

Kindergarten Critical ELA Standards

Standard	Rubrics
9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words. (overall standard)	<ul style="list-style-type: none"> • K.9d I can blend, count and segment syllables. • K.9f I can identify initial, final and medial sounds. • K.9g I can blend and segment words with three to four sounds (phonemes).
10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. (overall standard)	<ul style="list-style-type: none"> • K.10a I can identify letter sounds. • K.10b I can identify the vowel in short vowel words. • K.10c I can decode consonant-vowel-consonant words in text and isolation.
11. Recognize and name all upper- and lower-case letters in non-sequential order with accuracy and automaticity. (overall standard).	<ul style="list-style-type: none"> • K.11 I can say all upper and lowercase letter names out of order with automaticity.
12. Arrange and name letters of the alphabet in sequential order from a to z , with accuracy and automaticity. (overall standard)	<ul style="list-style-type: none"> • K.12 I can order letters of the alphabet with accuracy and automaticity.
16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity. (overall standard)	<ul style="list-style-type: none"> • K.16 I can read tricky words with accuracy and automaticity.
35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately. (overall standard)	<ul style="list-style-type: none"> • K.35 I can encode (write the letter) when given the spoken sound (phoneme).
34. Print legibly, using proper pencil grip. (overall standard)	<ul style="list-style-type: none"> • K.34 I can print uppercase and lowercase letters using proper strokes, letter formation, and line placement.
27. Identify and describe the main story elements in a literary text. (overall standard)	<ul style="list-style-type: none"> • K.27 I can identify and describe the main story elements in a text.
Work Habits	
Participates in whole group and small group lessons	<ul style="list-style-type: none"> • WH.K.1 I can listen when my teacher is teaching the class.
Follows directions and stays on task.	<ul style="list-style-type: none"> • WH.K.2 I can follow directions from the teacher. • WH.K.3 I can focus on getting work completed.
Takes care of supplies/materials and area.	<ul style="list-style-type: none"> • WH.K.4 I can keep the classroom clean. • WH.K.5 I can take care of classroom supplies.
Respects and works well with others.	<ul style="list-style-type: none"> • WH.K.6 I can show respect to all people in the school. • WH.K.7 I can work with all students in the classroom.

ELA Standard/Assessment Alignment

Standard 9:

Teacher Checklist (linked [HERE](#)) to be used during Heggerty or OKLA PA Instruction

Standard 10:

Letter sounds- Appendix B (Unit 2)

Vowels in short vowel words- combine with decoding CVC words

Decoding CVC words- Unit 3-5 Student Performance Assessments *Part 2

Standard 11:

Letter naming- Appendix C (Unit 2)

Standard 12: Using Alphabet Arcs

First 9 Weeks- Use the side with letters for matching- complete within 5 minutes

Second 9 Weeks- Use empty side of arc- complete within 4 minutes

Third and Fourth 9 Weeks- Use empty side of arc- complete within 3 minutes

Standard 16:

Tricky Words Assessment: Using yearlong list split into 7 separate lists (linked [HERE](#))

Standard 27:

Story Elements: Use checklist during OKLA instruction

Standard 34:

Printing letters: Use rubrics found in OKLA manuals

Standard 36:

Encoding letters: See curriculum map for assessments

Kindergarten Critical Skills Rubrics for ELA

K.9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.

- **K.9d I can blend, count and segment syllables.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student demonstrates early phonological awareness to basic phonemic awareness in spoken words by blending, counting and segmenting syllables.			
3		Student can segment words into syllables independently and accurately.	Student can segment and count syllables independently and accurately.	Student can demonstrate two of the three following skills: segment, count, or blend syllables independently and accurately.
2		Student can segment words into syllables with support from the teacher.	Student can segment words into syllables independently and accurately.	Student can segment, count, or blend syllables with support from the teacher.
1		Student cannot segment words into syllables	Student cannot segment words into syllables.	Student can segment or count syllables with support.

