconsistencies may be present</li> </ul> <p><b>No major errors or omissions regarding content.</b></p>	<ul style="list-style-type: none"> <li>The expectation of the <b>approaching proficient</b> student is to write numbers from 0-20 <b>out of sequence</b>, some inconsistencies may be present. <ul style="list-style-type: none"> <li><i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7.</li> <li><i>Note:</i> Transposition of numbers is not present (71 for 17).</li> </ul> </li> <li>The <b>approaching proficient</b> student correctly writes the at least 15-20 numerals <i>out of sequence</i>.</li> <li>Minor prompting may occur.</li> <li>The <b>approaching proficient</b> student can communicate understanding in written form.</li> </ul>
<b>2 Beginning Progress</b>	<p>The student will</p> <ul style="list-style-type: none"> <li>With support write numbers from 0-20 out of sequence, inconsistencies and inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>The expectation of the <b>beginning progress</b> student is to write numbers from 0-20 <b>out of sequence</b>, inconsistencies may be present. <ul style="list-style-type: none"> <li><i>Note:</i> Developmentally appropriate growth allows for</li> </ul> </li> </ul>

	<p>may be present</p> <p><b>No major errors or omissions regarding content</b></p>	<p>reversals of numbers through age 7</p> <ul style="list-style-type: none"> <li>○ <i>Note:</i> Transposition of numbers is not present (71 for 17)</li> <li>● The <b>beginning progress</b> student correctly writes at least 10-14 numerals out of order.</li> <li>● The <b>beginning progress</b> student may need prompting and/or support to communicate understanding in written form.</li> </ul>
<p><b>1</b></p> <p><b>Of Concern</b></p>	<p>The student will</p> <ul style="list-style-type: none"> <li>● Need support to write numerals out of sequence</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>● The expectation of the student is to recognize and read numerals from 0-20 <b>out of sequence</b>, with inconsistencies present. <ul style="list-style-type: none"> <li>○ <i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7.</li> <li>○ <i>Note:</i> Transposition of numbers is not present (71 for 17).</li> </ul> </li> <li>● The student correctly writes 9 or fewer numerals out of order.</li> <li>● The student needs prompting and support to communicate understanding in written form.</li> </ul>

## Fort Zumwalt School District

### Kindergarten Math Proficiency Scales

<b><i>Writes numerals to represent the number of objects in a set</i></b> (K.NS.A.4; K.NS.B.9)		
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Information</b>
<p><b>4</b></p> <p><b>Proficient</b></p>	<p>The student will</p> <ul style="list-style-type: none"> <li>● Consistently, independently and accurately count and write a numeral from 0-20 to represent a group of objects.</li> <li>● Consistently, independently and accurately represent a number of objects from 0-20.</li> </ul> <p><b>No major errors or omissions regarding content.</b></p>	<p>The <b>proficient student</b> is able to demonstrate <b>both</b> of the following examples:</p> <ol style="list-style-type: none"> <li>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"> <li>● <i>Example:</i> show 12 cubes and have the student count and write "how many"</li> </ul> </li> </ol> <p style="text-align: center;"><b>AND</b></p> <ol style="list-style-type: none"> <li>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"> <li>● <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?"</li> </ul> </li> </ol> <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><b>3</b></p> <p><b>Approaching Proficient</b></p>	<p>The student will</p> <ul style="list-style-type: none"> <li>● Consistently, independently and accurately count and write a numeral from 0-20 to represent a group of objects.</li> <li>● Independently represent a number of objects from 0-20, some inconsistencies</li> </ul>	<p>The <b>approaching proficient</b> student is able to demonstrate the first example consistently, but may have inconsistency in the second example:</p> <ol style="list-style-type: none"> <li>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"> <li>● <i>Example:</i> show 12 cubes and have the student count and write "how many."</li> </ul> </li> <li>2. Given a large group of objects; the student is able to count out a specified number of objects and write the corresponding numeral</li> </ol>

	<p>may be present</p> <p><b>No major errors or omissions regarding content.</b></p>	<ul style="list-style-type: none"> <li>• <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?"</li> </ul> <p><i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7.</p> <p><i>Note:</i> Transposition of numbers is not present (71 for 17).</p>
<p><b>2</b></p> <p><b>Beginning Progress</b></p>	<p>The student will</p> <ul style="list-style-type: none"> <li>• With support count and write a numeral from 0-20 to represent a group of objects.</li> <li>• With support represent a number of objects from 0-20</li> <li>• Inconsistencies and inaccuracies may be present</li> </ul> <p><b>Some errors or emissions may be present.</b></p>	<p>With support, the <b>beginning progress</b> student will have inconsistencies in <b>both</b> examples</p> <ol style="list-style-type: none"> <li>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"> <li>• <i>Example:</i> show 12 cubes and have the student count and write "how many."</li> </ul> </li> <li>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"> <li>• <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."</li> <li>• The <b>beginning progress</b> student may be successful with quantities within 0-9.</li> </ul> </li> </ol> <p><i>Note:</i> Developmentally appropriate growth allows for reversals of numbers through age 7.</p> <p><i>Note:</i> Transposition of numbers is not present (71 for 17).</p>
<p><b>1</b></p> <p><b>Of Concern</b></p>	<p>The student will</p> <ul style="list-style-type: none"> <li>• Need support to count and write a numeral from 0-20 to represent a group of objects.</li> <li>• Need support to represent a number of objects from 0-20</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>• The student requires ongoing support to obtain an entry point into either of the above examples.</li> <li>• The students is limited to quantities within 5 and numerals 0-5.</li> </ul>

