

TEAM Student Growth Portfolio Rubric Pre-Kindergarten Mathematics

Pre-Kindergarten Mathematics					
Counting and Cardinality (CC)					
Cluster: Know number names and the counting sequence.					
Sta	Standard: PK.CC.A.4 Begin to name numerals 0-10.				
0	٠	Teacher presents student with cards numbered from 0-10 in order on the table. Teacher should point to			
		each number out of order as they ask the student "What is this number?"			
		 Student accurately identifies <u>none</u> of the numbers by name. AND 			
	٠	Teacher presents student with cards numbered from 0-10 scattered and out of order _on the table.			
		Teacher should point to each number out of order as they ask the student "What is this number?"			
		 Student accurately identifies <u>none</u> of the numbers by name. 			
1	٠	Teacher presents student with cards numbered from 0-10 in order on the table. Teacher should point to			
		each number out of order as they ask the student "What is this number?"			
		 Student accurately identifies <u>one</u> of the numbers by name. AND 			
	•	Teacher presents student with cards numbered from 0-10 scattered and out of order on the table.			
		Teacher should point to each number out of order as they ask the student "What is this number?"			
		 Student accurately identifies <u>none</u> of the numbers by name. 			
2	•	Teacher presents student with cards numbered from 0-10 in order on the table. Teacher should point to			
		each number out of order as they ask the student "What is this number?"			
		 Student accurately identifies <u>three</u> of the numbers by name. AND 			
	•	leacher presents student with cards numbered from 0-10 scattered and out of order on the table.			
		leacher should point to each number out of order as they ask the student "What is this number?"			
-		• Student accurately identifies one of the numbers by name.			
3	•	leacher presents student with cards numbered from 0-10 in order on the table. Leacher should point to			
		each number out of order as they ask the student "What is this number?"			
		 Student accurately identifies <u>five</u> of the numbers by name. AND 			
	•	Teacher presents student with calls numbered from 0-10 Stattered and out of order on the table.			
		Student accurately identifies three of the numbers by name			
Λ	•	Teacher presents student with cards numbered from 0-10 in order on the table. Teacher should point to			
-	•	each number out of order as they ask the student "What is this number?"			
		 Student accurately identifies eight of the numbers by name AND 			
	•	Teacher presents student with cards numbered from 0-10 scattered and out of order on the table			
		Teacher should point to each number out of order as they ask the student "What is this number?"			
		 Student accurately identifies five of the numbers by name. 			
5	•	Teacher presents student with cards numbered from 0-10 in order on the table. Teacher should point to			
-		each number out of order as they ask the student "What is this number?"			
		o Student accurately identifies all of the numbers by name. AND			
	•	Teacher presents student with cards numbered from 0-10 scattered and out of order on the table.			
		Teacher should point to each number out of order as they ask the student "What is this number?"			
		 Student accurately identifies <u>eight</u> of the numbers by name. 			
6*	٠	Teacher presents student with cards numbered from 0-10 in order on the table. Teacher should point to			
		each number out of order as they ask the student "What is this number?"			
		o Student accurately identifies <u>all</u> of the numbers by name. AND			
	•	Teacher presents student with cards numbered from 0-10 scattered and out of order on the table.			
		Teacher should point to each number out of order as they ask the student "What is this number?"			
		o Student accurately identifies <u>all</u> of the numbers by name.			
7*	•	Teacher presents student with cards numbered from 0-10 scattered and out of order on the table.			
	•	Teacher should ask, "Can you name all of the numbers on the table?" without pointing to any numbers.			
		 Student selects and accurately names <u>all</u> numerals in any order. 			

