

Grading Benchmarks- PRE KINDERGARTEN

MATHEMATICS

1) Understands and applies mathematical concepts.

Trim ester	1	2	3	4
<p>1st</p> <p>4.3.1</p> <p>4.4.2</p> <p>4.4.3</p>	<p>Sort and Classify: Student is unable or rarely able to sort and classify by attributes and combination of attributes.</p> <p>Shapes: Student is unable or rarely able to identify two-dimensional shapes, circle, triangle, square and star.</p>	<p>Sort and Classify: Student can sometimes sort and classify by attributes and combination of attributes.</p> <p>Shapes: Student can sometimes identify two-dimensional shapes, circle, triangle, square and star.</p>	<p>Sort and Classify: Student can sort and classify by attributes and combination of attributes.</p> <p>Shapes: Student can consistently identify two-dimensional shapes, circle, triangle, square and star.</p>	<p>Sort and Classify: Student can sort and classify by attributes and combination of attributes concepts independently to other situations.</p> <p>Shapes: Student can consistently identify eight two-dimensional shapes. Student can apply concepts independently to other situations.</p>

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<p>2nd</p> <p>4.3.1</p> <p>4.4.3</p> <p>4.1.4</p> <p>4.1.6</p> <p>4.1.5</p> <p>4.4.1</p>	<p>Sort and Classify: Student is unable or rarely able to sort and classify into 3 groups by attributes</p> <p>Shapes: Student is unable or rarely able to identify two-dimensional shapes, circle, triangle, square, star, rectangle, heart, diamond and oval</p> <p>Recognizes Quantities Student is unable or rarely able to recognize small quantities of up to 3 object</p> <p>Comparing: Student is unable or rarely able to compare groups up to 3 objects using the terms, more, less and same.</p> <p>Positional Words: Student is unable or rarely able</p>	<p>Sort and Classify: Student can sometimes sort and classify into 3 groups by attributes</p> <p>Shapes: Student can sometimes identify two-dimensional shapes, circle, triangle, square, star, rectangle, heart, diamond and oval.</p> <p>Recognizes Quantities Student can sometimes recognize small quantities of up to 3 object without counting.</p> <p>Comparing: Student can sometimes compare groups up to 3 objects using the terms, more, less and same.</p> <p>Positional Words:</p>	<p>Sort and Classify: Student can consistently sort and classify into 3 groups by attributes</p> <p>Shapes: Student can consistently identify two-dimensional shapes, circle, triangle, square, star, rectangle, heart, diamond and oval</p> <p>Recognizes Quantities Student can consistently recognize small quantities of up to 3 object without counting.</p> <p>Comparing: Student can consistently compare groups up to 3 objects using the terms, more, less and same.</p> <p>Positional Words:</p>	<p>Sort and Classify: Student can sort and classify by attributes and combination of attributes. Student applies concepts independently to other situations.</p> <p>Shapes: Student can consistently identify eight two-dimensional shapes Student can apply concepts independently to other situations.</p> <p>Recognizes Quantities Student can recognize small quantities of up to 5 object without counting independently to other situations.</p> <p>Comparing: Student can compare groups up to 6 objects using the terms, more, less and same, independently to other situations.</p> <p>Positional Words: Student can demonstrate an</p>
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to demonstrate an understanding of positional words by following directions.

Student can sometimes demonstrate an understanding of positional words by following directions.

Student can consistently demonstrate an understanding of positional words by following directions.

understanding of positional words by following directions and can apply concepts independently.

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<p>3rd</p> <p>4.3.1</p>	<p>Sort and Classify: Student is unable or rarely able to sort and classify objects into two groups by attributes.</p>	<p>Sort and Classify: Student can sometimes gather, sort and classify objects into two groups by attributes.</p>	<p>Sort and Classify: Student can consistently independently gather, sort and classify objects into two groups by attributes.</p>	<p>Sort and Classify: Student can consistently independently gather, sort and classify objects into two groups by attributes. Student applies concepts independently to other situations.</p>
<p>4.4.3</p> <p>4.4.2</p>	<p>Shapes: Student is unable or rarely able to identify three-dimensional shapes, sphere, cylinder, cube and cone.</p>	<p>Shapes: Student can sometimes identify three-dimensional shapes, sphere, cylinder, cube and cone.</p>	<p>Shapes: Student can consistently identify three-dimensional shapes, sphere, cylinder, cube and cone.</p>	<p>Shapes: Student can consistently identify three-dimensional shapes, sphere, cylinder, cube and cone. Student can apply concepts independently to other situations.</p>
<p>4.1.5</p> <p>4.1.6</p>	<p>Comparing: Student is unable or rarely able to compare groups up to 5 objects using the terms, more, less and same.</p>	<p>Comparing: Student can sometimes compare groups up to 5 objects using the terms, more, less and same.</p>	<p>Comparing: Student can consistently compare groups up to 5 objects using the terms, more, less and same</p>	<p>Comparing: Student can compare groups up to 10 objects using the terms, more, less and same independently to other situations.</p>
<p>4.4.1</p>	<p>Positional Words: Student is unable or rarely able to demonstrate an understanding of positional words by using them to give directions to a peer.</p>	<p>Positional Words: Student can sometimes demonstrate an understanding of positional words by using them to give directions to a peer.</p>	<p>Positional Words: Student can consistently demonstrate an understanding of positional words by using them to give directions to a peer.</p>	<p>Positional Words: Student can demonstrate an understanding of positional words by following directions given by a peer and can apply concepts independently</p>

