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|  **Standard 1: Algebraic Reasoning: Patterns - The student will sort and classify objects and analyze simple patterns.** |
| **Topic: Sorting 1.1**  |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Student will be able to create and explain a variety of sorts using varying attributes.
 | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ Student can sort by only 1-2 attributes.

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Identify objects based on color, shape, or size.  |  |

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| **Standard 1: Algebraic Reasoning: Patterns - The student will sort and classify objects and analyze simple patterns.** |
| **Topic: Patterns 1.2** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Describe, extend and create patterns and be able to verbally explain their pattern
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Explain verbally and extend simple patterns

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ recognize patterns and copy patterns

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Draw basic patterns |  |

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|  **Standard 1: Algebraic Reasoning: Patterns - The student will sort and classify objects and analyze simple patterns.** |
| **Topic: Related Facts 1.3** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Solve addition and subtraction word problems (using writing or drawings to represent the problem).
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Use objects to demonstrate ―related facts such as 3+4=7: 7-4=3.

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ use objects to demonstrate related facts for numbers 1-5

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Illustrate related facts for numbers 1-5 |  |

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| **Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.** |
| **Topic: Comparing Sets 2.1** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Compare a group or set to another group, set, or numerical quantity and use written symbols such as <, >, = to represent quantities.
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as
	+ student is able to compare a group or set and verbally explain which group has more

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Identify which group has more |  |

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| --- |
| **Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.** |
| **Topic: One-to-One Correspondence 2.2** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Apply one-to-one correspondence to real world situations
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Pair and count objects using one-to-one correspondence

**The student exhibits no major errors or omissions.** | * one napkin for each child at snack time
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ begins to make use of one-to-one correspondence in counting objects

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Recognize the use of one-to-one correspondence in counting objects |  |

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| **Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.** |
| **Topic: Counting 2.3** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Count to 100 and backward from twenty
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Count forward to twenty and backward from ten

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ Counts to 10 forward and backward

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Counts to 10 |  |

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| --- |
| **Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.** |
| **Topic: Counting Sets 2.4** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Count objects in a set one-by-one to 20 or above
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Count objects in a set one-by-one from one through twenty

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ count objects in a set one-by-one from one to ten

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Count objects in a set one-by-one from one to five |  |

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| **Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.** |
| **Topic: Creating Sets 2.5** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Identify and create sets of objects zero through thirty or higher
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Identify and create sets of objects zero through twenty

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ Identify and create sets of objects zero through ten

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Identify sets of objects zero through ten |  |

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| **Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.** |
| **Topic: Number Identification 2.6** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Identify and write numerals zero through 100, in and out of sequence
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Identify and write numerals zero through twenty, in and out of sequence

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ Identify and write numerals zero through ten, in and out of sequence

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Identify and write numbers zero through ten |  |

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| **Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.** |
| **Topic: Ordinal Numbers 2.7** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Identify and use ordinal numbers to order objects first through twentieth
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Identify and use ordinal numbers to order objects first through tenth

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ Identify and use ordinal numbers to order objects first through fifth

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Identify ordinal numbers as first through fifth |  |

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| **Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.** |
| **Topic: Addition/Subtraction 2.8** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Write addition and subtraction number sentences for problem solving situations
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Combine and remove objects from sets and verbally describe the result

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ recognize the numerical value of sets of objects through 10

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Recognize the numerical value of sets of objects less than 10 |  |

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| **Standard 3: Geometry - The student will identify common geometric shapes and explore the relationship of objects in the environment.** |
| **Topic: Two-Dimensional Shapes 3.1** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Identify, name and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Identify, name, and describe a variety of basic two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ Identify, name and describe common shapes

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Identify, name or describe common shapes |  |

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| **Standard 3: Geometry - The student will identify common geometric shapes and explore the relationship of objects in the environment.** |
| **Topic: Three-Dimensional Shapes 3.2** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Identify, name, and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders

in everyday situations | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Identify, name, and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ Identify, name, and describe a variety of basic two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**Identify basic two-dimensional geometric shapes  |  |

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| **Standard 3: Geometry - The student will identify common geometric shapes and explore the relationship of objects in the environment.** |
| **Topic: Position Words 3.3** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Use language to describe relationships of objects in space
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Model and use words indicating relative position or direction

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ demonstrate an understanding of directionality, order and position of objects

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes****Demonstrate an understanding of directionality, order, or position of objects**  |  |

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| **Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.** |
| **Topic: Linear Measurement 4.1.a (Measure Objects)** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Measure objects with a standard ruler to the nearest inch
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, and block).

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ an understanding that we can measure things to see what their size even when using a nonstandard unit of measurement

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  Identify which nonstandard unit of measurement should be used to measure and object |  |

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| **Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.** |
| **Topic: Linear Measurement 4.1.b (Comparing Objects)** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ . Compare objects according to observable attributes (big, little, short, tall)

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** Identify which object is big or little, short or tall, or wide or thin |  |

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| **Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.** |
| **Topic: Linear Measurement 4.1.c (Ordering Objects)** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest) and be able to explain/prove why items in correct order
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ Compare and order objects in graduated order (e.g., small, medium, large)

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |

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| **Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.** |
| **Topic: Linear Measurement 4.1.d (Instruments to Measure)** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Be able to use instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** d. identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ be familiar with instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |

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| **Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.** |
| **Topic: Linear Measurement 2.a (Telling Time)** |
| **Grade: KDG** |
| **Score 4.0****Exceptional** | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Tell time on digital and analog clock to the hour and half-hour**
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Tell time on digital and analog clocks to the hour.

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ develop an awareness of simple time concepts within his/her daily life (e.g., yesterday, day, night time, morning)

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |

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| **Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.** |
| **Topic: Linear Measurement 4.2.b (Calendar)** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Develop the concepts of the days, weeks and months by using a calendar in real world situations (dating their journal)
 | **Sample Activities** |
|  |
| **Score 3.0****Capable** | **The student:*** Identify the days of the week and months of the year.

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ develop an awareness of months and days of the week (e.g., my birthday is in June, I go to school on Monday)

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |

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| **Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.** |
| **Topic: Linear Measurement 4.3 (Money)** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:****The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ develop an awareness that we use money to pay for things

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |

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| **Standard 5: Data Analysis - The student will collect and display data in a group setting.** |
| **Topic: Data Analysis 5.1.a** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Use numbers and counting as a means to analyze problems and measuring quantity
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Use numbers and counting as a means for solving problems and measuring quantity

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
	+ begins to use numbers and counting as a means for solving problems and measuring quantitiy

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |

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| **Standard 5: Data Analysis - The student will collect and display data in a group setting.** |
| **Topic: Data Analysis 5.1.b** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Formulate and solve problems that involve collecting and analyzing data
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** develop abilities to collect, describe, and record information through a variety of means including discussion, drawings, maps, charts, and graphs.

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
* develops growing abilities to collect, describe, and record information through a variety of means including discussion, drawings, maps, charts, and graphs.

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |

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| **Standard 5: Data Analysis - The student will collect and display data in a group setting.** |
| **Topic: Data Analysis 5.1.c (Similarities/Differences)** |
| **Grade: KDG** |
| **Score 4.0****Exceptional** | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Describes similarities and differences between objects and be able to apply that to real world situations.
 | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** Describes similarities and differences between objects.

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
* develop ability to notice similarities and differences between objects.

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |

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| --- |
| **Standard 5: Data Analysis - The student will collect and display data in a group setting.** |
| **Topic: Data Analysis 5.1.d (Collect & Analyze Data)** |
| **Grade: KDG** |
| **Score 4.0****Exceptional** | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Formulate and solve problems that involve collecting and analyzing data common to children lives (e.g., color of shoes, numbers of pets, favorite foods).
 | **Sample Activities** |
|  |
| **Score 3.0****Capable** | **The student:*** Collects and analyze information about objects and events in the environment.

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
* develop an understanding that we can collect data

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |

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| --- |
| **Standard 5: Data Analysis - The student will collect and display data in a group setting.** |
| **Topic: Data Display 5.2** |
| **Grade: KDG** |
| **Score 4.0****Exceptional**  | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Organize, describe, and display data using concrete objects, pictures, or numbers.
 | **Sample Activities** |
|  |
| **Score 3.0****Capable** | **The student:*** Create and verbally explain a data display or graph

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:
* be familiar with a graph (weather graph; more rainy days, etc.)

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes**  |  |