	4 **Exceeds Expectations** Demonstrates with mastery (exceeds)	3 **Meets Expectations** Independently demonstrates (meets)	2 **Approaching Expectations** Demonstrates with support (progressing)	1 **Does Not Meet Expectations** Not demonstrated at this time (area of concern)
PROBLEM SOLVING				
Represents and solves mathematical problems using manipulatives/drawings and verbal language	**In addition to a score of 3.0 performance,** the student consistently and accurately creates and uses representations to organize, record, and communicate mathematical ideas. Student clearly understands the mathematical process and can translate it from the concrete representation to the abstract concept.	• Creates/ uses representations to organize, record, and communicate mathematical ideas • Uses standard and nonstandard representations, as well as objects to show and understand physical, social and mathematical concepts. Ex: uses multiple representations such as acting out a situation or drawing pictures	Needs support to create and use representations to organize, record, and communicate mathematical ideas	Has difficulty using standard and nonstandard representations to show understanding of mathematical processes
COUNTING AND CARDINALITY				
Recognizes numbers up to 20	Consistently recognizes numbers beyond 20	Consistently recognizes numbers to 20	Recognizes numbers with few errors	Consistently makes errors recognizing numbers
Counts to 100 by ones	Consistently counts by ones beyond 100	Consistently counts by ones to 100	Counts by ones with few errors	Consistently makes errors when counting by ones
Writes numbers from 0 to 20	Consistently writes numbers beyond 20	Consistently writes numbers to 20	Writes numbers with few errors and/or occasional support	Consistently makes errors when writing numbers

	4 **Exceeds Expectations** Demonstrates with mastery (exceeds)	3 **Meets Expectations** Independently demonstrates (meets)	2 **Approaching Expectations** Demonstrates with support (progressing)	1 **Does Not Meet Expectations** Not demonstrated at this time (area of concern)
Demonstrates 1-1 correspondence when counting in various configurations	Uses 1-1 correspondence to count <u>sets of more than 20</u> consistently	Uses 1-1 correspondence to count <u>up to sets of 20</u> consistently	Uses 1-1 correspondence to count sets up to 20 objects with few errors and/or occasional support	Consistently makes errors when using 1-1 correspondence to count sets up to 20
Identifies sets with more than, less than, or equal numbers of objects	Consistently identifies groups with "more than," "less than" and those that are equal when given more than 2 sets to compare	Consistently identifies groups with "more than," "less than," and those that are equal	Identifies groups with "more than" or "less than" and those that are equal with few errors and/or with support or prompts	Consistently makes errors identifying groups with "more than," "less than" and those that are equal
Compares two numbers between 1 and 10 presented as written numerals	Consistently compares two numbers beyond 10 when presented as written numerals	Consistently compares two numbers between 1 and 10 when presented as written numerals	Compares two numbers between 1 and 10 when presented as written numerals with few errors and/or with support or prompts	Consistently makes errors comparing two numbers between 1 and 10 or needs extensive support
OPERATIONS AND ALGEBRAIC THINKING				
Represents and solves addition problems within 10	Consistently represents and solves addition problems <u>beyond 10</u> (uses manipulatives, drawings, equations and number bonds).	Consistently represents and solves addition problems <u>within 10</u> (uses manipulatives, drawings, equations and number bonds).	Represents and solves addition problems within 10 (uses manipulatives, drawings, equations and number bonds) with few errors and/or with support or prompts	Consistently makes errors when representing and solving addition problems.
Represents and solves subtraction problems within 10	Consistently represents and solves subtraction problems <u>beyond 10</u> (uses manipulatives, drawings, equations and number bonds).	Consistently represents and solves subtraction problems <u>within 10</u> (uses manipulatives, drawings, equations and number bonds).	Represents and solves addition problems within 10 (uses manipulatives, drawings, equations and number bonds) with few errors and/or with support or prompts	Consistently makes errors when representing and solving subtraction problems.
NUMBER AND OPERATIONS IN BASE TEN				
Recognizes and represents numbers from 11-19 (using one ten and some ones) Skills may include: Say Ten Counting	Consistently and/or independently recognizes, represents, composes and decomposes numbers beyond 19 using multiple sets of ten and one	Consistently recognizes, represents, composes, and decomposes numbers 11-19 and records it correctly	Recognizes, represents, composes, and decomposes numbers 11-19 with few errors and/or with support or prompts	Demonstrates a lack of understanding / makes errors recognizing and representing numbers 11-19