Counting and Cardinality (CC)				
Cluster: Count to tell the number of objects.				
Standard: PK.CC.B.4a, 4b, and 4c Understand the relationship between numbers and quantities; connect con	unting to			
cardinality.	_			
a) When counting objects say the number names in the standard order, using one-to-one correspondent	ce.			
b) Understand that the last number name said tells the number of objects counted.				
c) Recognize that one more object added to a group of objects changes the quantity as a whole.				
0 In addition to providing evidence that the student did not meet the expectations of level 2:				
Teacher presents student with 3 objects. Teacher verbally asks student to count out 3 objects (i.e	. "Please			
count out three bears and show me how you're counting").				
 Student <u>does not</u> accurately count objects. AND 				
Teacher adds an additional object to the group the student previously counted. Teacher verbally	asks, "How			
did the group change?"				
 Student <u>does not</u> accurately identify that the quantity has changed. 				
1 In addition to providing evidence that the student did not meet the expectations of level 2:				
Teacher presents student with 3 objects. Teacher verbally asks student to count out 3 objects (i.e.	. "Please			
count out three bears and show me how you're counting").				
 Student <u>accurately says the number names</u> as they count in standard order <u>and stops</u> 	<u>after</u>			
<u>counting out three</u> objects.				
 Student demonstrates one-to-one correspondence by pointing to or moving each object 	:t as they			
count. AND				
Teacher adds an additional object to the group the student previously counted. Teacher verbally	asks, "How			
did the group change?"				
 Student <u>does not</u> accurately identify that the quantity has changed. 				
• Teacher presents student with 4 objects. Teacher verbally asks student to count out 3 objects (i.e	. "Please			
count out three bears and show me how you're counting").	C .			
 Student <u>accurately says the number names</u> as they count in standard order <u>and stops</u> 	<u>after</u>			
<u>counting out three</u> objects.				
 Student demonstrates one-to-one correspondence by pointing to or moving each object sound AND 	t as they			
Count. AND	acks "How			
• Teacher adds an additional object to the group the student previously counted. Teacher verbaily did the group change?"	asks, now			
 Student does not accurately identify that the quantity has changed 				
 Teacher presents student with 4 objects. Teacher verbally asks student to count out 3 objects (i.e. 	"Please			
count out three bears and show me how you're counting")	. Theuse			
 Student accurately says the number names as they count in standard order and stops 	after			
counting out three objects.	<u>u</u>			
 Student demonstrates one-to-one correspondence by pointing to or moving each object 	t as they			
count. AND				
• Teacher adds an additional object to the group the student previously counted. Teacher verbally	asks, "How			
did the group change?"				
 Student accurately identifies that the quantity has changed. 				

4	• Teacher presents student with 7 objects. Teacher verbally asks student to count out 6 objects (i.e. "Please
	count out six bears and show me how you're counting").
	• Student accurately says the number names as they count in standard order and stops after
	<u>counting out six</u> objects.
	• Student demonstrates one-to-one correspondence by pointing to or moving each object as they
	count. AND
	• Teacher clears the objects off the table and presents student with 3 objects and asks. "How many are
	there?"
	 Student accurately identifies the quantity.
	 Teacher then adds an object to the group and asks "How did the group change?"
	Student accurately identifies that the group is now larger. Student may count the group again
5	 Teacher presents student with 10 objects. Teacher verbally asks student to count out 9 objects (i.e. "Please
5	• Teacher presents student with to objects. Teacher verbaily asks student to count out 9 objects (i.e. Frease
	Count out nine bears and show me now you re counting).
	 Student <u>accurately says the number names</u> as they count in standard order and <u>stops after</u>
	<u>counting out nine</u> objects.
	 Student demonstrates one-to-one correspondence by pointing to or moving each object_as they
	count. AND
	 Teacher clears the objects off the table and presents student with 4 objects and asks, "How many are
	there?"
	 Student accurately identifies the quantity.
	 Teacher then adds an object to the group and asks, "How did the group change?"
	o Student accurately identifies that the group is now larger. Student may count the group again.
6*	• Teacher presents student with 17 objects. Teacher verbally asks student to count out 15 objects (i.e. "Please
_	count out 15 bears and show me how you're counting").
	• Student accurately says the number names as they count in standard order and stops after
	counting out fifteen objects and demonstrates one-to-one correspondence by pointing to or
	moving each object as they count AND
	 Teacher clears the object of the table and presents student with 4 objects and asks. "How many are
	there?"
	o Student accurately identifies the quantity
	• Teacher then adds an object to the group and asks "How did the group shange?"
	• Teacher the adds an object to the group and asks. How did the group change?
	o Student accurately identifies that the group is now larger. Student may not count the group
	agalli.
7*	 Teacher presents student with 25 objects. Teacher verbally asks student to count out 20 objects (i.e. "Please
	count out 20 bears and show me how you're counting").
	o Student accurately says the number names as they count in standard order and stops after
	<u>counting out twenty</u> objects, and demonstrates one-to-one correspondence by pointing to or
	moving each object as they count. AND
	• Teacher clears the objects off the table and presents student with 5 objects and asks, "How many are
	there?"
	o Student accurately identifies the quantity.
	• Teacher then adds an object to the group and asks, "How did the group change?"
	• Student accurately identifies that the group is now larger. Student may not count the group
	again.
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Sco	ig Notes: Students are still developing the ability to recognize printed numerals in pre-K. As this is not securely
hele	nowledge, it is important that teachers are not proceeding with collecting evidence for mastery of this standard
	printed numerals. It is important that the directions he verbally given to the student, and that the teacher is telling
usir	printed numerals, it is important that the directions be verbally given to the student, and that the teacher is tening