- **K.9f I can identify initial, final and medial sounds.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student demonstrates early phonological awareness to basic phonemic awareness in spoken words by identifying initial, final, and medial sounds.			
3	Student can identify initial sounds independently and accurately.	Student can identify final sounds independently and accurately.	Student can identify initial and final sounds independently and accurately.	Student can demonstrate two of the three following skills: identifying initial, medial or final sounds independently and accurately.
2	Student can identify initial sounds with support from the teacher.	Student can identify final sounds with support from the teacher.	Student can identify initial and final sounds with support from the teacher.	Student can demonstrate two of the three following skills: identifying initial, medial or final sounds with support from the teacher.
1	Student is unable to identify initial sounds.	Student cannot identify final sounds.	Student cannot identify initial or final sounds.	Student can identify initial sounds only.

- **K.9g I can blend and segment words with three to four sounds (phonemes).**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student demonstrates early phonological awareness to basic phonemic awareness in spoken words by blending and segmenting words with 3-4 sounds (phonemes).			
3	Student can segment words with 3 sounds.	Student can segment words with 4 sounds.	Student can blend words with 3 sounds.	Student can demonstrate three of the four following skills: segment 3 or 4 sounds; blend 3 or 4 sounds independently and accurately.
2	Student can segment words with 2 sounds.	Student can segment words with 3 sounds.	Student can blend words with 2 sounds.	Student can segment or blend words with 4 sounds.
1	Student is unable segment words with 2 sounds.	Student can segment words with 2 sounds.	Student is unable blend words with 2 sounds.	Student can blend words with 2 sounds.

K.10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.

- **K.10a I can identify letter sounds.** (*by end of 2nd nine weeks ALL letter sounds have been introduced)

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can identify all letter sounds.			

3	Student can identify all the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/ with no errors.	Student can identify all letter sounds with less than 5 errors.	Student can identify all letter sounds with less than 4 errors	Student can identify all letter sounds with less than 3 errors
2	Student can identify half of the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/.	Student can identify all the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/ with no errors.	Student can identify half of the letter sounds with less than 5 errors.	Student can identify half of the letter sounds with less than 3 errors.
1	Student can identify less than half of the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/.	Student can identify half of the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/.	Student can identify all the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/ with less than 2 errors.	Student can identify all the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/ with no errors.

• **K.10b I can identify the vowel in short vowel words.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently identifies the vowel in short vowel words.			
3	Student can identify the short vowels a, o, and i.	Student can identify the vowels e and u.	Student can identify the vowel in short vowel words with minimal error.	
2	Student can identify 2 of the 3 short vowels a, o, and i.	Student can identify the vowels e OR u.	Student can identify all vowels.	Student can identify 3 of the 5 vowels in short vowel words.
1	Student cannot identify the vowels a, o, or i.	Student can identify 2 of the 3 short vowels a, o, and i.	Student can identify the short vowels a, o, and i.	Student can identify the vowels e OR u.

• **K.10c I can decode consonant-vowel-consonant words in text and isolation.** *Reading in decodable text begins in Skills 5- 2nd 9 weeks

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can decode consonant vowel consonant words in text and isolation.			
3		Student decodes CVC words in isolation independently.	Student decodes CVC words in text independently.	
2		Student decodes CVC words in isolation with support from the teacher.	Student decodes CVC words in isolation independently.	Student decodes CVC words in text with support from the teacher.
1		Student cannot decode CVC words in isolation.	Student cannot decode CVC words in isolation.	Student decodes CVC words in isolation with support from the teacher.

K.11. Recognize and name all upper- and lower-case letters in non-sequential order with accuracy and automaticity.

• **K.11 I can say all upper and lowercase letter names out of order with automaticity.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently masters naming uppercase and lowercase letters out of order.			
		Student names most uppercase and lowercase letters out of order.		

3		
2		Student names half of uppercase and lowercase letters out of order.
1		Student cannot name uppercase and lowercase letters.

K.12. Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.

- **K.12 I can order letters of the alphabet with accuracy and automaticity.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently masters naming and placing the alphabet in sequential order with accuracy and automaticity.			
3		Student names and places the alphabet in sequential order with minimal errors.	Student names and places the alphabet in sequential order with minimal errors.	Student names and places the alphabet in sequential order with minimal errors.
2		Student names and places the alphabet in sequential order with major errors.	Student names and places the alphabet in sequential order with major errors.	Student names and places the alphabet in sequential order with major errors.
1		Student cannot name and place alphabet in sequential order.	Student cannot name and place alphabet in sequential order.	Student cannot name and place alphabet in sequential order.

K.16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity.

- **K.16 I can read tricky words with accuracy and automaticity.** (COS defines accurate as reading the word three times in a row on different days)

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can read decodable high frequency (tricky) words. (ALL 7 Lists)			
3	Student can read <i>one, two, three, the, a, to, blue, yellow, look, I, are, and</i> accurately. (Lists 1 and 2)	Student can read <i>little, down, out, of, funny, he, she, all, was, why, when, to, be, we</i> accurately. (Lists 3 and 4)	Student can read <i>where, no, what, so, which, from, me, said, says, were, here, there, they, once</i> accurately. (Lists 5 and 6)	Student can read <i>their, my, by, you, your, word</i> accurately. (List 7)
2	Student can read half of <i>one, two, three, the, a, to, blue, yellow, look, I, are, and</i> accurately. (Lists 1 and 2)	Student can read half of <i>little, down, out, of, funny, he, she, all, was, why, when, to, be, we</i> accurately. (Lists 3 and 4)	Student can read half of <i>where, no, what, so, which, from, me, said, says, were, here, there, they, once</i> accurately. (Lists 5 and 6)	Student cannot read <i>their, my, by, you, your, word</i> . (List 7)
1	Student cannot read half of <i>one, two, three, the, a, to, blue, yellow, look, I, are, and</i> . (Lists 1 and 2)	Student cannot read half of <i>little, down, out, of, funny, he, she, all, was, why, when, to, be, we</i> . (Lists 3 and 4)	Student cannot read half of <i>where, no, what, so, which, from, me, said, says, were, here, there, they, once</i> . (Lists 5 and 6)	Student cannot read <i>their, my, by, you, your, word</i> . (List 7)

K.27. Identify and describe the main story elements in a literary text.

- **K.27 I can identify and describe the main story elements in a text.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4		Student can consistently identify and describe literary elements of both main characters and setting in a text independently.	Student can consistently identify and describe literary elements of both main characters and setting in a text independently.	Student can consistently identify and describe literary elements of both main characters and setting in a text independently.

3		Student can independently identify the main characters of a story.	Student can independently identify the main characters & setting of a story.	Student can independently identify and describe the main character or setting of a story.
2		With support, the student can identify the main characters of a story.	Student can independently identify the main character of a story.	Student can independently identify the main character and the setting of a story.
1		Student cannot identify main characters of a story.	Student cannot identify main characters or setting of a story.	Student cannot identify main characters or setting of a story.

K.34. Print legibly, using proper pencil grip.

- **K.34 I can print uppercase and lowercase letters using proper strokes, letter formation, and line placement.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently masters printing uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.			
3	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with minimal errors.			
2	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with major errors.			
1	Student cannot print uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.			

USE Rubric in CKLA for additional information on this standard

K.35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.

- **K.35 I can encode (write the letter) when given the spoken sound (phoneme).**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently masters encoding words (writing the letter) when given the spoken sounds.			
3	Student consistently encodes phonemes with minimal errors.			
2	Student encodes phonemes with major errors.			
1	Student cannot encode phonemes.			

Kindergarten Critical Math Standards

Standard	Rubrics
1. Count forward orally from 0 to 100 by ones.	<ul style="list-style-type: none"> • MA.K.1 I can count to 100 by ones.
2. Count to 100 by ones beginning with any given number between 0 and 99.	<ul style="list-style-type: none"> • MA.K.2 I can count to 100 from any number between 0 and 99.
4 Connect counting to cardinality using a variety of concrete objects. (to 20) a. Say the number names in consecutive order when counting objects.	<ul style="list-style-type: none"> • MA.K.4a I can say the number names in order when counting objects.

<p>b. Indicate that the last number name said tells the number of objects counted in a set.</p> <p>c. Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted.</p>	<ul style="list-style-type: none"> • MK.K.4b I can explain that the last number said tells how many are in a set. • MA.K.4c I can explain that sets have the same number of objects regardless of what they look like.
<p>5. Count to answer “how many?” questions.</p> <p>a. Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle.</p> <p>b. Count using no more than 10 concrete objects in a scattered configuration.</p> <p>c. Draw the number of objects that match a given numeral from 0 to 20.</p>	<ul style="list-style-type: none"> • MA.K.5a I can count up to 20 items when organized and up to 10 items when scattered. • MA.K.5b I can draw a picture with objects that matches a numeral 0 to 20.
<p>6. Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.</p>	<ul style="list-style-type: none"> • MA.K.6 I can compare two groups of items up to 10 using words like greater/more than, less/fewer than, or equal/the same as.
<p>7 Compare two numbers between 0 and 10 presented as written numerals.</p>	<ul style="list-style-type: none"> • MA.K.7 I can compare two numbers between 0 and 10.
<p>8a Represent addition up to 10</p>	<ul style="list-style-type: none"> • MA.K.8 I can solve addition problems to 10 by counting all or counting on and represent the problems using objects or drawings.
<p>8b Represent subtraction up to 10</p>	<ul style="list-style-type: none"> • MA.K.8b I can solve subtraction problems to 10 by counting back and represent the problems using objects or drawings.
<p>9a Solve addition word problems within 10, by using concrete objects or drawings.</p>	<ul style="list-style-type: none"> • MA.K.9a I can solve ‘add to’ or ‘put together’ word problems within 10 using objects or drawings.
<p>9b Solve subtraction word problems within 10, by using concrete objects or drawings.</p>	<ul style="list-style-type: none"> • MA.K.9b I can solve ‘take apart’ or ‘take from’ word problems within 10 using objects or drawings.
<p>10 Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation.</p>	<ul style="list-style-type: none"> • MA.K.10 I can break numbers less than or equal to 10 apart into pairs of numbers and records pairs of numbers with a drawing or equation.
<p>11 For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.</p>	<ul style="list-style-type: none"> • MA.K.11 I can make combinations of 10 when given one number.
<p>12. Fluently add and subtract within 5 using counting on, counting all, +1/-1, or any other strategy. (no timed tests)</p>	<ul style="list-style-type: none"> • MA.K.12a I can add within five fluently. • MA.K.12b I can subtract within five fluently.
<p>14 Compose and decompose numbers from 11-19 using concrete objects or drawings while using vocabulary of ten ones and more ones. (This is introduced at the end of the 3rd 9 weeks so no assessing will be done until 4th 9 weeks)</p>	<ul style="list-style-type: none"> • MA.K.14a I can break numbers 11-19 into a group of ten ones and more ones. • MA.K.14b I can illustrate numbers by combining a group of ten ones and more ones.
<p>17 Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute and describe the difference.</p>	<ul style="list-style-type: none"> • MA.K.17 I can compare two objects and describe attributes of length, width, height, and weight to determine more or less.

Math Standard/Assessment Alignment

All kindergarten math standards can be assessed using the following items:

- Checklists documenting progress/mastery
- Anecdotal notes

- envision End of Topic Assessments
- Counting Collections
- Performance based tasks

Kindergarten Critical Skills Rubrics for Math

MA.K.1. Count forward orally from 0 to 100 by ones.

- MA.K.1 I can count to 100 by ones.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can count forward orally from 0 to 100 by ones.			
3	Can accurately count forward orally from 0 to 20 by ones	Can accurately count forward orally from 0 to 50 by ones	Can accurately count forward orally from 0 to 80 by ones	Can accurately count forward orally from 0 to 90 by ones
	Can count forward orally from 0 to 20 by ones with less than 2 errors.	Can count forward orally from 0 to 50 by ones with less than 2 errors.	Can count forward orally from 0 to 80 by ones with less than 2 errors.	Can count forward orally from 0 to 90 by ones with less than 2 errors.

2				
1	Can count forward orally from 0 to 20 by ones with more than 2 errors.	Can count forward orally from 0 to 50 by ones with more than 2 errors.	Can count forward orally from 0 to 80 by ones with more than 2 errors.	Can count forward orally from 0 to 90 by ones with more than 2 errors.

MA.K.2. Count to 100 by ones beginning with any given number between 0 and 99.

- **MA.K.2 I can count to 100 from any number between 0 and 99.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can consistently count to 100 by ones from any given number between 0 and 99.			
3	Can accurately count forward from any given number to 10.	Can accurately count forward from any given number to 20.	Can accurately count forward from any given number to 50.	Can accurately count forward from any given number to 90.
2	Can count forward from any given number to 10 with less than 2 errors.	Can count forward from any given number to 20 with less than 2 errors.	Can count forward from any given number to 50 with less than 2 errors.	Can count forward from any given number to 90 with less than 2 errors.
1	Can count forward from any given number to 10 with more than 2 errors.	Can count forward from any given number to 20 with more than 2 errors.	Can count forward from any given number to 50 with more than 2 errors.	Can count forward from any given number to 90 with more than 2 errors.

MA.K.4. Connect counting to cardinality using a variety of concrete objects up to 20

- **MA.K.4a I can say the number names in order when counting objects.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can connect counting to cardinality by saying number names in order up to 20.			
3	Student can count forward orally from 0 to 20.	Students can say number names in order when counting to 5 with no errors.	Students can say number names in order when counting to 10 with no errors.	Students can say number names in order when counting to 15 with no errors.
2	Student can count forward orally from 0 to 10.	Students can say number names in order when counting to 5 with one error.	Students can say number names in order when counting to 10 with one error.	Students can say number names in order when counting to 15 with one error.
1	Student cannot count forward orally from zero.	Student cannot say number names to 5 when counting.	Student cannot say number names to 10 when counting.	Student cannot say number names to 15 when counting.

- **MA.K.4B I can explain that the last number said tells how many are in a set.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can explain that the last number said when counting tells how many are in a set of 20 objects.			
3	Student can explain last number said in the set tells how many are in the set of up to 5 objects with minimal support.	Student can explain last number said in the set tells how many are in the set of up to 10 objects with minimal support.	Student can explain last number said in the set tells how many are in the set of up to 15 objects with minimal support.	Student can explain last number said in the set tells how many are in the set of up to 15 objects with no support.
2	Student can explain last number said in the set tells how many are in the set of up to 5 objects with maximum support.	Student can explain last number said in the set tells how many are in the set of up to 5 objects with maximum support.	Student can explain last number said in the set tells how many are in the set of up to 10 objects with maximum support.	Student can explain last number said in the set tells how many are in the set of up to 10 objects with maximum support.

1	Student is unable to explain last number said in counting tells how many are in the set.	Student is unable to explain last number said in counting tells how many are in the set.	Student is unable to explain last number said in counting tells how many are in the set.	Student is unable to explain last number said in counting tells how many are in the set.
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- **MA.K.4c I can explain that sets have the same number of objects regardless of what they look like.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can consistently and independently explain that sets contain the same number of objects regardless of placement of objects.			
3	Student can consistently explain that sets contain the same number of objects regardless of placement of objects with minimal support.			
2	Student can consistently explain that sets contain the same number of objects regardless of placement of objects with maximum support.			
1	Student is unable to explain that sets contain the same number of objects regardless of placement of objects.			

MA.K.5. Count to answer “how many?” questions.

- **MA.K.5a I can count up to 20 items when organized and up to 10 items when scattered.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently counts to 20 items when organized in a line or rectangle and up to 10 items when scattered.			
3	Student can count up to 5 items when organized in a line independently.	Student can count up to 10 items when organized in a line independently.	Student can count up to 10 items when organized in a line OR up to 10 items when scattered.	Student can count up to 15 items when organized in a line AND up to 10 items when scattered.
2	Student can count up to 5 items when organized in a line with support.	Student can count up to 5 items when organized in a line independently.	Student can count up to 10 items when organized in a line independently.	Student can count up to 10 items when organized in a line OR up to 10 items when scattered.
1	Student cannot count up organized or scattered.	Student cannot count up items organized or scattered.	Student can only count up to 10 items in an organized pattern	Student can only count up to 10 items in an organized pattern

