

Counting and Cardinality

Indicator: Knows number names and the count sequence				
Standard: K.CC.1, K.CC.2				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to:</p> <ul style="list-style-type: none"> Count up to 20 by 1's Count forward from a given number greater than 1, up to 10 Identify numbers up to 10 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Count up to 20 by 1's Count forward from a given number greater than 1, up to 10 Identify numbers up to 10 	<p>Independently able to:</p> <ul style="list-style-type: none"> Count up to 20 by 1's Count forward from a given number greater than 1, up to 10 Identify numbers up to 10 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Count up to 100 by 1's Count forward from a given number greater than 1, up to 100 Identify numbers up to 100
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> Count up to 20 by 1's Count forward from a given number greater than 1, up to 20 Identify most numbers up to 15 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Count up to 20 by 1's Count forward from a given number greater than 1, up to 20 Identify most numbers up to 15 	<p>Independently able to:</p> <ul style="list-style-type: none"> Count up to 20 by 1's Count forward from a given number greater than 1, up to 20 Identify most numbers up to 15 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Count up to 100 by 1's and 10's Count forward from a given number greater than 1, up to 100 Identify numbers up to 100

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				to 100
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Count up to 100 by 1's Count to 100 by 10s Count forward from a given number greater than 1, up to 100 Identify numbers up to 20 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Count up to 100 by 1's Count to 100 by 10s Count forward from a given number greater than 1, up to 100 Identify numbers up to 20 	<p>Independently able to:</p> <ul style="list-style-type: none"> Count up to 100 by 1's Count to 100 by 10s Count forward from a given number greater than 1, up to 100 Identify numbers up to 20 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Count up to 120 by 1's and 10's Count forward from a given number greater than 1, up to 120 Identify numbers up to 120

Indicator: Counts to tell the number of objects				
Standard: K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to:</p> <ul style="list-style-type: none"> Count up to 10 objects that are arranged in a line or a scattered configuration Answer "how many" questions for up to 10 objects 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Count up to 10 objects that are arranged in a line or a scattered configuration Answer "how many" questions for up to 10 objects 	<p>Independently able to:</p> <ul style="list-style-type: none"> Count up to 10 objects that are arranged in a line or a scattered configuration Answer "how many" questions for up to 10 objects 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Count up to 50 objects that are arranged in a scattered configuration Answer "how many" questions for up to

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				50 objects
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> Count up to 15 objects that are arranged in a line, rectangular array or circle Count up to 10 objects in a scattered configuration Answer “how many” questions for up to 15 objects 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Count up to 15 objects that are arranged in a line, rectangular array or circle Count up to 10 objects in a scattered configuration Answer “how many” questions for up to 15 objects 	<p>Independently able to:</p> <ul style="list-style-type: none"> Count up to 15 objects that are arranged in a line, rectangular array or circle Count up to 10 objects in a scattered configuration Answer “how many” questions for up to 15 objects 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Count up to 50 objects that are arranged in a scattered configuration Answer “how many” questions for up to 50 objects
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Count up to 20 objects that are arranged in a line, rectangular array or circle Count up to 10 objects in a scattered configuration Answer “how many” questions for up to 20 objects 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Count up to 20 objects that are arranged in a line, rectangular array or circle Count up to 10 objects in a scattered configuration Answer “how many” questions for up to 20 objects 	<p>Independently able to:</p> <ul style="list-style-type: none"> Count up to 20 objects that are arranged in a line, rectangular array or circle Count up to 10 objects in a scattered configuration Answer “how many” questions for up to 20 objects 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Count up to 50 objects that are arranged in a scattered configuration Answer “how many” questions for up to 50 objects

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Indicator: Writes numbers				
Standard: K.CC.3				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to:</p> <ul style="list-style-type: none"> Write most numbers from 0-10 correctly* (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1) <p>*Reversals are developmental</p>	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Write most numbers from 0-10 correctly* (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1) <p>*Reversals are developmental</p>	<p>Independently able to:</p> <ul style="list-style-type: none"> Write most numbers from 0-10 correctly* (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1) <p>*Reversals are developmental</p>	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Write numbers within 100 (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1)* <p>*No reversals</p>
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> Write most numbers from 0-10 correctly* (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1) <p>*Reversals are developmental</p>	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Write most numbers from 0-10 correctly* (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1) <p>*Reversals are developmental</p>	<p>Independently able to:</p> <ul style="list-style-type: none"> Write most numbers from 0-10 correctly* (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1) <p>*Reversals are developmental</p>	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Write numbers within 100 (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1)* <p>*No reversals</p>

