

“Phonological and Phonemic Awareness”

“Blending Words”

“Kindergarten”

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of blending and segmenting by . . .</p> <ul style="list-style-type: none">• Blending words into syllables. (e.g., Blend pen—cil ...pencil)• Blending words into onset and rime. (e.g., Blend p—an ...pan)• Blending words into individual phonemes. (e.g., Blend p—a—n ...pan) <p>The student exhibits no major errors or omissions and responds with confidence.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements, by. . .</p> <ul style="list-style-type: none">• Blending words into syllables with greater than 50% accuracy.• Blending words into onset and rime with greater than 50% accuracy.• Blending words into individual phonemes with greater than 50% accuracy. <p>The student exhibits major errors or omissions when blending.</p>
Score 1.0	<p>With help, the student demonstrates partial understanding of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill.</p>

“Comprehension”

“Comprehension Strategies”

“Kindergarten”

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of comprehension strategies by . . .</p> <ul style="list-style-type: none">• Making predictions about picture clues, title, and prior knowledge. (e.g., student is asked to choose the picture that shows “A man is planting a garden.”)• Identifying the beginning, middle and ending of text. (e.g., student is read a short story and then is able to correctly order 3 story cards.)• Recognizing information as real or make-believe. <p>The student exhibits no major errors and responds with confidence and fluency.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements, by. . .</p> <ul style="list-style-type: none">• Making predictions about picture clues, title, and prior knowledge with greater than 50% accuracy.• Identifying the beginning middle and ending of text with greater than 50% accuracy.• Recognizing information as real or make-believe with greater than 50% accuracy. <p>The student exhibits growing proficiency with level 3.0 skills.</p>
Score 1.0	<p>With help, the student demonstrates partial understanding of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill.</p>

“Concepts of Print”

“Elements of Print in Text”

“Kindergarten”

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of the elements of print by . . .</p> <ul style="list-style-type: none">• Identifying front/back, top/bottom, and left/right of a text book.• Discriminating between upper and lower case letters, numbers, and words.• Tracking print on a page of text from beginning to end, including return sweep.• Identifying punctuation in text (e.g., period, question mark, exclamation point) <p>The student exhibits no major errors or omissions and responds with confidence.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements, by. . .</p> <ul style="list-style-type: none">• Identifying two out of the three elements of a text book.• Discriminating between two or three out of the four elements of a sentence.• Correctly tracking from left to right, but exhibits major errors demonstrating beginning and end of text and/or return sweep. Student may also correctly indicate the beginning of text, but omits left to right tracking and return sweep touching only the beginning of each line.• Identifying two out of three punctuation marks.
Score 1.0	<p>With help, the student demonstrates partial understanding of score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill.</p>

“Fluency”

“Reading Fluency”
“Kindergarten”

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of reading fluency by . . .</p> <ul style="list-style-type: none"> • Reading grade-level high frequency/sight words.* • Reading alphabet letters in random order.* <p>The student exhibits no errors and responds with automaticity and fluency. *of instructed elements.</p>	
	Score 2.5	The student exhibits no major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by...</p> <ul style="list-style-type: none"> • Reading grade-level high frequency/sight words with greater than 50% accuracy.* • Reading alphabet letters in random order with greater than 50% accuracy.* <p>The student exhibits developing automaticity, but is occasionally uncertain or hesitant to respond. *of instructed elements</p>	
	Score 1.5	The student demonstrates partial knowledge of the score 2.0 elements but major errors or omissions regarding the score 3.0 elements
Score 1.0	With help, the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.	
	Score 0.5	With help, the student demonstrates partial understanding of some of the score 2.0 elements but not the score 3.0 elements.
Score 0.0	Even with help, the student demonstrates no understanding or skill.	