- **MA.K.5b I can draw a picture with objects that matches a numeral 0 to 20.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently draws pictures with objects that match all numerals 0 to 20.			
3	Student consistently draws pictures with objects that match numerals to 5.	Student consistently draws pictures with objects that match numerals to 10.	Student consistently draws pictures with objects that match numerals to 15.	Student consistently draws pictures with objects that match numerals to 18.
2	Student can draw pictures with objects that match numerals to 3.	Student consistently draws pictures with objects that match numerals to 5.	Student consistently draws pictures with objects that match numerals to 10.	Student consistently draws pictures with objects that match numerals to 15.
1	Student cannot draw pictures to match any numeral less than 3.	Student cannot draw pictures to match any numeral less than 5.	Student cannot draw pictures to match any numeral less than 10.	Student cannot draw pictures to match any numeral less than 15.

MA.K.6. Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.

- **MA.K.6 I can compare two groups of items up to 10.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently identifies whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.			
3	Compare two groups of objects up to 5 with no errors.		Compare two groups of objects up to 10 with one error.	
2	Compare two groups of objects up to 5 with one error.		Compare two groups of objects up to 10 with two errors.	
1	Cannot compare two groups of objects up to 5.		Cannot compare two groups of objects up to 10.	

MA.K.7. Compare two numbers between 0 and 10 presented as written numerals.

- **MA.K.7 I can compare two numbers between 0 and 10.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently compares two numbers between 0 and 10 when seen as written numerals.			
3	Compare two numbers up to 5 when presented as written numerals with no errors.		Compare two numbers up to 10 when presented as written numerals with one error.	
2	Compare two numbers up to 5 when presented as written numerals with one error.		Compare two numbers up to 10 when presented as written numerals with two errors.	
1	Cannot compare two numbers up to 5 when presented as written numerals.		Cannot compare two numbers up to 10 when presented as written numerals.	

MA.K.8. Represent addition up to 10

- **MA.K.8 I can solve addition problems to 10 by counting all or counting on and represent the problems using objects or drawings.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently solves addition problems to 10 by counting all or counting on and represents the problems using objects or drawings.			
3		Represent addition within 5 with objects independently.	Represent addition to 10 using concrete objects independently	Represent addition to 10 using concrete options and a drawing or verbal representation
2		Represent addition within 5 using concrete objects with support.	Represent addition to 10 using concrete objects with support	Represent addition to 10 with concrete objects only
1		Cannot represent addition within 5.	Cannot represent addition to 5.	Cannot represent addition to 10

MA.K.8. Represent subtraction up to 10

- MA.K.8b I can solve subtraction problems to 10 by counting back and represent the problems using objects or drawings.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently solves subtraction problems to 10 by counting back and represents the problems using objects or drawings.			
3			Represent subtraction to 10 with objects independently	Represent subtraction to 10 using concrete options and a drawing or verbal representation
2			Represent subtraction within 5 using concrete objects with support.	Represent subtraction to 10 with concrete objects only
1			Cannot represent subtraction within 5 with objects.	Cannot represent subtraction to 10

MA.K.9. Solve **addition** word problems within 10, by using concrete objects or drawings.

- MA.K.9a I can solve 'add to' or 'put together' word problems within 10 using objects or drawings.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently solves addition word problems of 'add to' and 'put together' with 10 using objects or drawings.			
3		Solve "put together" word problems using objects or drawings within 5 independently.	Solve "add to" word problems using objects or drawings within 5 independently.	Solve "add to" and "put together" word problems using objects and drawings within 10 independently.
2		Solve "put together" word problems using objects or drawings within 5 with support.	Solve "add to" word problems using objects or drawings within 5 with support.	Solve "add to" and "put together" word problems using objects and drawings within 10 with support.
1		Cannot solve "put together" word problems using objects or drawings within 5.	Cannot solve "add to" word problems using objects or drawings within 5.	Cannot solve "add to" and "put together" word problems using objects and drawing within 10.

MA.K.9. Solve **subtraction** word problems within 10, by using concrete objects or drawings.

- MA.K.9b I can solve 'take apart' or 'take from' word problems within 10 using objects or drawings.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently solves subtraction word problems of 'take apart' and 'take from' with 10 using objects or drawings.			
3			Solve "take from" word problems using objects or drawings within 10 independently.	Solve "take apart" and "take from" word problems using objects and drawings within 10 independently.
2			Solve "take from" word problems using objects or drawings within 10 with support.	Solve "take apart" and "take from" word problems using objects and drawings within 10 with support.
1			Cannot solve "take from" word problems using objects or drawings within 10.	Cannot solve "take apart" and "take from" word problems using objects and drawing within 10.

MA.K.10 Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation.

- MA.K.10 I can break numbers less than or equal to 10 apart into pairs of numbers and records pairs of numbers with a drawing or equation.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently breaks numbers less than or equal to 10 apart into pairs of numbers and records pairs of numbers with a drawing or equation.			
3		Can show 2 or more ways to decompose up to 5 using objects or drawings.	Can show 3 or more ways to decompose up to 8 using objects or drawings.	Can show 3 or more ways to decompose up to 10 using objects or drawings.
2		Can show 1 way to decompose up to 5 using objects or drawings.	Can show at least 2 ways to decompose up to 8 using objects or drawings.	Can show at least 2 ways to decompose up to 10 using objects or drawings.
1		Cannot show a way to decompose up to 5 using objects or drawings.	Cannot show a way to decompose up to 8 using objects or drawings.	Cannot show a way to decompose up to 10 objects or drawings.

MA.K.11. For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.

- MA.K.11 I can make combinations of 10 when given one number.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently find the other number from 0 to 10 that makes the number 10 when added together using objects or drawings and can record the answer using a drawing or an equation.			
3			Find the number that makes 10 using concrete objects or drawings and record answer with a drawing	Find the number that makes 10 using concrete objects or drawings and record answer with an equation
2			Find the number that makes 10 using concrete objects or drawings and record answer with a drawing with support	Find the number that makes 10 using concrete objects or drawings and record an equation with support
1			Cannot find the number that makes 10 using concrete objects or drawings	Cannot find the number that makes 10 using concrete objects or drawings and cannot record an equation

MA.K.12 Fluently add and subtract within 5 using counting on, counting all, +1/-1, or any other strategy.

- MA.K.12a I can add within five fluently.
- MA.K.12b I can subtract within five fluently.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently and fluently adds and subtracts within 5 using counting on, counting all, +1/-1, or any other strategy.			
3		Fluent within 5 using the strategy of counting all accurately.	Fluent within 5 using the strategy of counting on or counting all accurately.	
2		Fluent within 5 using the strategy of counting all with minimal error.	Fluent within 5 using the strategy of counting on or counting all with minimal error.	
1		Not fluent within 5		

*Fluent means being able to produce an answer within 3 seconds

**This standard is not to be assessed using a timed test but a performance-based assessment in the pacing guide

MA.K.14. Compose and decompose numbers from 11-19 using concrete objects or drawings while using vocabulary of ten ones and more ones.

- MA.K.14a I can break numbers 11-19 into a group of ten ones and more ones.
- MA.K.14B I can illustrate numbers by combining a group of ten ones and more ones.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently compose and decompose numbers from 11-19 using concrete objects or drawings while using vocabulary of ten ones and more ones.			
3				Can compose and decompose numbers 11-19 using concrete objects or drawings
2				Can compose numbers 11-19 using concrete objects or drawings
1				Cannot compose or decompose numbers 11-19.

* This is introduced at the end of the 3rd 9 weeks so no assessing will be done until 4th 9 weeks

MA.K.17. Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute and describe the difference.

- **MA.K.17 I can compare two objects and describe attributes of length, width, height, and weight to determine more or less.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently compare two objects with a measurable attribute in common to see which object has 'more of' or 'less of' the attribute and describe the difference.			
3				Can describe several measurable attributes of a single object and compare two objects with the same measurable attribute in common independently.
2				Can describe some measurable attributes of a single object with support and compare two objects with the same measurable attribute in common.
1				Cannot describe measurable attributes of an object or cannot compare two objects with the same measurable attribute in common.