Counting and Cardinality

1) Know number names and count sequence. (CC 1-3)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Exhibits little understanding of how to: ● **Orally-count accurately and efficiently from 1 to at least 10.**	Requires considerable support to: ● **Orally-count accurately and efficiently from 1 to at least 10.**	With minimal support can: ● **Orally-count accurately and efficiently from 1 to at least 10.**	Can consistently and independently: ● **Orally-count accurately and efficiently from 1 to at least 10.**
Tri 2	Exhibits little understanding of how to: ● **Read and write numbers through 10 and represent up to 10 objects with a written numeral.** ● **Orally count by ones from 1 to at least 50.** ● **Count by ones to at least 50 starting from numbers other than 1.**	Requires considerable support to: ● **Read and write numbers through 10 and represent up to 10 objects with a written numeral.** ● **Orally count by ones from 1 to at least 50.** ● **Count by ones to at least 50 starting from numbers other than 1.**	With minimal support can: ● **Read and write numbers through 10 and represent up to 10 objects with a written numeral.** ● **Orally count by ones from 1 to at least 50.** ● **Count by ones to at least 50 starting from numbers other than 1.**	Can consistently and independently: ● **Read and write numbers through 10 and represent up to 10 objects with a written numeral.** ● **Orally count by ones from 1 to at least 50.** ● **Count by ones to at least 50 starting from numbers other than 1.**
Tri 3	Exhibits little understanding of how to: ● **Read and write numbers from at least**	Requires considerable support to: ● **Read and write numbers from at least**	With minimal support can: ● **Read and write numbers from at least**	Can consistently and independently: ● **Read and write numbers from at least**

	0 to 20 and represent sets with numerals. ● **Count to at least 100 by 1s and 10s.** ● **Count forward by 1s to at 100 starting from numbers other than 1.**	**0 to 20 and represent sets with numerals.** ● **Count to at least 100 by 1s and 10s.** ● **Count forward by 1s to at 100 starting from numbers other than 1.**	**0 to 20 and represent sets with numerals.** ● **Count to at least 100 by 1s and 10s.** ● **Count forward by 1s to at 100 starting from numbers other than 1.**	**0 to 20 and represent sets with numerals.** ● **Count to at least 100 by 1s and 10s.** ● **Count forward by 1s to at 100 starting from numbers other than 1.**

2) Count to tell the number of objects. (CC 4-5)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Exhibits little understanding of how to: ● **Count up to a set of 10 objects using correct sequence and one-to-one correspondence.** ● **Understand that the last number counted tells the total number in the group and isn't impacted by the arrangement or order.** ● **Figure out "one more" without recounting a set of objects.** ● **Count arranged and scattered sets of up to 10 objects and count out a set of up to 10 objects.**	Requires considerable support to: ● **Count up to a set of 10 objects using correct sequence and one-to-one correspondence.** ● **Understand that the last number counted tells the total number in the group and isn't impacted by the arrangement or order.** ● **Figure out "one more" without recounting a set of objects.** ● **Count arranged and scattered sets of up to 10 objects and count out a set of up to 10 objects.**	With minimal support can: ● **Count up to a set of 10 objects using correct sequence and one-to-one correspondence.** ● **Understand that the last number counted tells the total number in the group and isn't impacted by the arrangement or order.** ● **Figure out "one more" without recounting a set of objects.** ● **Count arranged and scattered sets of up to 10 objects and count out a set of up to 10 objects.**	Can consistently and independently: ● **Count up to a set of 10 objects using correct sequence and one-to-one correspondence.** ● **Understand that the last number counted tells the total number in the group and isn't impacted by the arrangement or order.** ● **Figure out "one more" without recounting a set of objects.** ● **Count arranged and scattered sets of up to 10 objects and count out a set of up to 10 objects.**
Tri 2				

Tri 3	Exhibits little understanding of how to: ● **Count as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.** ● **Count out sets of between 1 and 20.**	Requires considerable support to: ● **Count as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.** ● **Count out sets of between 1 and 20.**	With minimal support can: ● **Count as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.** ● **Count out sets of between 1 and 20.**	Can consistently and independently: ● **Count as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.** ● **Count out sets of between 1 and 20.**

3) Compare numbers. (CCA6-7)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Exhibits little understanding of how to: ● **Compare the number of objects in two groups using the terms *more, fewer, and same.***	Requires considerable support to: ● **Compare the number of objects in two groups using the terms *more, fewer, and same.***	With minimal support can: ● **Compare the number of objects in two groups using the terms *more, fewer, and same.***	Can consistently and independently: ● **Compare the number of objects in two groups using the terms *more, fewer, and same.***
Tri 2	Exhibits little understanding of how to: ● **Compare numerals between 1 and 10 using resources such as the number line, counting, or modeling with counters.**	Requires considerable support to: ● **Compare numerals between 1 and 10 using resources such as the number line, counting, or modeling with counters.**	With minimal support can: ● **Compare numerals between 1 and 10 using resources such as the number line, counting, or modeling with counters.**	Can consistently and independently: ● **Compare numerals between 1 and 10 using resources such as the number line, counting, or modeling with counters.**
Tri 3	Exhibits little understanding of how to: ● **Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** ● **Compare two numbers between 1 and at least 10 presented as written numerals.**	Requires considerable support to: ● **Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** ● **Compare two numbers between 1 and at least 10 presented as written numerals**	With minimal support can: ● **Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** ● **Compare two numbers between 1 and at least 10 presented as written numerals**	Can consistently and independently: ● **Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** ● **Compare two numbers between 1 and at least 10 presented as written numerals.**

Operations and Algebraic Thinking

1) Understand addition and subtraction. (OA1-5)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	Exhibits little understanding of how to: ● **Decompose numbers into pairs in more than one way using objects, fingers, or drawings.** ● **Solve simple number stories and problems involving addition using objects, drawings, and other strategies.** ● **Find the number that makes 10 when added to the given number, using a ten frame.** ● **Represent addition concretely and verbally.**	Requires considerable support to: ● **Decompose numbers into pairs in more than one way using objects, fingers, or drawings.** ● **Solve simple number stories and problems involving addition using objects, drawings, and other strategies.** ● **Find the number that makes 10 when added to the given number, using a ten frame.** ● **Represent addition concretely and verbally.**	With minimal support can: ● **Decompose numbers into pairs in more than one way using objects, fingers, or drawings.** ● **Solve simple number stories and problems involving addition using objects, drawings, and other strategies.** ● **Find the number that makes 10 when added to the given number, using a ten frame.** ● **Represent addition concretely and verbally.**	Can consistently and independently: ● **Decompose numbers into pairs in more than one way using objects, fingers, or drawings.** ● **Solve simple number stories and problems involving addition using objects, drawings, and other strategies.** ● **Find the number that makes 10 when added to the given number, using a ten frame.** ● **Represent addition concretely and verbally.** ●

Tri 3	Exhibits little understanding of how to: ● **Solve addition and subtraction word problems, and add and subtract within 10.** ● **Break down numbers 10 or lower into pairs in more than one way and record each with a drawing or equation.** ● **Find number pairs that add up to 10 and record them with drawings or equations.** ● **Represent addition and subtraction concretely, verbally, and symbolically (with expressions and equations).** ● **Add and subtract within 5.**	Requires considerable support to: ● **Solve addition and subtraction word problems, and add and subtract within 10.** ● **Break down numbers 10 or lower into pairs in more than one way and record each with a drawing or equation.** ● **Find number pairs that add up to 10 and record them with drawings or equations.** ● **Represent addition and subtraction concretely, verbally, and symbolically (with expressions and equations).** ● **Add and subtract within 5**	With minimal support can: ● **Solve addition and subtraction word problems, and add and subtract within 10.** ● **Break down numbers 10 or lower into pairs in more than one way and record each with a drawing or equation.** ● **Find number pairs that add up to 10 and record them with drawings or equations.** ● **Represent addition and subtraction concretely, verbally, and symbolically (with expressions and equations).** ● **Add and subtract within 5**	Can consistently and independently: ● **Solve addition and subtraction word problems, and add and subtract within 10.** ● **Break down numbers 10 or lower into pairs in more than one way and record each with a drawing or equation.** ● **Find number pairs that add up to 10 and record them with drawings or equations.** ● **Represent addition and subtraction concretely, verbally, and symbolically (with expressions and equations).** ● **Add and subtract within 5.**