“Phonological and Phonemic Awareness”

“Oral Manipulation of Phonemes” “Kindergarten”

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of oral manipulation of phonemes by . . .</p> <ul style="list-style-type: none">• Substituting an initial sound to create a new word. (e.g., change the beginning sound in “mat” to make a new word. Student responds with an appropriate word like “bat”. What sound did you use? Student response is /b/) <p>The student exhibits no major errors and responds with confidence and fluency. The student is easily able to indicate the sound chosen to make the new word.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements, by. . .</p> <ul style="list-style-type: none">• Substituting an initial sound in a word with a given sound. (e.g., change the beginning sound in “mat” to /s/) <p>The student exhibits growing proficiency with level 3.0 skills, but needs teacher support by providing an initial sound. Student may also have difficulty recognizing the beginning sound used for a level 3.0.</p>
Score 1.0	<p>With help, the student demonstrates partial understanding of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill.</p>

“Phonics and Spelling”

“Letters & Sounds”

“Kindergarten”

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of letters and sounds by . . .</p> <ul style="list-style-type: none"> • Naming upper and lowercase letters of the alphabet in random order.* • Matching consonant and short vowel sounds to the correct letters.* • Blending simple sounds into 1 syllable CVC words. (eg. cat, red, sit, etc.) <p>Student exhibits no errors and responds with confidence and fluency. *of instructed elements.</p>	
	Score 2.5	<p>The student demonstrates partial understanding of level 3.0 elements by...</p> <ul style="list-style-type: none"> • Naming upper and lowercase letters of the alphabet in random order with greater than 75% accuracy.* • Matching consonant and short vowel sounds to correct letters with greater than 75% accuracy.* <p>*of instructed elements</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements, by...</p> <ul style="list-style-type: none"> • Naming upper and lowercase letters of the alphabet in random order with greater than 50% accuracy.* • Matching consonant and short vowel sounds to the correct letters with greater than 50% accuracy.* • Blending simple sounds into 1 syllable CVC words with greater than 50% accuracy. <p>The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond. *of instructed elements</p>	
	Score 1.5	<p>The student demonstrates partial understanding by...</p> <ul style="list-style-type: none"> • Naming upper and lowercase letters of the alphabet in random order with greater than 25% accuracy.* • Matching consonant and short vowel sounds to the correct letters with greater than 25% accuracy.* <p>*of instructed elements</p>
Score 1.0	<p>The student demonstrates partial understanding by...</p> <ul style="list-style-type: none"> • Naming upper and lowercase letters of the alphabet in random order with less than 25% accuracy.* • Matching consonant and short vowel sounds to the correct letters with less than 25% accuracy.* <p>*of instructed elements</p>	
	Score 0.5	<p>With help, the student demonstrates partial understanding of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill.</p>	

“Phonological and Phonemic Awareness”

“Phonological Awareness and Word Parts” “Kindergarten”

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of phonological awareness and word parts by . . .</p> <ul style="list-style-type: none"> • Counting the number of words in a sentence. (e.g., My family is nice.---at least one word needs to have two or more syllables). • Rubric scores for rhyming are different depending on the block being tested. <ol style="list-style-type: none"> 1. Creating a series of rhyming words orally. (e.g., tell me a word that rhymes with mat, bat?) For blocks 1 and 2 2. Identifying the word that does not rhyme in a series of words. (e.g., cat, bat, <u>fan</u>) For blocks 3, 4 and 5 • Recognizing words beginning with the same initial sound in an alliterative phrase or sentence. • Identifying words with the same beginning consonant sound in a series of words. (e.g., <u>fun</u>, <u>fit</u>, mop) • Identifying words with the same ending consonant sound in a series of words. (e.g., <u>mat</u>, <u>cot</u>, dog) <p>The student exhibits no major errors or omissions and responds with confidence.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements, by . . .</p> <ul style="list-style-type: none"> • Counting the number of words in a sentence containing only single syllable words. (e.g., The dog is mine.) • Rubric scores for rhyming are different depending on the block being tested. <ol style="list-style-type: none"> 1. Creating a series of rhyming words orally with greater than 50% accuracy. For blocks 1 and 2 2. Creating a series of rhyming words orally. (e.g., tell me a word that rhymes with mat, bat?) For blocks 3, 4 and 5 • Recognizing words beginning with the same initial sound in an alliterative phrase or sentence with greater than 50% accuracy. • Identifying words with the same beginning consonant sound in a series of words with greater than 50% accuracy. Student exhibits some major errors. • Identifying words with the same ending consonant sound in a series of words with greater than 50% accuracy. Student exhibits some major errors.
Score 1.0	<p>With help, the student demonstrates partial understanding of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill.</p>

“Phonological and Phonemic Awareness”

“Segmenting Words” “Kindergarten”