	Pre-Kindergarten Mathematics					
Cou	Counting and Cardinality (CC)					
Clu	Cluster: Count to tell the number of objects.					
Sta	Standard: PK.CC.B.5a, 5b, 5c, and 5d Understand that a number represents a corresponding quantity.					
a) S	ubitize quantities up	to 5 (i.e	, the ability to look at a quantity and say the quantity [1-5] quickly, just			
,	by looking).	,				
b) G	iven a number from	1-10. cc	ount out that many objects.			
c) W	/ith guidance and su	pport c	punt to answer "how many?" questions about as many as 10 things			
c) 11	arranged in a l	line a re	ctangular array or a circle			
ЧМ	Vith guidance and su	inne, a re	ount to answer "bow many?" questions about as many as 5 things in a			
u) v	scattored conf	ipport, c iguratio	ount to answer now many: questions about as many as 5 things in a			
0	When precented	1301 2101	Student is presented with a quantity of 2 objects. Student accurately names the quantity quickly just by			
U	when presented	1)	looking (subitizes). Teacher presents the student with 4 objects. Student also accurately names that			
	with all four		quantity quickly just by looking.			
	tasks, student	2)	Teacher presents a student with 6 objects and verbally asks the student to count the objects. Student			
	<u>completes none</u>	,	accurately counts out the objects. Teacher presents student with 8 objects and student also accurately			
	<u>of the tasks</u>		counts out that many objects.			
	<u>accurately</u> with	3)	Teacher presents a student with up to 10 objects arranged in a line, rectangular array, or circle and			
	guidance and		asks "how many are there?" Student counts to accurately identify the quantity.			
	support.	4)	Teacher presents a student with 3 objects in a scattered configuration. Student counts to accurately			
			identify the quantity. Teacher presents the student with 4 objects in a scattered configuration. Student			
1	When presented	1)	again counts to accurately identify the quantity.			
1	when presented	1)	looking (subitizes). Teacher presents the student with 4 objects. Student also accurately names that			
	with all four		quantity quickly just by looking			
	tasks, student	2)	Teacher presents a student with 6 objects and verbally asks the student to count the objects. Student			
	<u>completes one</u>	,	accurately counts out the objects. Teacher presents student with 8 objects and student also accurately			
	<u>task accurately</u>		counts out that many objects.			
	with guidance	3)	Teacher presents a student with up to 10 objects arranged in a line, rectangular array, or circle and			
	and support.		asks "how many are there?" Student counts to accurately identify the quantity.			
		4)	Teacher presents a student with 3 objects in a scattered configuration. Student counts to accurately			
			identify the quantity. Teacher presents the student with 4 objects in a scattered configuration. Student			
•		1)	again counts to accurately identify the quantity.			
2	When presented	1)	Student is presented with a quantity of 3 objects. Student accurately names the quantity quickly just by			
	with all four		quantity quickly just by looking			
	tasks, student	2)	Teacher presents a student with 6 objects and verbally asks the student to count the objects. Student			
	<u>completes two</u>	,	accurately counts out the objects. Teacher presents student with 8 objects and student also accurately			
	<u>or three tasks</u>		counts out that many objects.			
	<u>accurately</u> with	3)	Teacher presents a student with up to 10 objects arranged in a line, rectangular array, or circle and			
	guidance and		asks "how many are there?" Student counts to accurately identify the quantity.			
	support.	4)	Teacher presents a student with 3 objects in a scattered configuration. Student counts to accurately			
			identify the quantity. Teacher presents the student with 4 objects in a scattered configuration. Student			
2		1)	again counts to accurately identify the quantity.			
5	when presented	1)	looking (subitizes). Teacher presents the student with 4 objects. Student also accurately names that			
	with all four		quantity quickly just by looking			
	tasks, student	2)	Teacher presents a student with 6 objects and verbally asks the student to count the objects. Student			
	<u>completes all</u>	,	accurately counts out the objects. Teacher presents student with 8 objects and student also accurately			
	<u>four tasks</u>		counts out that many objects.			
	accurately with	3)	Teacher presents a student with up to 10 objects arranged in a line, rectangular array, or circle and			
	guidance and		asks "how many are there?" Student counts to accurately identify the quantity.			
	support.	4)	Teacher presents a student with 3 objects in a scattered configuration. Student counts to accurately			
			identify the quantity. Leacher presents the student with 4 objects in a scattered configuration. Student			
			again counts to accurately identity the quantity.			

