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**Student Growth Portfolio Model**  
**Pre-Kindergarten/Kindergarten**  
Teacher Guidebook  
2016-17

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## Assessment Options

- Submit four (4) evidence collections
- Each evidence collection must show pre- and post- assessment of:
  - emerging student work,
  - proficient student work, and
  - advanced student work.

### Pre-Kindergarten

- A pre-kindergarten portfolio must have an evidence collection from each of the following domains:
  - Counting and Cardinality
  - Geometry or Measurement and Data
  - Reading Foundational Skills
  - Language
- Teachers may select any standard within the domain.

### Kindergarten

- A kindergarten portfolio must have an evidence collection from each of the following domains:
  - Counting and Cardinality
  - Operations and Algebraic Thinking
  - Reading Foundational Skills
  - Writing
- Teachers may select any standard within the domain.

# Appendix A: Sample Portfolio Planning Guide

## Pre-Kindergarten

	Evidence Collection 1	Evidence Collection 2	Evidence Collection 3	Evidence Collection 4
<b>Domain</b>	*Reading: Foundational Skills	*Language	*Mathematics: Counting and Cardinality	*Mathematics: Geometry
<b>Strand</b>	Print Concepts	Conventions of Standard English	Count to tell the number of objects	Identify and Describe Shapes
<b>Rubric Row</b>	Recognize spoken words can be written and read (p. 9).	Use complete sentences to express a thought or idea (p. 13).	When given a number from 1 to 10, count out that many objects and answer "how many" there are (p. 20).	Identify basic shapes in the classroom setting or real-world environment (p. 25).
<b>Pre Date</b>	August	August	January	September
<b>Pre Task</b>	Labeling drawings (may be dictated to an adult)	Video of student dictating a story ( <a href="#">example</a> )	Brief video of popsicle stick math with child ( <a href="#">example</a> )	Video of group activity ("If you see a shape, shout it out")
<b>Post Date</b>	March	December	March	October
<b>Post Task</b>	Labeling drawings (may be done independently)	Video of student dictating a story	Brief video of child counting bears	Video of a shape hunt
<b>Emerging Student</b>	Suzie	John	Tyler	Jamar
<b>Proficient Student</b>	Kate	Kelly	Asia	Maria
<b>Advanced Student</b>	Justin	Jose	Jessica	Kim

# Appendix A: Sample Portfolio Planning Guide

## Kindergarten

	Evidence Collection 1	Evidence Collection 2	Evidence Collection 3	Evidence Collection 4
<b>Domain</b>	*Reading: Foundational Skills	*Writing	*Mathematics: Counting and Cardinality	*Mathematics: Operations and Algebraic Thinking
<b>Strand</b>	Phonological Awareness	Fluency	Count to tell the number of objects	Understand addition as putting together and adding to, and subtraction as taking apart and taking from
<b>Rubric Row</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (p. 28).	Read unfamiliar emergent-reader texts with purpose and understanding (p. 31).	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement (p. 36).	Solve addition and subtraction word problems using objects for problems up to 10 (p. 38).
<b>Pre Date</b>	September	August	October	January
<b>Pre Task</b>	Brief video of students reading CVC words from flashcards ( <a href="#">example</a> )	Brief video of students reading emergent-reader text and answering questions	Brief video of students forming groups ( <a href="#">example</a> )	Brief video of students solving word problems
<b>Post Date</b>	December	March	December	March
<b>Post Task</b>	Brief video of students reading CVC words from a list	Brief video of students reading emergent-reader text and answering questions	Brief video of students counting objects in different arrangements	Brief video of students solving word problems
<b>Emerging Student</b>	Smith	Bennett	Tim	Mackenzie
<b>Proficient Student</b>	Callan	Ellie	Allison	Adam
<b>Advanced Student</b>	Cassidy	Jada	Zackary	Lindsay

# Appendix B: Portfolio Planning Guide

## Pre-Kindergarten

	<b>Evidence Collection 1</b>	<b>Evidence Collection 2</b>	<b>Evidence Collection 3</b>	<b>Evidence Collection 4</b>
<b>Domain</b>	*Reading: Foundational Skills	*Language	*Mathematics: Counting and Cardinality	*Mathematics: Geometry
<b>Standard(s)</b>				
<b>Pre Date</b>				
<b>Pre Task</b>				
<b>Post Date</b>				
<b>Post Task</b>				
<b>Emerging Student</b>				
<b>Proficient Student</b>				
<b>Advanced Student</b>				

# Appendix B: Portfolio Planning Guide

## Kindergarten

	Evidence Collection 1	Evidence Collection 2	Evidence Collection 3	Evidence Collection 4
<b>Domain</b>	*Reading: Foundational Skills	*Writing	*Mathematics: Counting and Cardinality	*Mathematics: Operations and Algebraic Thinking
<b>Standard(s)</b>				
<b>Pre Date</b>				
<b>Pre Task</b>				
<b>Post Date</b>				
<b>Post Task</b>				
<b>Emerging Student</b>				
<b>Proficient Student</b>				
<b>Advanced Student</b>				

## Appendix C: Pre-Kindergarten Scoring Guide

Pre-K: Reading						
FOUNDATIONAL SKILLS						
	5	4	3	2	1	
Standard	Print Concepts	Print Concepts	Print Concepts	Print Concepts	Print Concepts	Suggested Evidence
RF.PK.1	Writes familiar words.	Writes familiar letters.	Distinguishes between words and pictures.	Distinguishes between words and pictures sometimes.	Unable to distinguish between words and pictures.	<ul style="list-style-type: none"> <li>• Video of student interacting with words and pictures</li> <li>• Student writing sample</li> </ul>
RF.PK.1a	Retells a story using details from the book, while handling the book right-side up and turns pages one at a time, front to back.	Handles books respectfully and appropriately, right-side up and turns pages one at a time, front to back, and track words left to right with a finger.	Handles books respectfully and appropriately, right-side up and turns pages one at a time, front to back.	With prompting, handles books right-side up and turns pages one at a time, front to back.	Unable to handle books respectfully and appropriately.	<ul style="list-style-type: none"> <li>• Video of student interacting with book</li> </ul>
RF.PK.1c	Independently uses letters to write words using inventive spelling.	With guidance and support, uses inventive spelling to form words.	With guidance and support, understands that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.	Recognizes letters and letter sequencing.	Unable to recognize letters and letter sequencing.	<ul style="list-style-type: none"> <li>• Video of student working with letters using manipulatives or adult/child communication</li> <li>• Student writing sample</li> </ul>