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of blending and segmenting by . . .</p> <ul style="list-style-type: none"> • Segmenting words into syllables. (e.g., pen—cil) • Segmenting words into onset and rime. (e.g., p—an) • Segmenting words into individual phonemes or by scoring at or above 35 on the DIBELS phoneme segmentation assessment. (e.g., p—a—n) <p>The student exhibits no major errors or omissions and responds with confidence.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements, by. . .</p> <ul style="list-style-type: none"> • Segmenting words into syllables with greater than 50% accuracy. • Segmenting words into onset and rime with greater than 50% accuracy. • Segmenting words into individual phonemes with greater than 50% accuracy. <p>The student exhibits major errors or omissions when segmenting.</p>
Score 1.0	<p>With help, the student demonstrates partial understanding of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill.</p>

“Phonics and Spelling”

“Spelling” “Kindergarten”

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was expected.</p> <ul style="list-style-type: none"> • Spelling all instructed grade-level words. 	
	Score 3.5	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications with partial success by...</p> <ul style="list-style-type: none"> • Spelling more than the 9 assessed grade-level words
Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of spelling by . . .</p> <ul style="list-style-type: none"> • Hearing and writing letters to represent single sounds in cvc words. • Spelling the 9 assessed grade-level words. • Spelling first name. (orally) • Using knowledge about spelling to predict the spelling of new words. <p>The student exhibits no major errors and responds with confidence and fluency.</p>	
	Score 2.5	<p>The student exhibits no major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by...</p> <ul style="list-style-type: none"> • Hearing and writing <i>some</i> of the letters to represent single sounds in cvc words with only 1 omission. (eg. ct – cat or ra – ran, etc.) • Spelling the 9 assessed grade-level words with more than 50% accuracy. • Giving <i>some</i> of the letters in his/her first name with 1 or 2 omissions. • Using knowledge about spelling to predict the spellings of new words with greater than 50% accuracy. <p>The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>	
	Score 1.5	<p>The student demonstrates partial knowledge of the score 2.0 elements but major errors or omissions regarding the score 3.0 elements</p>
Score 1.0	<p>With help, the student demonstrates partial understanding of some of the score 2.0 elements and some of the score 3.0 elements.</p>	
	Score 0.5	<p>With help, the student demonstrates partial understanding of some of the score 2.0 elements but not the score 3.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill.</p>	

“Writing”

“Composition and Handwriting” “Kindergarten”

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught by...</p> <ul style="list-style-type: none"> Producing personal writing in which: picture and text convey a message, left to right progression with correct spacing between words, details in picture and text, simple sentences are understandable, majority of words are spelled correctly. 	
	Score 3.5	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications with partial success.
Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of composition and handwriting by . . .</p> <ul style="list-style-type: none"> Producing personal writing in which: picture and text convey a message, left to right progression with some spacing between words, details in picture, begins to write simple sentences, spells most grade-level high frequency words and cvc words correctly. Printing all upper and lowercase letters of alphabet using proper form, spacing, and proportions. Writing first name using appropriate capital and lowercase letters, proper form, spacing, and proportions. <p>The student exhibits no errors and responds with confidence and fluency.</p>	
	Score 2.5	The student exhibits no major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by...</p> <ul style="list-style-type: none"> Producing personal writing in which: picture and text convey a message, left to right progression, writes letters representing the beginning and/or ending sounds of words, starts to use environmental print. Printing upper and lowercase letters of alphabet using proper form, spacing, and proportions with greater than 50% accuracy. Writing letters in first name using appropriate capital and lowercase letters, proper form, spacing, and proportions with greater than 50% accuracy. <p>The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>	
	Score 1.5	The student demonstrates partial knowledge of the score 2.0 elements but major errors or omissions regarding the score 3.0 elements
Score 1.0	<p>With help, the student demonstrates partial understanding by...</p> <ul style="list-style-type: none"> Producing personal writing in which: picture conveys a message, attempts to write a message (scribbles or random letters) and/or labels pictures. 	
	Score 0.5	With help, the student demonstrates partial understanding of some of the score 2.0 elements but not the score 3.0 elements.
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill or offers no attempt.</p>	

Measurement & Data

Collect and Organize Data Kindergarten

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates above-level applications that may include . . .</p> <ul style="list-style-type: none">• Organizing data in multiple ways (able to use more than one kind of graph)• Giving meaning to the data on the graph (can tell how many more/less a given set has in relation to the other items)
Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates understanding of collecting and organizing data by . . .</p> <ul style="list-style-type: none">• Organizing data/objects onto a graph*. <p>The student exhibits no errors and responds with confidence and fluency. <i>*Classroom teachers should assess understanding using familiar classroom graphs. A student who is able to organize data onto a single style of graph has demonstrated grade level understanding.</i></p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by . . .</p> <ul style="list-style-type: none">• Organizing data/objects onto a graph with greater than 50% accuracy. <p>Student may need additional support, such as further explanation or restatement of task expectations or modeling. The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	<p>With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill</p>