4	When presented	1)	Student is presented with a quantity of 3 objects. Student accurately names the quantity quickly just by
	with all five tasks,		quantity quickly just by looking
	student	2)	Teacher presents a student with 6 objects and verbally asks the student to count the objects. Student
	<u>completes all</u>	,	accurately counts out the objects. Teacher presents student with 8 objects and student also accurately
	<u>five tasks</u>		counts out that many objects.
	<u>accurately</u> with	3)	Teacher presents a student with up to 10 objects arranged in a line, rectangular array, or circle and
	guidance and		asks "how many are there?" Student counts to accurately identify the quantity.
	support.	4)	Teacher presents a student with 3 objects in a scattered configuration. Student counts to accurately
			identify the quantity. Leacher presents the student with 4 objects in a scattered configuration. Student
		E)	again counts to accurately identify the quantity.
		5)	accurately identifies that there are 4, not 5 objects
5	When presented	1)	Student is presented with a quantity of 3 objects.
5	with all five tacks	.,	looking (subitizes). Teacher presents the student with 4 objects. Student also accurately names that
	with all live tasks,		quantity quickly just by looking.
	student	2)	Teacher presents a student with 6 objects and verbally asks the student to count the objects. Student
	<u>completes all</u>		accurately counts out the objects. Teacher presents student with 8 objects and student also accurately
	<u>five tasks</u>		counts out that many objects.
	accurately with	3)	Teacher presents a student with up to 10 objects arranged in a line, rectangular array, or circle and
	guidance and		asks "how many are there?" Student counts to accurately identify the quantity.
	support.	4)	Teacher presents a student with 3 objects in a scattered configuration. Student counts to accurately
			identify the quantity. Teacher presents the student with 4 objects in a scattered configuration. Student
		5)	Teacher presents a student with 9 objects and asks the student "Are there 7 \sim s?" Student
		5)	accurately identifies that there are 9, not 7 objects.
6*	When presented	1)	Student is presented with a quantity of 3 objects. Student accurately names the quantity quickly just by
•	with all six tasks	,	looking (subitizes). Teacher presents the student with 4 objects. Student also accurately names that
	student		quantity quickly just by looking.
	completes all six	2)	Teacher presents a student with 6 objects and verbally asks the student to count the objects. Student
	toske occurately		accurately counts out the objects. Teacher presents student with 8 objects and student also accurately
		2)	counts out that many objects.
	with guidance	3)	leacher presents a student with up to 10 objects arranged in a line, rectangular array, or circle and
	and support.	4)	Teacher presents a student with 3 objects in a scattered configuration. Student counts to accurately
			identify the quantity. Teacher presents the student with 4 objects in a scattered configuration. Student
			again counts to accurately identify the quantity.
		5)	Teacher presents a student with 9 objects and asks the student, "Are there 7s?" Student
			accurately identifies that there are 9, not 7 objects.
		6)	Teacher presents a student with two groups of objects, 4 of one type and 6 of the other (could be
			different colors, pictures, etc.) and asks, "How many are there?" (first group) and "How many
			are there?" (second group). Student accurately identifies the number in each group. Teacher then asks,
71	M/bop reserves	1)	How many total objects are there? Student accurately identifies the total of all objects.
/*	when presented		looking (subitizes) Teacher presents the student with 4 objects. Student also accurately pages that
	with all six tasks,		quantity quickly just by looking.
	student	2)	Teacher presents a student with 6 objects and verbally asks the student to count the objects. Student
	<u>completes all six</u>	-	accurately counts out the objects. Teacher presents student with 8 objects and student also accurately
	<u>tasks accurately</u>		counts out that many objects.
	with guidance	3)	Teacher presents a student with up to 10 objects arranged in a line, rectangular array, or circle and
	and support.		asks "how many are there?" Student counts to accurately identify the quantity.
		4)	Teacher presents a student with 3 objects in a scattered configuration. Student counts to accurately
			identity the quantity. Leacher presents the student with 4 objects in a scattered configuration. Student
		5)	again counts to accurately identify the qualitity. Teacher presents a student with 9 objects and asks the student "Are there 7 — s?" Student
		5)	accurately identifies that there are 9 not 7 objects
		6)	Teacher presents a student with three groups of objects. 3 of one type, 2 of another, and 5 of the third
			type (could be different colors, pictures, etc.) and asks, "How many are there?" (first group). "How
			many are there?" (second group), and "How many are there?" (third group). Student
			accurately identifies the number in each group. Teacher then asks, "How many total objects are there?"
			Student accurately identifies the total of all objects.