Numbers and Operations in Base Ten

1) Work with numbers 11-19 to gain foundations for place value. (NBT1)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1				
Tri 2				
Tri 3	Exhibits little understanding of how to: ● **Compose, decompose, and understand numbers 11-19 as tens and ones and some additional ones; record with drawings or equations.**	Requires considerable support to: ● **Compose, decompose, and understand numbers 11-19 as tens and ones and some additional ones; record with drawings or equations.**	With minimal support can: ● **Compose, decompose, and understand numbers 11-19 as tens and ones and some additional ones; record with drawings or equations.**	Can consistently and independently: ● **Compose, decompose, and understand numbers 11-19 as tens and ones and some additional ones; record with drawings or equations.**

Measurement and Data

1) Describe and compare measurable attributes. (MD1-2)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1				
Tri 2	Exhibits little understanding of how to: ● **Describe the length of objects.** ● **Directly compare objects by length.** ● **Compare objects by length and by weight and describe the difference using terms such as *lighter, heavier, shorter, and longer.***	Requires considerable support to: ● **Describe the length of objects.** ● **Directly compare objects by length.** ● **Compare objects by length and by weight and describe the difference using terms such as *lighter, heavier, shorter, and longer.***	With minimal support can: ● **Describe the length of objects.** ● **Directly compare objects by length.** ● **Compare objects by length and by weight and describe the difference using terms such as *lighter, heavier, shorter, and longer.***	Can consistently and independently: ● **Describe the length of objects.** ● **Directly compare objects by length.** ● **Compare objects by length and by weight and describe the difference using terms such as *lighter, heavier, shorter, and longer.***
Tri 3	Exhibits little understanding of how to: ● **Describe measurable attributes of objects, and describe several measurable attributes of a single object.**	Requires considerable support to: ● **Describe measurable attributes of objects, and describe several measurable attributes of a single object.**	With minimal support can: ● **Describe measurable attributes of objects, and describe several measurable attributes of a single object.**	Can consistently and independently: ● **Describe measurable attributes of objects, and describe several measurable attributes of a single object.**

2) Classify objects and count the number of objects in each category. (MD3)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1	Exhibits little understanding of how to: ● **Sort objects into categories using obvious attributes, such as color or shape, and count up to 5 objects in each category.**	Requires considerable support to: ● **Sort objects into categories using obvious attributes, such as color or shape, and count up to 5 objects in each category.**	With minimal support can: ● **Sort objects into categories using obvious attributes, such as color or shape, and count up to 5 objects in each category.**	Can consistently and independently: ● **Sort objects into categories using obvious attributes, such as color or shape, and count up to 5 objects in each category.**
Tri 2	Exhibits little understanding of how to: ● **Classify objects into given categories, count the number of objects in each category, and sort the categories by count.**	Requires considerable support to: ● **Classify objects into given categories, count the number of objects in each category, and sort the categories by count.**	With minimal support can: ● **Classify objects into given categories, count the number of objects in each category, and sort the categories by count.**	Can consistently and independently: ● **Classify objects into given categories, count the number of objects in each category, and sort the categories by count.**
Tri 3				

Geometry

1) Identify and describe shapes. (G1-3)

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Exhibits little understanding of how to: ● **Identify and name some triangles, circles, and rectangles (including squares) in different sizes and orientations.**	Requires considerable support to: ● **Identify and name some triangles, circles, and rectangles (including squares) in different sizes and orientations.**	With minimal support can: ● **Identify and name some triangles, circles, and rectangles (including squares) in different sizes and orientations.**	Can consistently and independently: ● **Identify and name some triangles, circles, and rectangles (including squares) in different sizes and orientations.**
Tri 2	Exhibits little understanding of how to: ● **Describe objects in the environment using names of 2-dimensional shapes, and understand many terms for relative position of objects, (does not have to consistently produce**	Requires considerable support to: ● **Describe objects in the environment using names of 2-dimensional shapes, and understand many terms for relative position of objects, (does not have to consistently produce**	With minimal support can: ● **Describe objects in the environment using names of 2-dimensional shapes, and understand many terms for relative position of objects, (does not have to consistently produce**	Can consistently and independently: ● **Describe objects in the environment using names of 2-dimensional shapes, and understand many terms for relative position of objects, (does not have to consistently produce**