Measurement & Data

Units & Tools

Kindergarten

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates above-level applications that include . . .</p> <ul style="list-style-type: none">• Identifying specific days of the week on a calendar (e.g. “Which day is Wednesday?”)• Naming the days of the week in order beginning at a point other than Sunday.• Correctly naming the coins penny, nickel, dime, and quarter.
Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates understanding of measurement tools and units by . . .</p> <ul style="list-style-type: none">• Identifying the day, week, and month on a calendar• Naming the days of the week in order• Identifying that the coins penny, nickel, dime, and quarter are units of money• Comparing two objects by weight and/or length• Ordering objects by their measured attributes (length, weight) <p>The student exhibits no errors and responds with confidence and fluency.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by . . .</p> <ul style="list-style-type: none">• Confusing the difference between day, week, and month• Omitting or exchanging names of the days of the week (one or two errors)• Misunderstands the purpose or use of coins without support from the teacher• Requiring a prompt or further explanation of “weight” or “length”• Requiring a model or demonstration of the task. <p>Student may need additional support, such as further explanation or restatement of task expectations. The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	<p>With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill</p>

Number Sense
Identify Whole Numbers 0-10
Kindergarten

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of whole numbers 0-10 by . . .</p> <ul style="list-style-type: none"> • Counting a set of objects using correct one-to-one correspondence. • Counting orally using correct sequence. • Writing numbers 0-10 from dictation. • Writing numbers 0-10 to name the value of a given set. • Ordering randomly placed numbers into their correct sequence. • Identifying (read) numbers when presented in random order. • Identifying the position of an object by using ordinal numbers 1st-10th. <p>The student exhibits no errors and responds with confidence and fluency.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by . . .</p> <ul style="list-style-type: none"> • Counting a set of objects using correct one-to-one correspondence with one or two errors. • Counting orally using correct sequence, with one or two errors. • When writing numbers from dictation, student may need to refer to a printed model to remember the form or direction of some of the numbers (not more than half the time). • When writing numbers to name the value of a given set, student may need to refer to a printed model not more than half of the time. • When ordering randomly placed numbers, student may need some minor assistance to check or correct responses, but is then able to self-correct. • Identifying (reading) numbers with greater than 50% accuracy. • Identifying the position of an object by using ordinal numbers 1st-10th with greater than 50% accuracy. <p>The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	<p>With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill</p>

Number Sense
Identify Whole Numbers 0-20
Kindergarten

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of whole numbers 0-20 by . . .</p> <ul style="list-style-type: none"> • Counting a set of objects using correct one-to-one correspondence. • Counting orally using correct sequence. • Writing numbers 0-20 from dictation. • Writing numbers 0-20 to name the value of a given set. • Ordering randomly placed numbers into their correct sequence. • Identifying (read) numbers when presented in random order. • Identifying the position of an object by using ordinal numbers 1st-10th. <p>The student exhibits no errors and responds with confidence and fluency.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by . . .</p> <ul style="list-style-type: none"> • Counting a set of objects using correct one-to-one correspondence with one or two errors. • Counting orally using correct sequence, with one or two errors. • When writing numbers from dictation, student may need to refer to a printed model to remember the form or direction of some of the numbers (not more than half the time). • When writing numbers to name the value of a given set, student may need to refer to a printed model not more than half of the time. • When ordering randomly placed numbers, student may need some minor assistance to check or correct responses, but is then able to self-correct. • Identifying (reading) numbers with greater than 50% accuracy. • Identifying the position of an object by using ordinal numbers 1st-10th with greater than 50% accuracy. <p>The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	<p>With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill</p>