Counting and Cardinality (CC)

Pre-Kindergarten Mathematics

Cluster: Compare numbers.

Stan	dard: PK.CC.C.6	Use com	parative language, such as more/less than or equal to, to compare and describe collections			
ofot	of objects.					
0	When presented with all three tasks, student	1) 2)	Student is presented with two groups of objects, one group with 3 objects and the other group with 4 objects and teacher asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller. Teacher clears objects and presents the student with another two groups of objects, both groups containing 4 objects, and asks "Are these groups different or the same?" Student accurately identifies that			
	<u>completes</u> none of the tasks.	3)	the groups are the same. Teacher clears objects and presents the student with another two groups, one group with 3 objects and the other group with 5 objects and asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller.			
1	When presented with all three tasks, student <u>accurately</u>	1) 2)	Student is presented with two groups of objects, one group with 3 objects and the other group with 4 objects and teacher asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller. Teacher clears objects and presents the student with another two groups of objects, both groups containing 4 objects, and asks "Are these groups different or the same?" Student accurately identifies that the groups are the same.			
	<u>completes</u> <u>one of the</u> <u>tasks</u> .	3)	Teacher clears objects and presents the student with another two groups, one group with 3 objects and the other group with 5 objects and asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller.			
2	When presented with all three tasks, student	1) 2)	Student is presented with two groups of objects, one group with 3 objects and the other group with 4 objects and teacher asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller. Teacher clears objects and presents the student with another two groups of objects, both groups containing 4 objects, and asks "Are these groups different or the same?" Student accurately identifies that			
	<u>accurately</u> <u>completes</u> <u>two tasks.</u>	3)	the groups are the same. Teacher clears objects and presents the student with another two groups, one group with 3 objects and the other group with 5 objects and asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller.			
3	When presented with all three tasks,	1)	Student is presented with two groups of objects, one group with 3 objects and the other group with 4 objects and teacher asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller.			
	student <u>accurately</u> <u>completes all</u> <u>three tasks.</u>	3)	containing 4 objects, and asks "Are these groups different or the same?" Student accurately identifies that the groups are the same. Teacher clears objects and presents the student with another two groups, one group with 3 objects and the other group with 5 objects and asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller.			
4	When presented with all three tasks, student <u>accurately</u> <u>completes all</u> <u>three tasks.</u>	1) 2) 3)	Student is presented with two groups of objects, one group with 3 objects and the other group with 4 objects and teacher asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller. Teacher clears objects and presents the student with another two groups of objects, both groups containing 6 objects, and asks "Are these groups different or the same?" Student accurately identifies that the groups are the same. Teacher clears objects and presents the student with another two groups, one group with 7 objects and the other group with 9 objects and asks, "Are these groups different or the same?" Student accurately identifies that the other group with 9 objects and asks, "Are these groups different or the same?" Student accurately identifies that one group is larger/smaller.			
		1	PK.CC.C.6: Page 1/2			

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5	When	1)	Student is presented with two groups of objects, one group with 3 objects and the other group with 4	
	presented with		objects and teacher asks, "Are these groups different or the same?" Student accurately identifies that one	
	all four tasks		group is larger/smaller.	
	ctudont	2)	Teacher clears objects and presents the student with another two groups of objects, both groups	
	student		containing 6 objects, and asks "Are these groups different or the same?" Student accurately identifies that	
	<u>accurately</u>		the groups are the same.	
	<u>completes all</u>	3)	Teacher clears objects and presents the student with another two groups, one group with 7 objects and	
	<u>four tasks.</u>		the other group with 9 objects and asks, "Are these groups different or the same?" Student accurately	
			identifies that one group is larger/smaller.	
		4)	Teacher clears objects and presents the student with a group of 8 objects on the table and asks the	
			student, "Can you make a group that is the same as this group?" Teacher gives student 15 objects they can	
			draw from to create their group. Student accurately creates a group of 8 objects. Teacher says "Tell me	
			how they are the same" and student uses comparative language to describe the relationship.	
6*	When	1)	Student is presented with two groups of objects, one group with 3 objects and the other group with 4	
	presented with		objects and teacher asks, "Are these groups different or the same?" Student accurately identifies that one	
	all five tasks		group is larger/smaller.	
	student	2)	Teacher clears objects and presents the student with another two groups of objects, both groups	
			containing 6 objects, and asks "Are these groups different or the same?" Student accurately identifies that	
	accurately		the groups are the same.	
	<u>completes all</u>	3)	Teacher clears objects and presents the student with another two groups, one group with 7 objects and	
	<u>five tasks.</u>		the other group with 9 objects and asks, "Are these groups different or the same?" Student accurately	
			identifies that one group is larger/smaller.	
		4)	Teacher clears objects and presents the student with a group of 8 objects on the table and asks the	
			student, "Can you make a group that is the same as this group?" Teacher gives student 15 objects they can	
			draw from to create their group. Student accurately creates a group of 8 objects. Teacher says, "Tell me	
			how they are the same" and student uses comparative language to describe the relationship.	
		5)	leacher clears objects and presents the student with a group of 6 objects on the table and asks the	
			student, "Can you make a group that is larger than this group?" Teacher gives student 15 objects they can	
			draw from to create their group. Student accurately creates a group that is larger than 6. Teacher says,	
	244	1)	"Tell me now they are the different" and student uses comparative language to describe the relationship.	
/*	wnen	1)	student is presented with two groups of objects, one group with 3 objects and the other group with 4 objects and teacher asks. "Are these groups different or the same?" Student assurately identifies that one	
	presented with		group is larger/smaller	
	all five tasks,	2)	group is larger/sinaller.	
	<u>student</u>	2)	containing 6 objects and asks "Are these groups different or the same?" Student accurately identifies that	
	accurately		the grouns are the same	
	completes all	3)	Teacher clears objects and presents the student with another two groups, one group with 7 objects and	
	civ tacks	5)	the other group with 9 objects and asks. "Are these groups different or the same?" Student accurately	
	<u>SIX LASKS.</u>		identifies that one group is larger/smaller	
		4)	Teacher clears objects and presents the student with a group of 8 objects on the table and asks the	
		,	student. "Can you make a group that is the same as this group?" Teacher gives student 15 objects they can	
			draw from to create their group. Student accurately creates a group of 8 objects. Teacher says, "Tell me	
			how they are the same" and student uses comparative language to describe the relationship.	
		5)	Teacher clears objects and presents the student with a group of 6 objects on the table and asks the	
			student, "Can you make a group that is larger than this group?" Teacher gives student 15 objects they can	
			draw from to create their group. Student accurately creates a group that is larger than 6. Teacher says,	
			"Tell me how they are the different" and student uses comparative language to describe the relationship.	
		6)	Teacher clears objects and presents the student with a group of 9 objects on the table and asks the	
			student, "Can you make a group that is smaller than this group?" Teacher gives student 15 objects they	
			can draw from to create their group. Student accurately creates a group that is smaller than 9. Teacher	
			says, "Tell me how they are the different" and student uses comparative language to describe the	
			relationship.	
Scor	ing note: Studen	t does r	not have to use exact vocabulary.	

PK.CC.C.6: Page 2/2

Pre-Kindergarten Mathematics					
Operations and Algebraic Thinking (OA)					
Clus	Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.				
Star	Standard: PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract				
with	in 5 (e.g.	, by using objects or drawings to represent the problem).			
0	In addi	tion to providing evidence that the student did not meet the expectations of level 3:			
-	•	Teacher presents student with an "add to" addition contextual problem with <u>a total of 3</u> .			
		• Student does not accurately represent the answer using concrete objects or drawings to. AND			
	•	Teacher presents student with a "take from" subtraction contextual problem with a difference of 3.			
		 Student <u>does not</u> accurately represent the answer. 			
1	In addi	tion to providing evidence that the student did not meet the expectations of level 3:			
	•	Teacher presents student with an "add to" addition contextual problem with <u>a total of 3</u> .			
		 Student accurately represents the answer using concrete objects or drawings to AND 			
	•	Teacher presents student with a "take from" subtraction contextual problem with a difference of 3.			
		 Student <u>does not</u> accurately represent the answer. 			
2	•	Teacher presents student with an "add to" addition contextual problem with a total of 5 .			
		 Student uses concrete objects or drawings to <u>accurately represent the answer.</u> AND 			
	•	Teacher presents student with a "take from" subtraction contextual problem with a difference of 3.			
		o Student <u>does not</u> accurately represent the answer.			
3	•	Teacher presents student with an "add to" addition contextual problem with a total of 5 .			
		 Student uses concrete objects or drawings to <u>accurately represent the answer.</u> AND 			
	•	Teacher presents student with a "take from" subtraction contextual problem with a difference of 3.			
		 Student uses concrete objects or drawings to <u>accurately represent the answer.</u> 			
4	•	Teacher presents student with an "add to" addition contextual problem with a total of 5.			
		 Student uses concrete objects or drawings to <u>accurately represent the answer</u>. AND 			
	•	Teacher presents student with a "take from" subtraction contextual problem with a difference of 3.			
		• Student uses concrete objects or drawings to <u>accurately represent the answer.</u> AND			
	•	When prompted, student explains reasoning and tells why the answer makes sense within the context of the problem for			
		only one of the problems.			
5	•	leacher presents student with an "add to" addition contextual problem with a total of 5.			
		• Student uses concrete objects or drawings to <u>accurately represent the answer.</u> AND			
	•	reacher presents student with a "take from" subtraction contextual problem with a difference of 3.			
		 Student uses concrete objects or drawings to <u>accurately represent the answer.</u> AND When promoted student evaluate reasoning and talls why the answer makes some within the context of the problem for 			
	•	both of the problems			
6*	•	Teacher presents student with an "add to" addition contextual problem with a total of 5			
0		 Student uses concrete objects or drawings to accurately represent the answer. AND 			
	•	Teacher presents student with a "take from" subtraction contextual problem with a difference of 3.			
		 Student uses concrete objects or drawings to accurately represent the answer. AND 			
	•	When prompted, student explains reasoning and tells why the answer makes sense within the context of the problem for			
		both of the problems. AND			
	•	When prompted, explains reasoning for choosing addition or subtraction as the operation used for solving the problem			
		and describes how "adding to" and "taking from" situations are different.			
7*	٠	Teacher presents student with an "add to" addition contextual problem with a total of 5.			
		 Student uses concrete objects or drawings to <u>accurately represent the answer</u>. AND 			
	•	Teacher presents student with a "take from" subtraction contextual problem with a difference of 3.			
		 Student uses concrete objects or drawings to <u>accurately represent the answer</u>. AND 			
	•	When prompted, student explains reasoning and tells why the answer makes sense within the context of the problem for			
		both of the problems. AND			
	•	When prompted, explains reasoning for choosing addition or subtraction as the operation used for solving the problem			
		and describes how "adding to" and "taking from" situations are different. AND			
	•	Given a set of manipulatives containing 3-5 objects with two unique subsets (e.g., 5 bears with 2 that are yellow and 3			
		that are green), creates a contextual "add to" problem to represent the situation. The student need not write the			
		contextual problem; it may be presented verbally. AND			
	•	Given a set of manipulatives containing 3-5 objects with two unique subsets (e.g., 5 bears with 2 that are yellow and 3			
		that are green), creates a contextual "take from" problem to represent the situation. The student need not write the			
L		contextual problem; it may be presented verbally.			
Scor	ing Note	s: A contextual problem is defined as a word problem designed primarily to assess a student's ability to solve concrete			
prob	lems tha	t occur in everyday life. For pre-K students, teachers should be verbally providing all contextual problems to students.			

