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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** |  |