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Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Write most numbers from 0-20 correctly (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1) <p>*Reversals are developmental</p>	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Write most numbers from 0-20 correctly (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1) <p>*Reversals are developmental</p>	<p>Independently able to:</p> <ul style="list-style-type: none"> Write most numbers from 0-20 correctly (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1) <p>*Reversals are developmental</p>	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Write numbers within 100 (place value must be maintained: e.g. 12 must be 1 then 2, it cannot be 2 then 1)* <p>*No reversals</p>
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Indicator: Compares numbers				
Standard: K.CC.6, K.CC.7				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> Compare two numbers between 0 and 10 presented as written numerals as greater than, less than or equal to Compare two groups of objects and 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Compare two numbers between 0 and 10 presented as written numerals as greater than, less than or equal to Compare two groups of objects and 	<p>Independently able to:</p> <ul style="list-style-type: none"> Compare two numbers between 0 and 10 presented as written numerals as greater than, less than or equal to Compare two groups of objects and 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Compare two numbers greater than 20 presented as written numerals as greater than, less than or equal to Compare two groups

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	identify a group as greater than, less than, or equal to another group of objects (0-10)	identify a group as greater than, less than, or equal to another group of objects (0-10)	identify a group as greater than, less than, or equal to another group of objects (0-10)	of objects and identify a group as greater than, less than, or equal to another group of objects (1-20)
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> • Compare two numbers between 0 and 10 presented as written numerals as greater than, less than or equal to • Compare two groups of objects and identify a group as greater than, less than, or equal to another group of objects (0-10) 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Compare two numbers between 0 and 10 presented as written numerals as greater than, less than or equal to • Compare two groups of objects and identify a group as greater than, less than, or equal to another group of objects (0-10) 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Compare two numbers between 0 and 10 presented as written numerals as greater than, less than or equal to • Compare two groups of objects and identify a group as greater than, less than, or equal to another group of objects (0-10) 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Compare two numbers greater than 20 presented as written numerals as greater than, less than or equal to • Compare two groups of objects and identify a group as greater than, less than, or equal to another group of objects (1-20)

Operations and Algebraic Thinking

Indicator: Adds and subtracts fluently within 5				
Standard: K.OA.5				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	<p>Fluently knows few:</p> <ul style="list-style-type: none"> Addition and subtraction facts within 5 (may be demonstrated orally or written) <p>(fewer than 13 problems/ 90 seconds; addition and subtraction presented separately)</p>	<p>Fluently knows:</p> <ul style="list-style-type: none"> Addition and subtraction facts within 5 (may be demonstrated orally or written) <p>(13-16 problems/90 seconds; addition and subtraction presented separately)</p>	<p>Fluently knows:</p> <ul style="list-style-type: none"> Addition and subtraction facts within 5 (may be demonstrated orally or written) <p>(17-20 problems/ 90 seconds; addition and subtraction presented separately)</p>	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to recall from memory, with automaticity, all:</p> <ul style="list-style-type: none"> Addition and subtraction facts within 10 (may be demonstrated orally or written) <p>(17-20 problems/ 90 seconds; addition and subtraction presented separately))</p>

Indicator: Demonstrates understanding of addition				
Standard: K.OA.1, K.OA.3, K.OA.4				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> • Represent addition within 5 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations • Decompose numbers less than or equal to 5 into pairs in more than one way using objects or drawings and representing each with a drawing, number bond or equation 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Represent addition within 5 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations • Decompose numbers less than or equal to 5 into pairs in more than one way using objects or drawings and representing each with a drawing, number bond or equation 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Represent addition within 5 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations • Decompose numbers less than or equal to 5 into pairs in more than one way using objects or drawings and representing each with a drawing, number bond or equation 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Represent addition within 20 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations • Decompose numbers less than or equal to 20 into pairs in more than one way using objects or drawings • Find the number that makes 20 when added to a given number by using objects or drawings and record the answer with a

				drawing, number bond and equation
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> ● Represent addition within 10 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations ● Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings ● Find the number that makes 10 when added to the given number (1-9) by using objects or drawings and record the answer with a drawing, number bond or equation 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Represent addition within 10 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations ● Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings ● Find the number that makes 10 when added to the given number (1-9) by using objects or drawings and record the answer with a drawing, number bond or equation 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Represent addition within 10 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations ● Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings ● Find the number that makes 10 when added to the given number (1-9) by using objects or drawings and record the answer with a drawing, number bond or equation 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Represent addition within 20 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations ● Decompose numbers less than or equal to 20 into pairs in more than one way using objects or drawings ● Find the number that makes 20 when added to a given number by using objects or drawings and record the answer with a drawing, number bond and equation