**Fort Zumwalt School District**

Kindergarten Math Proficiency Scales

<b>Compares two or more sets of objects</b> (K.NS.C.10)		
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Information</b>
<p><b>4</b></p> <p><b>Proficient</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Consistently, independently and accurately 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)</li> </ul> <p><b>No major errors or omissions regarding content.</b></p>	<ul style="list-style-type: none"> <li>• The <b>proficient student</b> 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.</li> <li>• This information should be collected anecdotally.</li> </ul>
<p><b>3</b></p> <p><b>Approaching Proficient</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>approaching proficient</b> 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.</li> </ul>

	<p>objects in each group) with some inconsistencies</p> <p><b>No major errors or omissions regarding content.</b></p>	<ul style="list-style-type: none"> <li>This information should be collected anecdotally.</li> </ul>
<p><b>2</b></p> <p><b>Beginning Progress</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Some errors or emissions may be present.</b></p>	<ul style="list-style-type: none"> <li>The <b>beginning progress</b> student is able to identify the set group when given a descriptor. <ul style="list-style-type: none"> <li><i>Example:</i> "Point to the group that has more" or "Circle the group that has less."</li> </ul> </li> <li>This information should be collected anecdotally.</li> </ul>
<p><b>1</b></p> <p><b>Of Concern</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Need support to compare sets</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>Student needs ongoing prompting and support.</li> <li>This information should be collected anecdotally.</li> </ul>

## Fort Zumwalt School District

### Kindergarten Math Proficiency Scales

<b>Compares two numerals</b> (K.NS.C.11)		
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Information</b>
<p><b>4</b></p> <p><b>Proficient</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Consistently, independently and accurately compare 2 numerals, between 1 and 10, and determine which is more than or less than the other.</li> </ul> <p><b>No major errors or omissions regarding content.</b></p>	<ul style="list-style-type: none"> <li>The <b>proficient student</b> is able to compare 2 numerals without a concrete or pictorial representation.</li> <li>This information should be collected anecdotally.</li> </ul>

<p style="text-align: center;"><b>3</b> <b>Approaching Proficient</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Independently compare 2 numerals, between 1 and 10, and determine which is more than or less than the other.</li> </ul> <p><b>No major errors or omissions regarding content.</b></p>	<ul style="list-style-type: none"> <li>The <b>approaching proficient</b> 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.</li> <li>This information should be collected anecdotally.</li> </ul>
<p style="text-align: center;"><b>2</b> <b>Beginning Progress</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>With support compare 2 numerals, between 1 and 10, and determine which is more than or less than the other.</li> </ul> <p><b>Some errors or emissions may be present.</b></p>	<ul style="list-style-type: none"> <li>The <b>beginning progress</b> 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.</li> <li>This information should be collected anecdotally.</li> </ul>
<p style="text-align: center;"><b>1</b> <b>Of Concern</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Need support to compare sets.</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>Student needs ongoing prompting and support.</li> <li>This information should be collected anecdotally.</li> </ul>

**Fort Zumwalt School District**

Kindergarten Math Proficiency Scales

<p><b><i>Knows "teen" numbers as one group of ten and extra ones</i></b> (K.NBT.A.1)</p>		
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Information</b></p>



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

## Fort Zumwalt School District

Kindergarten Math Proficiency Scales

**Makes 10 from any number 1 to 9**

(K.R.A.A.4)

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

## Fort Zumwalt School District

### Kindergarten Math Proficiency Scales

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

## Fort Zumwalt School District

### Kindergarten Math Proficiency Scales

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

		<ul style="list-style-type: none"> <li>With prompting and support, the <b>beginning progress</b> student will solve provided number sentence: ___ take away ___ is ____</li> <li>The <b>beginning progress</b> student can communicate understanding orally, but will need prompting and teacher support.</li> </ul>
<b>1 Of Concern</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Needs support to manipulate numbers within 5.</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>Student needs prompting and support to manipulate numbers within 5.</li> <li>Student needs prompting and support to communicate understanding.</li> </ul>

### Fort Zumwalt School District

#### Kindergarten Math Proficiency Scales

### ***Describes and compares attributes of objects***

(K.GM.A.1; K.GM.A.2)

<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Information</b>
<b>4 Proficient</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Consistently, independently and accurately describe several measurable attributes of objects</li> <li>Consistently, independently and accurately compare the measurable attributes of two objects.</li> </ul> <p><b>No major errors or omissions regarding 1-3 content.</b></p>	<ul style="list-style-type: none"> <li>The expectation of the <b>proficient student</b> is to describe several measurable attributes of an object, using appropriate language (ie length, weight, height, shapes or capacity).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>The expectation of the <b>proficient student</b> is to compare the measurable attributes of two objects, using appropriate language (ie longer, taller, shorter, heavier, lighter, more, less)</li> <li>The <b>proficient student</b> can communicate understanding orally.</li> <li>This information should be collected anecdotally.</li> </ul> <p><i>Note:</i> This can be done with classifying objects.</p>
<b>3 Approaching Proficient</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Independently describe several measurable attributes of objects, some inconsistencies may be present</li> <li>Independently compare the measurable attributes of two objects, some inconsistencies may be present.</li> </ul> <p><b>No major errors or omissions regarding 1-2 content.</b></p>	<ul style="list-style-type: none"> <li>The expectation of the <b>approaching proficient</b> student is to describe several measurable attributes of an object, using appropriate language (ie length, weight, height, shapes or capacity).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>The expectation of the <b>approaching proficient</b> student is to compare the measurable attributes of two objects, using appropriate language (ie longer, taller, shorter, heavier, lighter, more, less).</li> <li>The <b>approaching proficient</b> student can communicate understanding orally, but may need minor prompting.</li> <li>This information should be collected anecdotally.</li> </ul> <p><i>Note:</i> This can be done with classifying objects.</p>
<b>2 Beginning Progress</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>With support describes 1 or more measurable attributes of objects, some inconsistencies and inaccuracies may be present</li> </ul>	<ul style="list-style-type: none"> <li>The expectation of the <b>beginning progress</b> student is to describe 1 or more measurable attributes of an object, using appropriate language (ie length, weight, height, shapes or capacity).</li> </ul> <p style="text-align: center;"><b>AND</b></p>

	<ul style="list-style-type: none"> <li>With support compare the measurable attributes of two objects, some inconsistencies and inaccuracies may be present.</li> </ul> <p><b>Some errors or omissions may be present.</b></p>	<ul style="list-style-type: none"> <li>The expectation of the <b>beginning progress</b> student is to compare the measurable attributes of two objects, using appropriate language (ie longer, taller, shorter, heavier, lighter, more, less).</li> <li>The <b>beginning progress</b> student can communicate understanding orally, but may need prompting and/or support.</li> <li>This information should be collected anecdotally.</li> </ul> <p><i>Note:</i> This can be done with classifying objects.</p>
<b>1 Of Concern</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Need support to describe attributes of objects</li> <li>Need support to compare attributes of 2 objects</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>The student needs ongoing support to describe attributes of objects.</li> <li>The student needs ongoing support to compare objects.</li> <li>This information should be collected anecdotally.</li> </ul> <p><i>Note:</i> This can be done with classifying objects.</p>

## Fort Zumwalt School District

### Kindergarten Math Proficiency Scales

#### ***Classifies objects into given categories***

(K.DS.A.1)

<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Information</b>
<b>4 Proficient</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Consistently, independently and accurately demonstrates an understanding of classifying objects into <i>complex</i> categories.</li> </ul> <p><b>No major errors or omissions regarding 1-3 content.</b></p>	<ul style="list-style-type: none"> <li>The expectation for the <b>proficient</b> student is to: <ul style="list-style-type: none"> <li>Classify objects into complex student generated categories (ie not only by color).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Defend the classification.</li> </ul> </li> </ul> <p><i>Note:</i> This may be done with describing &amp; comparing attributes of objects.</p>
<b>3 Approaching Proficient</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Independently demonstrate an understanding of classifying objects into <i>complex</i> categories.</li> </ul> <p><b>No major errors or omissions regarding 1-2 content.</b></p>	<ul style="list-style-type: none"> <li>With minor prompting, the expectation for the <b>approaching proficient</b> student is to: <ul style="list-style-type: none"> <li>Classify objects into complex student generated categories (ie not only by color).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Defend the classification.</li> </ul> </li> </ul> <p><i>Note:</i> This may be done with describing &amp; comparing attributes of objects.</p>
<b>2 Beginning Progress</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>With support, demonstrate an understanding of classifying objects into <i>simple</i> categories.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>beginning progress</b> student is working on classifying objects by simple categories (ie color, same object name).</li> <li>With support, the <b>beginning progress</b> student is able to</li> </ul>

	<p><b>Some errors or omissions may be present.</b></p>	<p>defend classification inconsistently.</p> <ul style="list-style-type: none"> <li>• The <b>beginning progress</b> student needs prompting and/or support to communicate understanding.</li> </ul> <p><i>Note:</i> This may be done with describing &amp; comparing attributes of objects.</p>
<p><b>1 Of Concern</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Needs support to classify categories.</li> <li>• Needs support to defend <i>simple</i> categories.</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>• The student needs ongoing support to classify and defend.</li> <li>• The student needs prompting and support to communicate understanding.</li> </ul> <p><i>Note:</i> This may be done with describing &amp; comparing attributes of objects.</p>