Number Sense
Identify Whole Numbers 0-30
Kindergarten

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of whole numbers 0-30 by . . .</p> <ul style="list-style-type: none"> • Counting a set of objects using correct one-to-one correspondence. • Counting orally using correct sequence. • Writing numbers 0-30 from dictation. • Writing numbers 0-30 to name the value of a given set. • Ordering randomly placed numbers into their correct sequence. • Identifying (read) numbers when presented in random order. • Identifying the position of an object by using ordinal numbers 1st-10th. <p>The student exhibits no errors and responds with confidence and fluency.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by . . .</p> <ul style="list-style-type: none"> • Counting a set of objects using correct one-to-one correspondence with one or two errors. • Counting orally using correct sequence, with one or two errors. • When writing numbers from dictation, student may need to refer to a printed model to remember the form or direction of some of the numbers (not more than half the time). • When writing numbers to name the value of a given set, student may need to refer to a printed model not more than half of the time. • When ordering randomly placed numbers, student may need some minor assistance to check or correct responses, but is then able to self-correct. • Identifying (reading) numbers with greater than 50% accuracy. • Identifying the position of an object by using ordinal numbers 1st-10th with greater than 50% accuracy. <p>The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	<p>With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill</p>

Number Sense

Number Relationships

Kindergarten

Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates an understanding of number relationships by correctly comparing sets of objects and identifying the set which has . . .</p> <ul style="list-style-type: none">• more,• the same, or• fewer number of objects. <p>The student exhibits no errors and responds with confidence and fluency. The student clearly distinguishes the difference between each value (same, fewer, more) without additional help, explanation, or support from the teacher.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by correctly comparing sets of objects and identifying the set which has . . .</p> <ul style="list-style-type: none">• more,• the same, or• fewer number of objects <p>with greater than 50% accuracy. Student may need additional support, such as further explanation or restatement of value terms (same, fewer, more) in the context of the assessment task. The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	<p>With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill</p>

Patterns

Kindergarten

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates above-level applications that include</p> <ul style="list-style-type: none">• Identifying or creating more complex repeating patterns (e.g. AABC, ABBC, ABCCD, etc.)• Identifying/creating more advanced growing patterns
Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates understanding of patterns by . . .</p> <ul style="list-style-type: none">• Identifies (orally) simple (AB or ABC) repeating patterns, tells (names) what comes next in a simple pattern, and draws a simple pattern• Describes/tells the characteristics of a simple growing pattern <p>The student exhibits no errors and responds with confidence and fluency. The student may also be able to identify non-examples of patterns.</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by . . .</p> <ul style="list-style-type: none">• Demonstrating greater than 50% accuracy in tasks using simple repeating patterns• Demonstrating greater than 50% accuracy in tasks using simple growing patterns. <p>Student may need additional support, such as further explanation or restatement of task expectations, or repeated opportunities to respond. The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	<p>With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill</p>

Problem Solving

Addition Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates above-level applications that include . . . <ul style="list-style-type: none">• Adding using vertical and/or horizontal numerical equations (e.g. $8 + 2 = 10$).
Score 3.0	While engaged in grade-appropriate tasks, the student demonstrates understanding of joining two sets of objects with sums up to ten by . . . <ul style="list-style-type: none">• Counting with correct one-to-one correspondence and following a logical counting sequence (counting on through second set, rather than beginning to count second set as one). <p>The student exhibits no errors and responds with confidence and fluency. The student clearly distinguishes the purpose and procedure for adding</p>
Score 2.0	The student demonstrates partial understanding of level 3.0 elements by . . . <ul style="list-style-type: none">• Counting using one-to-one correspondence with one or two errors and/or following a logical counting sequence, but may count second set beginning at one, rather than counting on. With redirection, the student counts the two sets together to find the sum. <p>The student demonstrates greater than 50% accuracy. Student may need additional support, such as further explanation or restatement of task expectations. The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.
Score 0.0	Even with help, the student demonstrates no understanding or skill

Problem Solving

Subtraction Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates above-level applications that include <ul style="list-style-type: none">Subtracting using vertical and/or horizontal numerical equations (e.g. $8 - 2 = 6$).
Score 3.0	While engaged in grade-appropriate tasks, the student demonstrates understanding of subtraction by . . . <ul style="list-style-type: none">Separating a given portion from a set of up to ten objects and counting/telling what remains. <p>The student exhibits no errors and responds with confidence and fluency.</p>
Score 2.0	The student demonstrates partial understanding of level 3.0 elements by . . . <ul style="list-style-type: none">Subtracting with greater than 50% accuracy. <p>The student may need additional support, such as further explanation or restatement of task expectations. The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.
Score 0.0	Even with help, the student demonstrates no understanding or skill

“Geometry”

“Simple Shapes”

“Kindergarten”

Score 4.0	In addition to score 3.0 performance, the student demonstrates above-level application by... <ul style="list-style-type: none">• Describing circles, triangles, rectangles and squares. (e.g., What does a circle look like? <i>It is a shape with no sides.</i> What does a triangle look like? <i>It has three sides.</i> What does a rectangle look like? <i>It has four sides with two short sides and two long sides.</i> What does a square look like? <i>It has four sides.</i>)
Score 3.0	While engaged in grade-appropriate tasks, the student demonstrates an understanding of simple shapes by . . . <ul style="list-style-type: none">• Identifying circles, triangles, rectangles and squares.• Naming circles, triangles, rectangles and squares.• Drawing circles, triangles, rectangles and squares. The student exhibits no major errors or omissions and responds with confidence.
Score 2.0	The student demonstrates partial understanding of level 3.0 elements, by. . . <ul style="list-style-type: none">• Identifying 50% or more of the required shapes.• Naming 50% or more of the required shapes.• Drawing 50% or more of the required shapes. The student exhibits growing proficiency but struggles with handwriting skills or complete confidence and recognition of 1 or 2 of the shapes.
Score 1.0	With help, the student demonstrates partial understanding of the score 2.0 elements.
Score 0.0	Even with help, the student demonstrates no understanding or skill.

“Sorting and Patterns”

“Sorting”
“Kindergarten”

Score 3.0	<p>While engaged in grade-appropriate writing tasks, the student demonstrates an understanding of sorting by . . .</p> <ul style="list-style-type: none"> • Correctly and independently sorting a group of objects in 3 or more ways. (i.e. color, shape, size) <p>The student exhibits no errors and responds with confidence and fluency.</p>	
	Score 2.5	<p>The student exhibits no major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements by...</p> <ul style="list-style-type: none"> • Correctly and independently sorting a group of objects in two ways and with a verbal prompt (i.e. “Can you also sort them by color?”) is able to sort in a third way.
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by...</p> <ul style="list-style-type: none"> • Correctly and independently sorting a group of objects in 2 or more ways, but with a verbal prompt is unable to sort in another way. <p>The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>	
	Score 1.5	<p>The student demonstrates partial knowledge of the score 2.0 elements by...</p> <ul style="list-style-type: none"> • Correctly and independently sorting a group of objects in one way and with a verbal prompt is able to sort in one or more additional ways.
Score 1.0	<p>The student demonstrates partial understanding of some of the score 2.0 elements by...</p> <ul style="list-style-type: none"> • Correctly and independently sorting a group of objects in one way, but with a verbal prompt is unable to sort in another way. 	
	Score 0.5	<p>With help, the student demonstrates partial understanding of some of the score 2.0 elements but not the score 3.0 elements by...</p> <ul style="list-style-type: none"> • Being unable to independently sort a group of objects but with a verbal prompt is able to sort in one way.
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill.</p>	

Spatial Relationships

Position & Distance

Kindergarten

Score 4.0	<p>In addition to score 3.0 performance, student demonstrates expressive understanding of position/distance words by . . .</p> <ul style="list-style-type: none">• Using position/distance words in oral language. <p>(For example, in response to “Where is the book?” the student responds, “It’s between the red and green blocks.” Or, the student says, “I put the pencils in the can that’s near the pencil sharpener.”)</p>
Score 3.0	<p>While engaged in grade-appropriate tasks, the student demonstrates receptive understanding of position and distance by . . .</p> <ul style="list-style-type: none">• Responding to oral instructions using the words between, above, below, near, and far in correct context. <p>(For example: The student can follow an instruction, such as “Please put this book _____ position word _____ the _____ location _____.”)</p> <p>The student exhibits no errors and responds with confidence and fluency. The student clearly distinguishes the purpose and procedure for adding</p>
Score 2.0	<p>The student demonstrates partial understanding of level 3.0 elements by . . .</p> <ul style="list-style-type: none">• Responding to oral instructions with greater than 50% accuracy. <p>Student may need additional support, such as further explanation or restatement of task expectations. The student exhibits growing proficiency, but is occasionally uncertain or hesitant to respond.</p>
Score 1.0	<p>With help the student demonstrates partial understanding (less than 50%) of some of the score 2.0 elements.</p>
Score 0.0	<p>Even with help, the student demonstrates no understanding or skill</p>