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Indicator: Demonstrates understanding of subtraction				
Standard: K.OA.1, K.OA.3, K.OA.4				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> • Represent subtraction within 10 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations • Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings • Find the number that makes 10 when added to the given number (1-9) by using objects or drawings and record the answer with a 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Represent subtraction within 10 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations • Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings • Find the number that makes 10 when added to the given number (1-9) by using objects or drawings and record the answer with a 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Represent subtraction within 10 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations • Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings • Find the number that makes 10 when added to the given number (1-9) by using objects or drawings and record the answer with a 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Represent subtraction within 20 with objects, fingers, mental images, drawings, verbal explanations, expressions or equations • Decompose numbers less than or equal to 20 into pairs in more than one way using objects or drawings • Find the number that makes 20 when added to a given number by using objects or drawings and records the

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	drawing, number bond or equation	drawing, number bond or equation	drawing, number bond or equation	answer with a drawing, number bond and equation
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Indicator: Interprets, represents and solves addition and subtraction word problems				
Standard: K.OA.2				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> Solve addition word problems within 5 by using objects or drawings to represent the problem 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Solve addition problems within 5 by using objects or drawings to represent the problem 	<p>Independently able to:</p> <ul style="list-style-type: none"> Solve addition word problems within 5 by using objects or drawings to represent the problem 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Solve addition and subtraction word problems within 20 by using objects or drawings to represent the problem and record the answer with a drawing and equation
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Solve addition and subtraction word 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Solve addition and subtraction word 	<p>Independently able to:</p> <ul style="list-style-type: none"> Solve addition and subtraction word 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Solve addition and

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	problems within 10 by using objects or drawings to represent the problem and record the answer with a drawing or equation	problems within 10 by using objects or drawings to represent the problem and record the answer with a drawing or equation	problems within 10 by using objects or drawings to represent the problem and record the answer with a drawing or equation	subtraction word problems within 20 by using objects or drawings to represent the problem and record the answer with a drawing and equation
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Numbers and Operations in Base Ten

Indicator: Composes and decomposes numbers 11-19				
Standard: K.NBT.1				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Compose and decompose numbers from 11-19 into ten ones/one ten and some more ones by using objects or drawings and record with a drawing or equation 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Compose and decompose numbers from 11-19 into ten ones/one ten and some more ones by using objects or drawings and record with a drawing or equation 	<p>Independently able to:</p> <ul style="list-style-type: none"> Compose and decompose numbers from 11-19 into ten ones/one ten and some more ones by using objects or drawings and record with a drawing or equation 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Compose and decompose numbers from 11-99 into tens and ones by using objects or drawings and record with a drawing or equation

Measurement and Data

Indicator: Describes, compares and classifies objects				
Standard: K.MD.1, K.MD.2, K.MD.3				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> Describe measurable attributes of objects (length, height, weight) Compare and contrast two objects (length, height, sides, etc.) Classify objects into categories based on attributes, count the number of objects in each category and sort the categories by count 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Describe measurable attributes of objects (length, height, weight) Compare and contrast two objects (length, height, sides, etc.) Classify objects into categories based on attributes, count the number of objects in each category and sort the categories by count 	<p>Independently able to:</p> <ul style="list-style-type: none"> Describe measurable attributes of objects (length, height, weight) Compare and contrast two objects (length, height, sides, etc.) Classify objects into categories based on attributes, count the number of objects in each category and sort the categories by count 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Order three objects by length, height, weight and capacity
Trimester 3				

Geometry

Indicator: Demonstrates understanding of shapes				
Standard: K.G.2, K.G.3, K.G.4, K.G.5, K.G.6				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to:</p> <ul style="list-style-type: none"> • Correctly name most (0-3) 2-D and 3-D shapes regardless of their orientation or size (squares, circles, triangles rectangles, hexagons, cubes, cones, cylinders, spheres) • Identify shapes as 2-D “flat” or 3-D “solid” 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Correctly name most (4-6) 2-D and 3-D shapes regardless of their orientation or size (squares, circles, triangles rectangles, hexagons, cubes, cones, cylinders, spheres) • Identify shapes as 2-D “flat” or 3-D “solid” 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Correctly name most (7-8) 2-D and 3-D shapes regardless of their orientation or size (squares, circles, triangles rectangles, hexagons, cubes, cones, cylinders, spheres) • Identify shapes as 2-D “flat” or 3-D “solid” 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Correctly name all 2-D and 3-D shapes regardless of their orientation or size (squares, circles, triangles rectangles, hexagons, cubes, cones, cylinders, spheres) • Combine two-and three-dimensional shapes to create a new shape
Trimester 2				
Trimester 3	<p>Unable to:</p>	<p>Requires teacher prompting and support to:</p>	<p>Independently able to:</p>	<p>Consistently, accurately and independently meets the criteria for a 3 and is</p>