	5	4	3	2	1	
Standard	Print Concepts	Print Concepts	Print Concepts	Print Concepts	Print Concepts	Suggested Evidence
RF.PK.1d	Recognizes 26 (half) upper or lower case letters.	Recognizes 20 or more letters.	Recognizes frequently occurring uppercase letters and some of the most frequently occurring lowercase letters. (12)	Recognizes 6 letters.	Unable to recognize letters.	<ul style="list-style-type: none"> <li>Video/audio of student naming letters with list clearly visible or included in a picture</li> </ul>

**Pre-K: Reading**

**FOUNDATIONAL SKILLS**

	5	4	3	2	1	
Standard	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness	Suggested Evidence
RF.PK.2	Demonstrates understanding of the connection between spoken words, syllables, and sounds.	Independently recognizes spoken words, syllables, and sounds.	Demonstrates increasing understanding of spoken words, syllables, and sounds.	With guidance and support, demonstrates some understanding of spoken words, syllables, and sounds.	Unable to demonstrate understanding of spoken words, syllables, and sounds.	<ul style="list-style-type: none"> <li>Video/audio of student participating in phonological awareness activities</li> </ul>
RF.PK.2a	Independently recognizes and produce rhyming words.	Independently verbalizes real or nonsense rhyming words.	Recognizes and discriminates rhyming words in spoken language.	With guidance and support, recognizes rhyming words in spoken language.	Unable to recognize rhyming words in spoken language.	<ul style="list-style-type: none"> <li>Video/audio of student participating in rhyming activities</li> </ul>
RF.PK.2b	Independently counts, pronounces, blends, and segments syllables in spoken words.	With guidance and support, attempts to pronounce, blend, segment, and count syllables.	Participates in oral activities to count syllables in familiar words and words in a sentence.	With guidance and support, sometimes counts syllables.	Unable to count syllables.	<ul style="list-style-type: none"> <li>Video/audio of student counting and pronouncing syllables</li> </ul>

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness	Suggested Evidence
RF.PK.2e	With guidance and support, adds or substitutes initial sounds (phonemes) in simple, one-syllable words to make new words.	Independently identifies whether or not two words begin with the same sound.	With guidance and support, identifies whether or not two words begin with the same sounds.	With guidance and support, sometimes connects beginning letters with their sounds.	Unable to connect beginning letters with their sounds.	<ul style="list-style-type: none"> <li>• Video/audio of student identifying letter sounds with text clearly visible or included in a picture</li> </ul>

**Pre-K: Reading**

**FOUNDATIONAL SKILLS**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Suggested Evidence
RF.PK.3	Independently uses grade-level phonics and word analysis skills in decoding words.	With guidance and support, uses letters and letter sounds to begin decoding words.	Demonstrates word awareness by identifying familiar words in books and the environment and begins making the connection that letters in words make sounds.	Begins identifying familiar words in books and the environment and makes the connection that letters in words make sounds.	Unable to identify words in familiar books and the environment.	<ul style="list-style-type: none"> <li>• Video/audio of student identifying words individually or in group setting</li> </ul>

RF.PK.3a	Demonstrates basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant.	Recognizes most letters and their letter sounds and use them to attempt to identify names and common words.	Demonstrates development of basic knowledge of letter-sound correspondence association by beginning to match the name and initial sounds of some consonant letters such as in own name, classmates' names, or common words.	Begins identifying letters in the environment and matching letters and sounds.	Unable to understand letter-sound correspondence.	<ul style="list-style-type: none"> <li>Video/audio of student identifying letters and sounds individually or in group settings</li> </ul>
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**Pre-K: Reading**

**FOUNDATIONAL SKILLS**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Suggested Evidence
RF.PK.3c	Reads five or more common high frequency words by sight (e.g., the, of, to, you, she, is, my, are, do, does).	Recognizes a few common high frequency words (e.g., the, of, to, you, she, is, my, are, do, does).	Recognizes own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).	Recognizes own name in print, symbol, or picture.	Unable to recognize own name in print, symbol, or picture.	<ul style="list-style-type: none"> <li>Video of student identifying/reading common words</li> </ul>

	5	4	3	2	1	
	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Suggested Evidence
RF.PK.3d	With guidance and support, distinguishes between similarly spelled words by identifying the sounds of the letters that differ.	With guidance and support, uses letter sounds to decode words and recognize if they are the same or different.	With guidance and support, discriminates between words with the same and different first letter sounds.	Independently connects some letters to their letter sounds.	Unable to connect letters to their letter sounds.	<ul style="list-style-type: none"> <li>Video of student identifying letters, sounds, and decoding words</li> </ul>

**Pre-K: Reading**

**FOUNDATIONAL SKILLS**

	5	4	3	2	1	
Standard	Fluency	Fluency	Fluency	Fluency	Fluency	Suggested Evidence
RF.PK.4	Demonstrates awareness that books carry a message. With guidance and support, begins to point to words as “reading”, and uses different strategies (e.g., sounding out words, using illustrations) to make meaning from print.	Demonstrates awareness that books carry a message. With expression and intonation, independently retells the events and overall theme in familiar picture books by using illustrations (observing and discussing) to support “reading” the words in the text.	Demonstrates awareness that books carry a message. Retells the story events and overall theme in familiar picture books, by using illustrations (observing and discussing) to support “reading” the words in the text.	With guidance and support, demonstrates awareness that books carry a message. Sometimes uses illustrations (observing and discussing) to support “reading” the words in the text.	Unable to retell a story from a familiar picture book.	<ul style="list-style-type: none"> <li>Video of student interacting with a familiar book</li> </ul>

Pre-K: Language						
	5	4	3	2	1	
Standard	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Suggested Evidence
L.PK.1	Independently uses complete sentences to express a thought or idea in a collaborative discussion.	Independently uses complete sentences to express a thought or idea.	Through adult modeling, guidance, and support, uses complete sentences to express a thought or idea.	Through adult modeling, guidance, and support, uses multiple words and short phrases to express thoughts and ideas.	Unable to use words and short phrases to express thoughts and ideas.	<ul style="list-style-type: none"> <li>Video/audio of student verbally expressing thoughts/ ideas</li> </ul>
L.PK.1a	Independently prints recognizable upper- and lower-case letters of conventional size and shape.	Independently prints recognizable upper- and lower-case letters.	With modeling and support, prints some upper- and lower-case letters (letters may not be of conventional size or shape).	With modeling and support, prints some letter-like forms.	Unable to print letter-like forms, even with modeling and support.	<ul style="list-style-type: none"> <li>Student writing sample</li> </ul>

Pre-K: Language						
	5	4	3	2	1	
Standard	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Suggested Evidence
L.PK. 1b, L.PK.1.c, L.PK.1e, L.PK.1f	<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing all of the following:</p> <ul style="list-style-type: none"> <li>Using frequently occurring (often theme-based) vocabulary words in collaborative discussion</li> <li>Using the plural form of regular nouns in oral communication</li> <li>Using the most frequently occurring prepositions</li> <li>Producing and expanding complete sentences in shared language activities</li> </ul>	<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing several of the following:</p> <ul style="list-style-type: none"> <li>Using frequently occurring (often theme-based) vocabulary words in collaborative discussion</li> <li>Using the plural form of regular nouns in oral communication</li> <li>Using the most frequently occurring prepositions</li> <li>Producing and expanding complete sentences in shared language activities</li> </ul>	<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing all of the following:</p> <ul style="list-style-type: none"> <li>Using frequently occurring (often theme-based) vocabulary words</li> <li>Using the plural form of regular nouns in oral communication</li> <li>Using the most frequently occurring prepositions</li> <li>Participating in shared language activities and using increasingly complex and varied spoken vocabulary</li> </ul>	<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing several of the following:</p> <ul style="list-style-type: none"> <li>Using frequently occurring (often theme-based) vocabulary words</li> <li>Using the plural form of regular nouns in oral communication</li> <li>Using the most frequently occurring prepositions</li> <li>Participating in shared language activities and use increasingly complex and varied spoken vocabulary</li> </ul>	<p>Unable to demonstrate command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing the following:</p> <ul style="list-style-type: none"> <li>Using frequently occurring (often theme-based) vocabulary words</li> <li>Using the plural form of regular nouns in oral communication</li> <li>Using the most frequently occurring prepositions</li> <li>Participating in shared language activities and use increasingly complex and varied spoken vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Video/audio of student discussion</li> <li>Video/audio of student dictating to teacher</li> <li>Student writing sample</li> </ul>

Pre-K: Language						
	5	4	3	2	1	
Standard	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Suggested Evidence
L.PK.2, L.PK.2a, L.PK.2c, L.PK.2d	<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing all of the following:</p> <ul style="list-style-type: none"> <li>Using most letters to represent ideas</li> <li>Consistently using conventions of standard English capitalization and punctuation</li> <li>Correctly using upper and lower-case letters for his/her name</li> <li>Writing a letter or letters for most consonant and short-vowel sounds (phonemes)</li> <li>Spelling simple words phonetically, drawing on knowledge of</li> </ul>	<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing several of the following:</p> <ul style="list-style-type: none"> <li>Using most letters to represent ideas</li> <li>Consistently using conventions of standard English capitalization and punctuation</li> <li>Correctly using upper and lower-case letters for his/her name</li> <li>Writing a letter or letters for most consonant and short-vowel sounds (phonemes)</li> <li>Spelling simple words phonetically, drawing on knowledge of</li> </ul>	<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing all of the following:</p> <ul style="list-style-type: none"> <li>Using some letters to represent ideas</li> <li>Inconsistently using conventions of standard English capitalization and punctuation</li> <li>Showing awareness of the difference between upper- and lower case letters</li> <li>Showing awareness of conventional letter-sound relationships through use of inventive spelling in writing</li> </ul>	<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing several of the following:</p> <ul style="list-style-type: none"> <li>Using some letters to represent ideas</li> <li>Inconsistently using conventions of standard English capitalization and punctuation</li> <li>Showing awareness of the difference between upper- and lower case letters</li> <li>Showing awareness of conventional letter-sound relationships through use of inventive spelling in writing</li> </ul>	<p>Unable to demonstrate command of the conventions of standard English grammar and usage when writing or speaking, as demonstrated by doing the following:</p> <ul style="list-style-type: none"> <li>Using some letters to represent ideas</li> <li>Inconsistently using conventions of standard English capitalization and punctuation</li> <li>Showing awareness of the difference between upper- and lower case letters</li> <li>Showing awareness of conventional letter-sound relationships through use of inventive spelling in writing</li> </ul>	<ul style="list-style-type: none"> <li>Video/audio of student discussion</li> <li>Video/audio of student dictating to teacher</li> <li>Student writing sample</li> </ul>

	sound-letter relationships	sound-letter relationships	<ul style="list-style-type: none"> <li>Demonstrating awareness of sounds in words by identifying initial letter of familiar words</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating awareness of sounds in words by identifying initial letter of familiar words</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating awareness of sounds in words by identifying initial letter of familiar words</li> </ul>	
<b>Pre-K: Language</b>						
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Suggested Evidence
L.PK.4	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on reading and content.	Sometimes able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.	With guidance and support, asks or answers questions about the meaning of new and unfamiliar words and phrases introduced through current themes and related books, activities, and play.	With modeling and support, asks or answers questions about the meaning of new and unfamiliar words and phrases introduced through current themes and related books, activities, and play.	Unable to ask or answer questions about the meaning of new and unfamiliar words and phrases introduced through current themes and related books, activities, and play.	<ul style="list-style-type: none"> <li>Video/audio of student exploring and using unfamiliar words</li> </ul>
L.PK.4a	Identifies new meanings for familiar words and applies them accurately (e.g., knowing duck is a bird and learning the verb duck).	Begins to identify new meanings for familiar words and sometimes applies them accurately (e.g., knowing duck is a bird and learning the verb duck).	Recognizes that some words have more than one meaning as used in a conversation or as found in a book (e.g., bank: a place to keep money; and bank: the edge of a river).	With guidance and support, recognizes that some words have more than one meaning as used in a conversation or as found in a book (e.g., bank: a place to keep money; and bank: the edge of a river).	Unable to recognize that some words have more than one meaning as used in a conversation or as found in a book (e.g., bank: a place to keep money; and bank: the edge of a river).	<ul style="list-style-type: none"> <li>Video/audio of student exploring and using vocabulary</li> </ul>



Pre-K: Language						
	5	4	3	2	1	
Standard	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Suggested Evidence
L.PK.5a	Independently determines what objects have in common, explains what they have in common, and sorts them by that common factor.	Independently determines what objects have in common and sorts them by that common factor.	With guidance and support, sorts familiar objects into categories (e.g., group cars by color or number of doors), and identifies the “common” factor of the group (e.g., Identify reason for grouping objects).	With guidance and support, sorts familiar objects into categories.	Unable to sort familiar objects into categories.	<ul style="list-style-type: none"> <li>Video of student engaged in a sorting activity</li> </ul>
L.PK.5C	Independently uses words learned to describe objects outside of the classroom setting (e.g., if “colorful” is a vocabulary word, student is able to identify a place in the school that is colorful without prompting).	Uses words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table, and cot/bed).	Makes meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table, and cot/bed).	With modeling and support, makes meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table, and cot/bed).	Unable to make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table, and cot/bed).	<ul style="list-style-type: none"> <li>Video/audio of student engaged in a language activity</li> </ul>

Pre-K: Language						
	5	4	3	2	1	
Standard	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Suggested Evidence
L.PK.5b, L.PK.5d	<p>Demonstrates understanding of the most frequently occurring adjectives and verbs as demonstrated by doing all of the following:</p> <ul style="list-style-type: none"> <li>Identifying opposites of adjectives (e.g., more/less, empty/full)</li> <li>Identifying opposites of adjectives (e.g., walk/run)</li> <li>Identifying different meanings of similar verbs used in daily conversations (e.g., talk/chat)</li> <li>Distinguishing shades of meaning among verbs describing the same general action (e.g., walk, march, jog, strut, prance, run)</li> </ul>	<p>Demonstrates understanding of the most frequently occurring adjectives and verbs as demonstrated by doing three or more of the following:</p> <ul style="list-style-type: none"> <li>Identifying opposites of adjectives (e.g., more/less, empty/full)</li> <li>Identifying opposites of verbs (e.g., walk/run)</li> <li>Identifying different meanings of similar verbs used in daily conversations (e.g., talk/chat)</li> <li>Distinguishing shades of meaning among verbs describing the same general action (e.g., walk, march, jog, strut, prance, run)</li> </ul>	<p>Demonstrates understanding of the most frequently occurring adjectives and verbs as demonstrated by doing both of the following:</p> <ul style="list-style-type: none"> <li>Identifying opposites of adjectives (e.g., more/less, empty/full)</li> <li>Identifying different meanings of similar verbs used in daily conversations (e.g., talk/chat)</li> </ul>	<p>Demonstrates understanding of the most frequently occurring adjectives and verbs as demonstrated by doing one of the following:</p> <ul style="list-style-type: none"> <li>Identifying opposites of adjectives (e.g., more/less, empty/full)</li> <li>Identifying different meanings of similar verbs used in daily conversations (e.g., talk/chat)</li> </ul>	<p>Unable to demonstrate understanding of the most frequently occurring adjectives and verbs as demonstrated by doing either of the following:</p> <ul style="list-style-type: none"> <li>Identifying opposites of adjectives (e.g., more/less, empty/full)</li> <li>Identifying different meanings of similar verbs used in daily conversations (e.g., talk/chat)</li> </ul>	<ul style="list-style-type: none"> <li>Video/audio of student engaged in a language activity</li> </ul>

Pre-K: Mathematics						
COUNTING AND CARDINALITY						
	5	4	3	2	1	
Standard	Know number names and the count sequence	Know number names and the count sequence	Know number names and the count sequence	Know number names and the count sequence	Know number names and the count sequence	Suggested Evidence
PK.CC.2	Verbally counts forward beginning from a given number within the known sequence (instead of having to begin at 1).	Verbally counts forward in sequence from 1-50.	Verbally counts forward in sequence from 1-30.	Verbally counts forward in a sequence from 1-10.	Unable to verbally count forward in a sequence from 1-10.	<ul style="list-style-type: none"> <li>Video/audio of student counting</li> </ul>
PK.CC.3	Understands the relationships between numerals, names of numbers and quantities up to 20.	Understands the relationships between numerals, names of numbers and quantities up to 15.	Understands the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing: the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).	Understands the relationships between numerals, names of numbers and quantities up to 5 (includes subitizing: the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).	Unable to understand the relationships between numerals, names of numbers and quantities up to 5 (includes subitizing: the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).	<ul style="list-style-type: none"> <li>Video/audio of student involved in a counting activity</li> </ul>

Pre-K: Mathematics						
COUNTING AND CARDINALITY						
	5	4	3	2	1	
Standard	Count to tell the number of objects	Count to tell the number of objects	Count to tell the number of objects	Count to tell the number of objects	Count to tell the number of objects	Suggested Evidence
PK.CC.4a	Uses one-to-one correspondence to accurately count up to 10 objects in a scattered configuration, is able to tell that the last number counted tells how many there are, AND demonstrates understanding that the number of objects is the same regardless of their arrangement or the order in which they are counted.	Uses one-to-one correspondence to accurately count up to 10 objects in a scattered configuration AND is able to tell that the last number counted tells how many there are.	Uses one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.	Uses one-to-one correspondence to accurately count up to 10 objects in a line OR up to 5 objects in a scattered configuration.	Unable to use one-to-one correspondence to accurately count up to 5 objects in a line or scattered configuration.	<ul style="list-style-type: none"> <li>Video of student counting objects in various configurations</li> </ul>
PK.CC.5	With guidance and support, counts to answer "how many" questions about as many as 20 things arranged in a line or as many as 10 things in a scattered configuration.	When given a number from 1 to 20, counts out that many objects and answers "how many" there are.	When given a number from 1 to 10, counts out that many objects and answers "how many" there are.	Recounts items instead of saying the total when asked "how many" questions (e.g., may think asking how many means you want them to recount).	Unable to count to answer "how many?" questions about as many as 5 things arranged in a line, even with guidance and support.	<ul style="list-style-type: none"> <li>Video of student counting out objects</li> </ul>

**Pre-K: Mathematics**

**COUNTING AND CARDINALITY**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Compare Numbers	Compare Numbers	Compare Numbers	Compare Numbers	Compare Numbers	Suggested Evidence
PK.CC.6	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.	Tells that there are more (or fewer) when objects are added to (or taken away from) a collection of objects.	Uses comparative language, such as more/less than or equal to, to compare and describes collections of objects by matching.	Uses quantity words (e.g., A lot, some, many, and few) to describe collections of objects.	Unable to use quantity words to describe collections of objects.	<ul style="list-style-type: none"><li>• Video of student comparing and describing objects</li></ul>

**Pre-K: Mathematics****MEASUREMENT AND DATA**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Describe and compare measureable attributes	Describe and compare measureable attributes	Describe and compare measureable attributes	Describe and compare measureable attributes	Describe and compare measureable attributes	Suggested Evidence
PK.MD.1, PK.MD.2	With guidance and support, compares everyday objects using the attributes of length (longer/shorter), area (covers more/covers less), weight (heavier/lighter), and volume or capacity (holds more/holds less) using appropriate vocabulary.	With guidance and support, compares everyday objects using the attributes of length (longer/shorter) and weight (heavier/lighter), using appropriate vocabulary.	Recognizes the attributes of length (how long, tall, short), area (how much it covers), weight (how heavy or light), and volume or capacity (how much it holds) of everyday objects using appropriate vocabulary.	Recognizes the attributes of length (how long, tall, short) and weight (how heavy or light), of everyday objects using appropriate vocabulary.	Unable to recognize the attributes of length (how long, tall, short) and weight (how heavy or light), of everyday objects using appropriate vocabulary.	

**Pre-K: Mathematics**

**MEASUREMENT AND DATA**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Classify objects and count the number of objects in each category	Classify objects and count the number of objects in each category	Classify objects and count the number of objects in each category	Classify objects and count the number of objects in each category	Classify objects and count the number of objects in each category	Suggested Evidence
PK.MD.3	Classifies objects into given categories, counts number of objects in each category, and sorts the categories by count.	Sorts, categorizes, and classifies objects by more than two attributes and explain the reasons for groups.	Sorts, categorizes, and classifies objects by more than one attribute.	Sorts, categorizes, and classifies objects by one attribute.	Unable to sort, categorize, and classify objects by more than one attribute.	<ul style="list-style-type: none"><li>• Video of student sorting, categorizing and classifying objects</li></ul>

Pre-K: Mathematics						
GEOMETRY						
	5	4	3	2	1	
Standard	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Suggested Evidence
PK.G.1	Uses or makes picture maps to locate objects.	Uses and responds appropriately to position words indicating location, direction, and distance.	Identifies relative positions of objects in space, and uses appropriate language (e.g., beside, inside, next to, close to, above, below, apart).	Moves self or objects in response to position words (e.g., in, on, under, up, down).	Unable to move self or objects in response to position words (e.g., in, on, under, up, down).	<ul style="list-style-type: none"> <li>• Video of student responding to position words</li> <li>• Student-created picture map</li> </ul>
PK.G.2	Identifies all five basic shapes (e.g., square, circle, triangle, rectangle, hexagon), AND identifies one or more three-dimensional shapes (e.g., cone, cylinder, cube, sphere) in the classroom setting or real-world environment.	Identifies five basic shapes (e.g., square, circle, triangle, rectangle, hexagon) in the classroom setting or real-world environment.	Identifies four basic shapes (e.g., square, circle, triangle, rectangle, hexagon) in the classroom setting or real-world environment.	Identifies fewer than four basic shapes (e.g., square, circle, triangle, rectangle, hexagon) in the classroom setting or real-world environment.	Unable to identify basic shapes (e.g., square, circle, triangle, rectangle, hexagon) in the classroom setting or real-world environment.	<ul style="list-style-type: none"> <li>• Video of student identifying shapes</li> </ul>



Pre-K: Mathematics						
GEOMETRY						
	5	4	3	2	1	
Standard	Analyze, compare, create, and compose shapes	Analyze, compare, create, and compose shapes	Analyze, compare, create, and compose shapes	Analyze, compare, create, and compose shapes	Analyze, compare, create, and compose shapes	Suggested Evidence
PK.G.4	With guidance and support, compares and contrasts the attributes of two- and three-dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not ___, AND explains in their own words how they reached that conclusion.	With guidance and support, compares and contrasts the attributes of two- and three-dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not ___.	With guidance and support, compares and contrasts the attributes of three-dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not ___.	With guidance and support, compares and contrasts the attributes of two-dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not ___.	Unable to compare and contrast the attributes of two- and three-dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not ___, even with guidance and support.	<ul style="list-style-type: none"> <li>Video/audio of student identifying and comparing attributes of shapes</li> </ul>
PK.G.6	With guidance and support, creates and names new shapes formed when putting two shapes together, correctly describes the attributes of the new shape using appropriate vocabulary, AND compares and contrasts the old shapes with the new shape.	With guidance and support, creates and names new shapes formed when putting two shapes together, AND correctly describes the attributes of the new shape using appropriate vocabulary.	With guidance and support, creates and names new shapes formed when putting two shapes together (e.g., two right triangles of the same size put together would make a rectangle or square).	With guidance and support, creates new shapes by putting two shapes together.	Unable to create and name new shapes formed when putting two shapes together, even with guidance and support.	<ul style="list-style-type: none"> <li>Video of student creating and discussing new shapes</li> </ul>

## Appendix D: Kindergarten Scoring Guide

Kindergarten: Reading						
FOUNDATIONAL SKILLS						
	5	4	3	2	1	
Standard	Print Concepts	Print Concepts	Print Concepts	Print Concepts	Print Concepts	Suggested Evidence
RF.K.1a	Consistently follows words from left to right, top to bottom, and page by page with 1 to 1 correspondence in an unfamiliar text, and consistently points to individual words.	Consistently follows words from left to right, top to bottom, and page by page with 1 to 1 correspondence in a familiar text, and consistently points to individual words.	Consistently follows words from left to right, top to bottom, and page by page, and consistently points to individual words.	Follows words from left to right and page by page and inconsistently points to individual words.	Unable to follow words from left to right and page by page.	<ul style="list-style-type: none"> <li>Video of student reading with teacher</li> </ul>
RF.K.1d	Recognizes, names, and recalls all upper- and lowercase letters of the alphabet, and applies this knowledge by using letter sounds to decode words within a grade level text (or beyond).	Recognizes and names all upper- and lowercase letters of the alphabet, within a grade level text (e.g., within a word or sentence), with a quick recall of three seconds or less.	Recognizes and names all upper- and lowercase letters of the alphabet with quick recall of three second or less.	Recognizes and names at least half of the upper- and lowercase letters of the alphabet.	Unable to recognize letters of the alphabet.	<ul style="list-style-type: none"> <li>Video/audio of student naming letters with the checklist clearly in view or accompanied by a picture of the checklist the student was viewing</li> </ul>

Kindergarten: Reading						
FOUNDATIONAL SKILLS						
	5	4	3	2	1	
Standard	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness	Suggested Evidence
RF.K.2a	Recognizes rhyming words in a text and independently produces other rhyming words.	Recognizes rhyming words in a text.	Recognizes and produces rhyming words in isolation (e.g., "What rhymes with cat?").	Recognizes rhyming words in isolation (e.g., when given three words, can identify the two rhyming words).	Unable to recognize rhyming words in isolation.	<ul style="list-style-type: none"> <li>Video/audio of student completing rhyming match activity with follow up questions from teacher</li> </ul>
RF.K.2b	Counts, pronounces, blends, and segments syllables in a text (e.g., hearing the text, "I see a butterfly," counts, pronounces, and blends the word "butterfly".).	Counts, pronounces, blends, and segments syllables in spoken words with accuracy.	Counts, pronounces, blends, and segments syllables in spoken words.	With guidance and support, able to pronounce and count syllables in spoken words.	Unable to pronounce, segment, and count syllables in spoken words.	<ul style="list-style-type: none"> <li>Video/audio of student breaking apart syllables in words</li> </ul>

Kindergarten: Reading						
FOUNDATIONAL SKILLS						
	5	4	3	2	1	
Standard	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness	Suggested Evidence
RF.K.2d	Isolates and pronounces ALL sounds (phonemes) in four-phoneme words, including words with blends and digraphs.	Consistently isolates and pronounces three-phoneme words AND sometimes is able to isolate and pronounce four-phoneme words.	Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <i>NOTE: This does not include CVCs ending with //, /r/, or /x/.</i>	With prompting and support, isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <i>NOTE: This does not include CVCs ending with //, /r/, or /x/.</i>	Unable to isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <i>NOTE: This does not include CVCs ending with //, /r/, or /x/.</i>	<ul style="list-style-type: none"> <li>• Video/audio of student tapping out sounds and/or verbally pronouncing sounds in given CVC words</li> </ul>
RF.K.2e	Independently adds or substitutes individual sounds (phonemes) in simple, one-syllable blends and digraphs to make new words.	Adds or substitutes individual sounds (phonemes) in simple, one-syllable blends to make new words.	Consistently adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.	Sometimes adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.	Unable to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> <li>• Audio of student performing task orally</li> <li>• Video of student working with letter tiles</li> </ul>

Kindergarten: Reading						
FOUNDATIONAL SKILLS						
	5	4	3	2	1	
Standard	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Suggested Evidence
RF.K.3a	Applies basic knowledge of letter-sound correspondences by fluently reading/decoding single syllable consonant vowel consonant words, including digraphs.	Demonstrates basic knowledge of letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant with quick recall of less than three seconds.	Demonstrates basic knowledge of letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Sometimes demonstrates basic knowledge of letter sound correspondences by producing the primary sound or many of the most frequent sounds for consonants.	Unable to demonstrate basic knowledge of letter sound correspondences by producing the primary sound or many of the most frequent sounds for consonants.	<ul style="list-style-type: none"> <li>Video/audio of student producing sounds with quick recall with checklist clearly in view or accompanied in a picture</li> </ul>
RF.K.3b	Associates the long and short sounds with common spellings (graphemes) for the five major vowels when reading grade level connected text.	Associates the long and short sounds with common spellings (graphemes) for the five major vowels with quick recall of less than three seconds.	Associates the long and short sounds with common spellings (graphemes) for the five major vowels when reading words in isolation.	Sometimes associates the long and short sounds with common spellings (graphemes) for the five major vowels when reading words in isolation.	Unable to associate the long and short sounds with common spellings (graphemes) for the five major vowels when reading words in isolation.	<ul style="list-style-type: none"> <li>Video/audio of student reading flashcards with common spelling patterns</li> <li>Video/audio of student reading a text</li> </ul>

Kindergarten: Reading						
FOUNDATIONAL SKILLS						
	5	4	3	2	1	
Standard	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Suggested Evidence
RF.K.3c	Reads above grade level high-frequency words within connected text with fluency.	Reads high-frequency words in connected text with fluency.	Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) with quick recall (less than three seconds).	Reads some high-frequency words.	Unable to read high-frequency words.	<ul style="list-style-type: none"> <li>Video/audio of student reading lists, flashcards, or text</li> </ul>
RF.K.3d	Independently produces similarly spelled words.	With guidance and support, produces similarly spelled words.	Distinguishes between similarly spelled words by identifying the sounds of the letters that differ.	Sometimes distinguishes between similarly spelled words by identifying the sounds of the letters that differ.	Unable to distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>Video/audio of student reading lists, flashcards, or text</li> </ul>

Kindergarten: Reading						
FOUNDATIONAL SKILLS						
	5	4	3	2	1	
Standard	Fluency	Fluency	Fluency	Fluency	Fluency	Suggested Evidence
RF.K.4	Reads unfamiliar above grade-level texts with purpose, understanding (can answer comprehension questions AND retell), prosody, fluency, and 90-100% accuracy.	Reads unfamiliar above grade-level texts with purpose, understanding (can answer comprehension questions OR retell), prosody, and 90-100% accuracy.	Reads unfamiliar emergent-reader texts with purpose and understanding with 90-100% accuracy.	Reads unfamiliar emergent-reader texts with purpose and understanding with less than 90% accuracy.	Unable to read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Video/audio of student doing a cold read</li> <li>• May also want to include picture of running record</li> </ul>

Kindergarten: Writing						
	5	4	3	2	1	
Standard	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Suggested Evidence
W.K.1	Uses writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and write several reasons to support their opinion or preference about the topic or book.	Uses a combination of drawing and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and write an opinion or preference about the topic or book.	Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	Uses a combination of drawing and dictating to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	Unable to use drawing, dictating, or writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	<ul style="list-style-type: none"> <li>• Picture of student writing</li> <li>• If student is a non-writer, video/audio of student dictating</li> </ul>
W.K.2	Uses writing to compose informative/explanatory texts in which they name what they are writing about and supply several informational statements in writing about the topic.	Uses a combination of drawing and writing to compose informative/explanatory texts in which they name what they are writing about and supply a few informational statements about the topic.	Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Uses a combination of drawing and dictating to compose informative/explanatory texts in which they name what they are writing about and supply one piece of information about the topic.	Unable to use drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> <li>• Picture of student writing</li> <li>• If student is a non-writer, video/audio of student dictating</li> </ul>



	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Suggested Evidence
W.K.3	Uses writing to narrate a single event or several loosely linked events, writes about the events in the order in which they occurred, and provides a reaction to what happened.	Uses a combination of drawing and writing to narrate a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened.	Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened.	Uses a combination of drawing and dictating to narrate a single event or several loosely linked events, tells about the events in the order in which they occurred.	Unable to use drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> <li>• Picture of student writing</li> <li>• If student is a non-writer, video/audio of student dictating</li> </ul>

**Kindergarten: Writing**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Suggested Evidence
W.K.7	Participates in shared research and writing projects by independently producing more than two sentences and drawing an accompanying picture based on group research, pre-writing, graphic organizers, etc.	With limited support, participates in shared research and writing projects by independently producing one to two sentences and drawing an accompanying picture based on group research, pre-writing, graphic organizers, etc.	With guidance and support, participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	With extensive guidance (Ex. Giving students a sentence stem), participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Unable to participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), even with guidance and support.	<ul style="list-style-type: none"> <li>• Picture of student writing</li> <li>• If student is a non-writer, video/audio of student dictating</li> </ul>

Kindergarten: Writing						
	5	4	3	2	1	
Standard	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Suggested Evidence
W.K.8	With limited guidance, records (e.g., answer questions, complete a graphic organizer, complete guided notes) information about a specific topic gathered from experiences AND provided sources.	With modeling and support, records (e.g., answer questions, complete a graphic organizer, complete guided notes) information about a specific topic gathered from experiences AND provided sources.	With guidance and support, recalls information from experiences or gathers information from provided sources to answer a question.	With extensive guidance and support, recalls information from experiences or gathers information from provided sources to answer a question.	Unable to recall information from experiences or gather information from provided sources to answer a question, even with extensive guidance and support.	<ul style="list-style-type: none"> <li>• Picture of student writing</li> <li>• If student is a non-writer, video/audio of student dictating</li> </ul>

Kindergarten: Mathematics						
COUNTING AND CARDINALITY						
	5	4	3	2	1	
Standard	Know number names and the count sequence	Know number names and the count sequence	Know number names and the count sequence	Know number names and the count sequence	Know number names and the count sequence	Suggested Evidence
K.CC.1	Counts to 120 or more by ones, fives, and tens.	Counts to 120 or more by ones and tens.	Counts to 100 by ones and tens.	Counts to 50 by ones and tens.	Unable to count to 50 by ones and tens.	<ul style="list-style-type: none"> <li>Audio/video of student counting</li> </ul>
K.CC.2	Counts forward (3 numbers) beginning from a given number within the known sequence between 51 and 75+ (instead of having to begin at 1).	Counts forward (3 numbers) beginning from a given number within the known sequence between 21 and 50 (instead of having to begin at 1).	Counts forward (3 numbers) beginning from a given number within the known sequence between 11 and 20 (instead of having to begin at 1).	Counts forward (3 numbers) beginning from a given number within the known sequence between 0 and 10 (instead of having to begin at 1).	Unable to count forward from any given number.	<ul style="list-style-type: none"> <li>Audio/video of student counting</li> </ul>
K.CC.3	Writes numbers from 0 to 75.	Writes numbers from 0 to 50.	Writes numbers from 0 to 20.	Writes numbers from 0 to 10.	Unable to write numbers from 0 to 10.	<ul style="list-style-type: none"> <li>Student writing sample</li> </ul>
K.CC.3	Represents a number of objects with a written numeral 31-40+. Repeats with at least four different numbers of objects (e.g., show a group of 32, 35, 37, and 40).	Represents a number of objects with a written numeral 21-30. Repeats with at least four different numbers of objects (e.g., show a group of 21, 25, 27, and 28).	Represents a number of objects with a written numeral 11-20. Repeats with at least four different numbers of objects. (e.g., show a group of 12, 13, 15, and 19)	Represents a number of objects with a written numeral 0-10 (with 0 representing a count of no objects). Repeats with at least four different numbers of objects (e.g., show a group of 1, 4, 5, and 9).	Unable to represent a number of objects with a written numeral 0-10 (with 0 representing a count of no objects).	<ul style="list-style-type: none"> <li>Student writing sample.</li> <li>Video of student completing a teacher-directed activity</li> </ul>

Kindergarten: Mathematics						
COUNTING AND CARDINALITY						
	5	4	3	2	1	
Standard	Count to tell the number of objects	Count to tell the number of objects	Count to tell the number of objects	Count to tell the number of objects	Count to tell the number of objects	Suggested Evidence
K.CC.4a	When counting objects, says 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 (up to 75+).	When counting objects, says 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 (up to 50).	When counting objects, says 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 (up to 20).	When counting objects, says 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 (up to 10).	Unable to count objects and say the number names in the standard order.	<ul style="list-style-type: none"> <li>Video/audio of student performing a counting activity</li> </ul>
K.CC.4b	Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (up to 75+).	Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (up to 50).	Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (up to 20).	Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (up to 10).	Unable to understand that the last number name said tells the number of objects counted. Unable to understand the number of objects is the same regardless of their arrangement or the order in which they were counted.	<ul style="list-style-type: none"> <li>Video of student performing a counting activity</li> </ul>

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Count to tell the number of objects	Count to tell the number of objects	Count to tell the number of objects	Count to tell the number of objects	Count to tell the number of objects	Suggested Evidence
K.CC.5	Counts to answer "how many?" questions about as many as 20 things arranged in two of the previously outlined ways, with one count done on paper instead of with manipulatives.	Counts to answer "how many?" questions about as many as 20 things arranged in two of the following ways: a line, a rectangular array, a circle, or a scattered configuration.	Counts to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.	Counts to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration.	Unable to count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration.	<ul style="list-style-type: none"> <li>• Video of student performing a counting activity</li> <li>• Written student work sample</li> </ul>

**Kindergarten: Mathematics**

**COUNTING AND CARDINALITY**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standard	Compare Numbers	Compare Numbers	Compare Numbers	Compare Numbers	Compare Numbers	Suggested Evidence
K.CC.6, K.CC.7	Generates a number that is greater than, less than, or the same as another number. Includes numbers up to ten.	Identifies whether one number is greater than, less than, or the same as another number. Includes numbers up to ten.	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). Includes groups with up to ten objects.	Matches the number of objects in one group to the same number of objects in a different group.	Unable to match the number of objects in one group to the same number of objects in a different group.	<ul style="list-style-type: none"> <li>• Video/audio of student performing an activity</li> <li>• Written student work sample</li> </ul>

Kindergarten: Mathematics						
OPERATIONS AND ALGEBRAIC THINKING						
	5	4	3	2	1	
Standard	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Suggested Evidence
K.OA.1	Represents addition and subtraction within 20, with drawings, expressions, or equations (drawings need not show details, but should show the mathematics in the problem).	Represents addition and subtraction within 15, with the following strategies: objects, mental images, drawings, verbal explanations, expressions, or equations (drawings need not show details, but should show the mathematics in the problem).	Represents addition and subtraction within 10, with the following strategies: objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations (drawings need not show details, but should show the mathematics in the problem).	Represents addition within 10, with the following strategies: objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations (drawings need not show details, but should show the mathematics in the problem).	Unable to represent addition within 10, with the following strategies: objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations (drawings need not show details, but should show the mathematics in the problem).	<ul style="list-style-type: none"> <li>Video of student doing an addition/ subtraction activity</li> </ul>
K.OA.2	Solves addition and subtraction word problems using objects for problems up to 20.	Solves addition and subtraction word problems using objects for problems up to 15.	Solves addition and subtraction word problems using objects for problems up to 10.	Solves addition and subtraction word problems using objects for problems up to 5.	Unable to solve addition and subtraction word problems.	<ul style="list-style-type: none"> <li>Video of student doing a word problem</li> </ul>

Kindergarten: Mathematics						
OPERATIONS AND ALGEBRAIC THINKING						
	5	4	3	2	1	
Standard	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Suggested Evidence
K.OA.3	Decomposes numbers less than or equal to 20 into pairs (parts) in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ).	Decomposes numbers less than or equal to 15 into pairs (parts) in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ).	Decomposes numbers less than or equal to 10 into pairs (parts) in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ).	Decomposes numbers less than or equal to 5 into pairs (parts) in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ).	Unable to decompose numbers less than or equal to 5 into pairs (parts) in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ).	<ul style="list-style-type: none"> <li>• Written student work sample</li> <li>• Video of student completing an activity</li> </ul>
K.OA.4	For any number from 1 to 19, finds the number that makes 20 when added to the given number (e.g., by using objects or drawings), and records the answer with a drawing or equation.	For any number from 1 to 14, finds the number that makes 15 when added to the given number (e.g., by using objects or drawings), and record the answer with a drawing or equation.	For any number from 1 to 9, finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	For any number from 1 to 4, finds the number that makes 5 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	For any number from 1 to 4, the student is unable to find the number that makes 5 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	<ul style="list-style-type: none"> <li>• Written student work sample</li> <li>• Video of student completing an activity</li> </ul>
K.OA.5	Fluently adds and subtracts within 10 with quick recall (within three seconds), with 90-100% accuracy.	Fluently adds within 10 and subtracts within 5 with quick recall (within three seconds), with 90-100% accuracy.	Fluently adds and subtracts within 5 with quick recall (within three seconds), with 90-100% accuracy.	Fluently adds within 5 with quick recall (within three seconds), with 90-100% accuracy.	Unable to add and subtract within 5.	<ul style="list-style-type: none"> <li>• Video of student completing an activity</li> </ul>