Blank

Pre-Kindergarten Mathematics Operations and Algebraic Thinking (OA) Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. **Standard: PK.OA.A.3** Compose and decompose numbers to 5, in more than one way, by using objects or drawings. 0 When presented with 1) Teacher presents student with six objects, 3 of one type and 3 of another and asks "Can you use some of each to make 4?"Student accurately composes a group two tasks, student of objects to represent 4. accurately completes When asked, "Can you show me another way to represent 4?" student accurately none of the parts of represents the number in a different way. any task. 2) Teacher presents the student with **five** objects of the **same** type and asks, "Can you use these objects to make two groups? Student accurately decomposes the 5 objects into two groups. When asked, "Can you show me a different way to make two groups?" student accurately represents the number in a different way. Teacher presents student with **six** objects, 3 of one type and 3 of another and 1 When presented with the 1) asks "Can you use some of each to make 4?" two tasks below, student Student accurately composes a group of objects to represent 4. accurately completes When asked, "Can you show me another way to represent 4?" student accurately at least one part of only represents the number in a different way. one task (e.g., one 2) Teacher presents the student with **five** objects of the **same** type and asks, "Can representation of you use these objects to make two groups? composing and no Student accurately decomposes the 5 objects into two groups. representations of When asked, "Can you show me a different way to make two groups?" student decomposing, or two accurately represents the number in a different way. representations of composing but no representations of decomposing). When presented with the Teacher presents student with **six** objects, 3 of one type and 3 of another and 2 1) two tasks below, student asks "Can you use some of each to make 4?" accurately completes at Student accurately composes a group of objects to represent 4. When asked, "Can you show me another way to represent 4?" student accurately least one part of each task represents the number in a different way. (e.g., one representation of 2) Teacher presents the student with **five** objects of the **same** type and asks, "Can composing and one representation of you use these objects to make two groups? decomposing, or two Student accurately decomposes the 5 objects into two groups (e.g., one group of 2 representations of and another group of 3). composing but only one When asked, "Can you show me a different way to make two groups?" student representation of accurately represents the number in a different way. decomposing). 3 When presented with the 1) Teacher presents student with **six** objects, 3 of one type and 3 of another and asks "Can you use some of each to make 4?" two tasks below, student Student accurately composes a group of objects to represent 4 (e.g., given the accurately completes number 4, builds a collection of 2 cars and 2 trucks to represent 4; or shows that 4 all parts of both tasks. can be 3 cars and 1 truck). When asked, "Can you show me another way to represent 4?" student accurately represents the number in a different way. 2) Teacher presents the student with **five** objects of the **same** type and asks, "Can you use these objects to make two groups? Student accurately decomposes the 5 objects into two groups (e.g., one group of 2 and another group of 3). When asked, "Can you show me a different way to make two groups?" student accurately represents the number in a different way.

4	When presented with the two tasks below, student	1)	Teacher presents student with eight objects, 4 of one type and 4 of another and asks "Can you use some of each to make 5?"
	accurately completes		Student accurately composes a group of objects to represent 5.
	all parts of both tasks.		When prompted, student accurately composes two additional ways to represent
			5 making a total of three compositions of 5.
		2)	Teacher presents the student with five objects of the same type and asks, "Can
			you use these objects to make two groups?
			Student accurately decomposes the 5 objects into two groups.
			when prompted, student accurately decomposes the 5 objects in two additional
E	When precented with the	1)	Together procepts student with eight objects. A of one type and 4 of another and
5	two tooks below student	1)	asks "Cap you use some of each to make 52"
	two tasks below, student		Student accurately composes a group of objects to represent 5
	accurately completes		When prompted, student accurately composes all possible ways to represent 5.
	all parts of both tasks.	2)	Teacher presents the student with five objects of the same type and asks. "Can
		,	you use these objects to make two groups?
			Student accurately decomposes the 5 objects into two groups.
			When prompted, student accurately decomposes the 5 objects in all possible
			ways.
6*	When presented with all	1)	Teacher presents student with eight objects, 4 of one type and 4 of another and
	3 tasks below, student		asks "Can you use some of each to make 5?"
	accurately completes		Student accurately composes a group of objects to represent 5.
	all parts of all tasks.	-	When prompted, student accurately composes all possible ways to represent 5.
		2)	leacher presents the student with five objects of the same type and asks, "Can
			you use these objects to make two groups?
			Student accurately decomposes the 5 objects into two groups.
			when prompted, student accurately decomposes the 5 objects in all possible ways.
		3)	Teacher presents student with four objects of the same type and prompts student to notice the quantity.
			Teacher then removes all objects from the table and presents student with only 2
			objects and asks, "How many objects are missing from the first group?"
			Student accurately identifies there are 2 objects missing.
7*	When presented with all	1)	Teacher presents student with eight objects, 4 of one type and 4 of another and
	4 tasks below, student		asks "Can you use some of each to make 5?"
	accurately completes		Student accurately composes a group of objects to represent 5.
	<u>all parts of all tasks.</u>	-	When prompted, student accurately composes all possible ways to represent 5.
		2)	reacher presents the student with five objects of the same type and asks, "Can
			Student accurately decomposes the 5 objects into two groups
			When prompted student accurately decomposes the 5 objects in all possible
			wavs.
		3)	Teacher presents student with four objects of the same type and prompts
		- 7	student to notice the quantity.
			Teacher then removes all objects from the table and presents student
			with only 2 objects and asks, "How many objects are missing from the
			first group?" Student accurately identifies that there are 2 objects missing.
		4)	Teacher presents student with five objects of the same type and prompts
			student to notice the quantity. Teacher then removes all objects from the table
			and presents student with only 1 object and asks, "How many objects are missing
			from the first group?"
			Student accurately identifies there are 4 objects missing.