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<p>4.3.2 4.3.3</p>	<p>Compares and Orders: Student is unable or rarely able to compare and order up to 5 objects from shortest to longest.</p>	<p>Compares and Orders: Student sometimes compares and orders up to 5 objects from shortest to longest.</p>	<p>Compares and Orders: Student consistently compares and orders up to 5 objects from shortest to longest.</p>	<p>Compares and Orders: Student independently compares and orders up to 8 objects from shortest to longest independently in other situations.</p>
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2) Demonstrates understanding of whole number concepts (counting, writing).

Trimester	1	2	3	4
1st 4.1.1 4.1.2 4.1.3	<p>Counting: Student is unable or rarely able to count up to ten</p> <p>Number Recognition: Student is unable or rarely able to recognize and name one-digit written numbers 0-3</p> <p>Writes Numbers: With support, student is unable or rarely able write numbers 0-3</p>	<p>Counting: Student can sometimes verbally count up to ten</p> <p>Number Recognition: Student can sometimes recognize and name one-digit written numbers 0-3</p> <p>Writes Numbers: With support, student can sometimes write numbers 0-3</p>	<p>Counting: Student consistently can verbally count to ten</p> <p>Number Recognition: Student can consistently recognize and name one-digit written numbers 0-3</p> <p>Writes Numbers: With support, student can consistently write numbers 0-3</p>	<p>Counting: Student can verbally count to 20 independently and applies it to different situations.</p> <p>Number Recognition: Student can recognize and name one-digit written numbers 0-10 independently and applies it to different situations.</p> <p>Writes Numbers: Student can write numbers 0-3 independently and applies it to different situations.</p>

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2 nd				
4.1.1	<p>Counting: Student is unable or rarely able to count up to 15</p>	<p>Counting: Student can sometimes verbally count up to 15</p>	<p>Counting: Student consistently can verbally count to 15</p>	<p>Counting: Student can verbally count to 20 independently and applies it to different situations.</p>
4.1.2	<p>Number Recognition: Student is unable or rarely able to recognize and name one-digit written numbers 0-7</p>	<p>Number Recognition: Student can sometimes recognize and name one-digit written numbers 0-7</p>	<p>Number Recognition: Student can consistently recognize and name one-digit written numbers 0-7</p>	<p>Number Recognition: Student can independently recognize and name one-digit written numbers 0-10 and applies it to independent situations.</p>
4.1.3	<p>Writes Numbers: With support, student is unable or rarely able write numbers 0-7</p>	<p>Writes Numbers: With support, student can sometimes write numbers 0-7</p>	<p>Writes Numbers: With support, student can consistently write numbers 0-7</p>	<p>Writes Numbers: Independently, student can write numbers 0-10 and applies it to different situations.</p>
3 rd				
4.1.1	<p>Counting: Student is unable or rarely able to count up to 20</p>	<p>Counting: Student can sometimes verbally count up to 20</p>	<p>Counting: Student consistently can verbally count to 20</p>	<p>Counting: Student can verbally count to 30 and applies it to different situations.</p>

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<p>4.1.2</p>	<p>Number Recognition: Student is unable or rarely able to recognize and name one-digit written numbers 0-10</p>	<p>Number Recognition: Student can sometimes recognize and name one-digit written numbers 0-10</p>	<p>Number Recognition: Student can consistently recognize and name one-digit written numbers 0-10</p>	<p>Number Recognition: Student can recognize and name one-digit written numbers 0-20 and applies it to different situations.</p>
<p>4.1.3</p>	<p>Writes Numbers: With support, student is unable or rarely able write numbers 0-10</p>	<p>Writes Numbers: With support, student can sometimes write numbers 0-10</p>	<p>Writes Numbers: With support, student can consistently write numbers 0-10</p>	<p>Writes Numbers: Student can write numbers 0-20 independently and applies it to different situations.</p>

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3) Uses a variety of strategies to solve problems.

Trimester	1	2	3	4
1 st 4.3.1	<p>Patterns: Student is unable or rarely able to recognize an AB patterns.</p>	<p>Patterns: Student is sometimes able to recognize an AB patterns.</p>	<p>Patterns: Student is consistently able to recognize an AB pattern.</p>	<p>Patterns: Student is able to recognize, construct, and extend patterns all of the time. Student can extend knowledge to more complex patterns in other situations.</p>
4.1.4	<p>1-1 Counting: Student is unable or rarely able to count objects up to 3, using 1-1 correspondence</p>	<p>1-1 Counting: Student can sometimes count objects sometimes up to 3, using one to one correspondence</p>	<p>1-1 Counting: Student can consistently count objects up to 3, using one-to-one correspondence</p>	<p>1-1 Counting: Student can constantly count objects up to 10, using one-to-one correspondence and apply it to different situations.</p>
2 nd 4.3.1	<p>Patterns: Student is unable or rarely able to extend an AB patterns.</p>	<p>Patterns: Student is sometimes able to extend an AB patterns</p>	<p>Patterns: Student is consistently able to extend an AB pattern.</p>	<p>Patterns: Student is able to recognize, construct, and extend patterns consistently. Student can extend knowledge to more complex</p>

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<p>4.1.4</p>	<p>1-1 Counting: Student is unable or rarely able to count objects up to 7, using one-to-one correspondence</p>	<p>1-1 Counting: Student can sometimes count objects up to 7, using one-to-one correspondence</p>	<p>1-1 Counting: Student can consistently count objects up to 7, using one-to-one correspondence</p>	<p>patterns in other situations.</p> <p>1-1 Counting: Student can constantly count objects up to 15, using one-to-one correspondence and apply it to different situations.</p>
<p>3rd 4.3.1</p>	<p>Patterns: Student is unable or rarely able to construct an AB patterns.</p> <p>1-1 Counting: Student is unable or rarely able to count objects up to 10, using one-to-one correspondence</p>	<p>Patterns: Student is sometimes able to construct an AB patterns.</p> <p>1-1 Counting: Student can sometimes count objects up to 10 using one-to-one correspondence</p>	<p>Patterns: Student is consistently able to construct an AB pattern.</p> <p>1-1 Counting: Student can consistently count objects up to 10, using one-to-one correspondence</p>	<p>Patterns: Student is able to recognize, construct, and extend patterns all of the time. Student can extend knowledge to more complex patterns in other situations.</p> <p>1-1 Counting: Student can independently count objects up to 20, using one-to-one correspondence and apply it to different situations.</p>

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4) Computes accurately

Trimester	1	2	3	4
2 nd	NA	NA	NA	NA
3 rd 4.2.1	Addition: Student is unable or rarely able to represent addition by manipulating up to 5 objects by putting together and adding to.	Addition: Student can sometimes, represent addition by manipulating up to 5 objects by putting together and adding to.	Addition: Student is consistently able to represent addition by manipulating up to 5 objects by putting together and adding to.	Addition: Student is able to consistently represent addition by manipulating up to 10 objects by putting together and adding to. Student can apply concepts independently to

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<p>4.2.1</p>	<p>Subtraction: Student is unable or rarely able to represent subtraction by manipulating up to 5 objects by putting together and adding to.</p>	<p>Subtraction: Student can sometimes, represent subtraction by manipulating up to 5 objects by putting together and adding to.</p>	<p>Subtraction: Student is consistently able to represent subtraction by manipulating up to 5 objects by putting together and adding to.</p>	<p>other situations.</p> <p>Subtraction: Student is able to represent subtraction by manipulating up to 10 objects by putting together and adding to. Student can apply these concepts independently to other situations.</p>
<p>4.2.2</p>	<p>Word Problems: Student is unable or rarely able to begin to represent simple word problem data in pictures and drawing.</p>	<p>Word Problems: Student can sometimes begin to represent simple word problem data in pictures and drawing.</p>	<p>Word Problems: Student can consistently represent simple word problem data in pictures and drawing.</p>	<p>Word Problems: Student can independently represent simple word problem data in pictures and drawing. Student applies concept independently to other situations</p>

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