	these terms independently yet). ● **Correctly name a variety of 2-dimensional shapes (circles, triangles, rectangles, squares, and others) regardless of their orientations or overall size.**	**these terms independently yet).** ● **Correctly name a variety of 2-dimensional shapes (circles, triangles, rectangles, squares, and others) regardless of their orientations or overall size.**	**these terms independently yet).** ● **Correctly name a variety of 2-dimensional shapes (circles, triangles, rectangles, squares, and others) regardless of their orientations or overall size.**	**these terms independently yet).** ● **Correctly name a variety of 2-dimensional shapes (circles, triangles, rectangles, squares, and others) regardless of their orientations or overall size.**
Tri 3	Exhibits little understanding of how to: ● **Identify shapes as two-or three-dimensional.** ● **Describe objects in the environment using shape names, and describe the relative positions of these objects.** ● **Correctly name basic 2- and 3-d shapes regardless of their orientation or size.**	Requires considerable support to: ● **Identify shapes as two-or three-dimensional.** ● **Describe objects in the environment using shape names, and describe the relative positions of these objects.** ● **Correctly name basic 2- and 3-d shapes regardless of their orientation or size.**	With minimal support can: ● **Identify shapes as two-or three-dimensional.** ● **Describe objects in the environment using shape names, and describe the relative positions of these objects.** ● **Correctly name basic 2- and 3-d shapes regardless of their orientation or size.**	Can consistently and independently: ● **Identify shapes as two-or three-dimensional.** ● **Describe objects in the environment using shape names, and describe the relative positions of these objects.** ● **Correctly name basic 2- and 3-d shapes regardless of their orientation or size.**

2) Analyze, compare, create, and compose shapes. (G4-6)

	1 **Area of Concern**	**2** **Emerging**	**3** **Progressing**	**4** **Secure**
Tri 1	Exhibits little understanding of how to: ● **Use informal language to describe some similarities, differences, parts, and other attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations.**	Requires considerable support to: ● **Use informal language to describe some similarities, differences, parts, and other attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations.**	With minimal support can: ● **Use informal language to describe some similarities, differences, parts, and other attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations.**	Can consistently and independently: ● **Use informal language to describe some similarities, differences, parts, and other attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations.**
Tri 2	Exhibits little understanding of how to: ● **Model familiar shapes by drawing, (but drawings might not be totally accurate due to fine motor skills).**	Requires considerable support to: ● **Model familiar shapes by drawing, (but drawings might not be totally accurate due to fine motor skills).**	With minimal support can: ● **Model familiar shapes by drawing, (but drawings might not be totally accurate due to fine motor skills).**	Can consistently and independently: ● **Model familiar shapes by drawing, (but drawings might not be totally accurate due to fine motor skills).**
Tri 3	Exhibits little understanding of how to: ● **Compose simple shapes to form larger shapes.** ● **Analyze and compare 2-and 3-dimensional shapes in different**	Requires considerable support to: ● **Compose simple shapes to form larger shapes.** ● **Analyze and compare 2-and 3-dimensional shapes in different**	With minimal support can: ● **Compose simple shapes to form larger shapes.** ● **Analyze and compare 2-and 3-dimensional shapes in different**	Can consistently and independently: ● **Compose simple shapes to form larger shapes.** ● **Analyze and compare 2-and 3-dimensional shapes in different**

	sizes and orientations, using informal descriptive language. ● **Model shapes in the world by building shapes from components and drawing shapes.**	**sizes and orientations, using informal descriptive language.** ● **Model shapes in the world by building shapes from components and drawing shapes.**	**sizes and orientations, using informal descriptive language.** ● **Model shapes in the world by building shapes from components and drawing shapes.**	**sizes and orientations, using informal descriptive language.** ● **Model shapes in the world by building shapes from components and drawing shapes.**