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	<ul style="list-style-type: none">● Analyze 2-D and 3-D shapes, describing parts (number of sides, vertices/"corners") and other attributes● Compare 2-D and 3-D shapes by attributes● Build and draw 2D shapes	<ul style="list-style-type: none">● Analyze 2-D and 3-D shapes, describing parts (number of sides, vertices/"corners") and other attributes● Compare 2-D and 3-D shapes by attributes● Build and draw 2D shapes	<ul style="list-style-type: none">● Analyze 2-D and 3-D shapes, describing parts (number of sides, vertices/"corners") and other attributes● Compare 2-D and 3-D shapes by attributes● Build and draw 2D shapes	<p>able to:</p> <ul style="list-style-type: none">● Compose and decompose two-and three-dimensional shapes to create a new shape or identify smaller "hidden" shapes● Verbally describe new shapes created from other shapes using precise descriptive language (shape names, sides, corners, above, below, next to...)
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Mathematical Practices

Indicator: Makes sense of problems and perseveres in solving them				
Performance Level	1	2	3	4
Trimester 1	Unable to: <ul style="list-style-type: none"> ● Attempt to solve the problem ● Persevere in solving the problem (does not give up) 	Requires teacher prompting and support to: <ul style="list-style-type: none"> ● Attempt to solve the problem ● Persevere in solving the problem (does not give up) 	Independently able to: <ul style="list-style-type: none"> ● Attempt to solve the problem ● Persevere in solving the problem (does not give up) 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> ● If stuck, think if there is another way to solve the problem and try again ● Check answers by asking, “Does this make sense?”
Trimester 2	Unable to: <ul style="list-style-type: none"> ● Attempt to solve the problem ● Persevere in solving the problem (does not give up) 	Requires teacher prompting and support to: <ul style="list-style-type: none"> ● Attempt to solve the problem ● Persevere in solving the problem (does not give up) 	Independently able to: <ul style="list-style-type: none"> ● Attempt to solve the problem ● Persevere in solving the problem (does not give up) 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> ● If stuck, think if there is another way to solve the problem and try again ● Check answers by asking, “Does this make sense?”
Trimester 3	Unable to: <ul style="list-style-type: none"> ● Attempt to solve the 	Requires teacher prompting and support	Independently able to: <ul style="list-style-type: none"> ● Attempt to solve the 	Consistently, accurately and independently meets the criteria for a 3 and is

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	<p>problem</p> <ul style="list-style-type: none"> ● Persevere in solving the problem (does not give up) 	<p>to:</p> <ul style="list-style-type: none"> ● Attempt to solve the problem ● Persevere in solving the problem (does not give up) 	<p>problem</p> <ul style="list-style-type: none"> ● Persevere in solving the problem (does not give up) 	<p>able to:</p> <ul style="list-style-type: none"> ● If stuck, think if there is another way to solve the problem and try again ● Check answers by asking, “Does this make sense?”
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Indicator: Clearly communicates mathematical thinking and reasoning				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, actions, words and/or equations ● Begin to use math vocabulary, symbols and labels 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, actions, words and/or equations ● Begin to use math vocabulary, symbols and labels 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, actions, words and/or equations ● Begin to use math vocabulary, symbols and labels 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> ● Make and present 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Make and present 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Make and present 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p>

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	<p>solutions by using objects, drawings, actions, words and/or equations</p> <ul style="list-style-type: none"> ● Begin to use math vocabulary, symbols and labels 	<p>solutions by using objects, drawings, actions, words and/or equations</p> <ul style="list-style-type: none"> ● Begin to use math vocabulary, symbols and labels 	<p>solutions by using objects, drawings, actions, words and/or equations</p> <ul style="list-style-type: none"> ● Begin to use math vocabulary, symbols and labels 	<ul style="list-style-type: none"> ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, actions, words and/or equations ● Begin to use math vocabulary, symbols and labels 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, actions, words and/or equations ● Begin to use math vocabulary, symbols and labels 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, actions, words and/or equations ● Begin to use math vocabulary, symbols and labels 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience