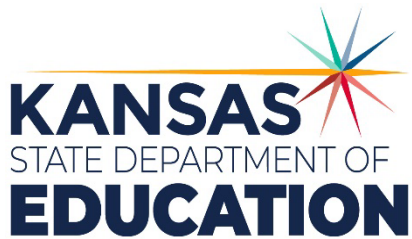


Kansas Early Math Alternate Assessment Rubrics KDG- 3rd grade





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SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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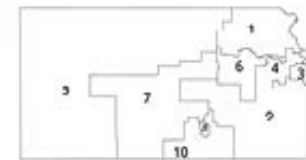
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

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Kansas leads the world in the success of each student.

Jan. 25, 2025



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Kansas Early Math Alternate Assessment Rubrics - KDG-3rd grade.

Overview

The path to leading the world in the success of each student depends on the ability to understand early numeracy skills as they relate to skills within mathematics strands that are aligned to the skills assessed in operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry. For some students, standard assessments are not an appropriate measure for determining their math proficiency. As such, the Kansas Early Math Alternate Assessment Rubrics were developed as an alternate assessment for students with a **most significant cognitive disability (SWSCD)**.

The term “most significant cognitive disability” isn’t a separate category of disability. It is a designation given to a small number of students with disabilities for purposes of participation in the statewide student assessment program. This subgroup of students is referred to in the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) as having the “most significant cognitive disabilities” constitutes less than 1% of the student population. The students are within one or more of the existing categories of disability under IDEA (e.g., Intellectual disability, autism, multiple disabilities), and whose cognitive impairments and adaptive behaviors may prevent them from attaining grade-level achievement standards even with extensive direct individualized instruction and substantial supports.

Learner Characteristics

- A most significant cognitive disability with co-existing deficits in both communication and adaptive behavior. Typically functioning 2 1/2 or more SD below the mean.
- A most significant cognitive disability impacts learning, memory, judgment, and processing which impacts learning acquisition.
- Perform substantially below grade level expectations on the academic content standards for the age-appropriate grade they are enrolled, even with the use of accommodations and modifications.
- Require extensive, specially designed individualized instruction, and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum (at a reduced depth, breadth, and complexity).
- Requires more time for:
 - a. Processing
 - b. Opportunities to generalize language.
 - c. Time to learn and process language.
 - d. Alternate ways to communicate including augmentative.
 - e. Alternative communication to supplement or replace speech or writing.

About the Screener

The Kansas Early Math Alternate Assessment Rubrics are simple rubrics that assesses students' early numeracy skills as they relate to skills within mathematics strands that are aligned to the skills assessed in operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry.

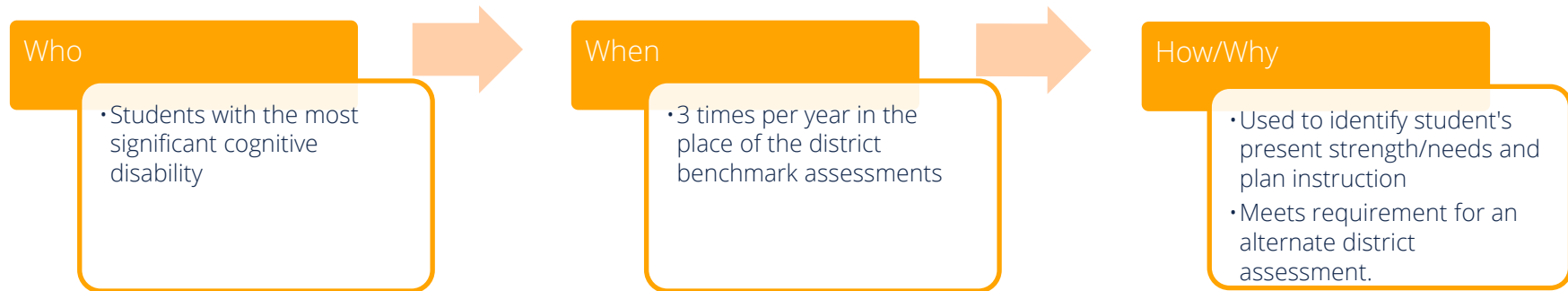
The following factors must be met for a student to be eligible to take the Kansas Early Math Alternate Assessment Rubrics:

- Student is in grades Kindergarten, 1st, 2nd, or 3rd grade; and
- Student has a most significant cognitive disability that significantly impacts intellectual functioning and adaptive behavior; and
- Student is learning content linked to the DLM Essential Elements; and
- Student requires extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum, and
- Determined by the IEP team.

Participation in the alternate screener is NOT determined by:

- A disability category or label.
- Poor attendance or extended absences.
- Native language/social/cultural or economic difference.
- Educational environment or instructional setting.
- Low reading level/achievement level.
- Anticipated student's disruptive behavior.
- Impact of student scores on accountability system.
- Anticipated emotional duress.
- Need for accommodations (e.g., assistive technology/augmentative and alternative communication (AAC)) to participate in the assessment process.

The rubrics are an option for special education teachers to use for students with significant cognitive disabilities who require an alternate district assessment. The rubrics are completed based on the student's current grade level by their teacher, based on the student's performance on IEP goals and everyday mathematics instruction within the classroom. Students should be allowed to use the accommodations they use on a regular basis that are included in their IEP for this assessment. For students in 4th grade or above, IEP teams may choose to utilize the fall and spring instructionally embedded DLM assessments and reports for an alternate district assessment.



Scoring

For a student to score at a performance level for beginning, middle or end of year, they must be able to do each skill listed (except in the 'Not Yet Emerging' level) to a level of mastery as determined by the teacher (80% correct, or 80% independence is a general guideline for mastery). As performance levels are determined for each strand, the points should then be transferred to the Score Sheet. After they are added up, the student's score will then be determined by the Scoring Guide. For beginning of year, the score is dependent on points, whereas in middle and end of year, the students' score is determined by progress compared to beginning of year or in scoring 'At Target' or 'Advanced' for a specified number of strands.

Examples of sources of data used to complete the EMAA include:

- Anecdotal notes
- Work samples
- Photographs
- Videos
- Performance data

There will be a great amount of variety in how each indicator is assessed for each individual student. Consideration should be made for each student about whether assistive technology is required for a student to learn or demonstrate a skill. For example, a student could identify groups of objects by selecting a message on a single message output device or they could select their answer by pointing.

Each indicator should be assessed in the same way, and given the same supports, for all three windows (BOY, MOY and EOY).

Example student Score Sheet: for First Grade

| Strands | Beginning of Year (BOY) | Middle of Year (MOY) | End of Year (EOY) |
|--|-------------------------|----------------------|-------------------|
| Operations and Algebraic Thinking - Representing Addition | 1/5 | 2/5 | 3/5 |
| Operations and Algebraic Thinking - Representing Subtraction | 2/5 | 2/5 | 2/5 |
| Number and Operations in Base Ten - Counting | 1/5 | 2/5 | 3/5 |
| Number and Operations in Base Ten - Counting and Cardinality | 2/5 | 2/5 | 2/5 |
| Number and Operations in Base Ten - Quantity Discrimination | 2/5 | 3/5 | 3/5 |
| Total Points | 8 /25 Date: | 11 /25 Date: | 13 /25 Date: |

Beginning of Year (BOY) Scores for example student

| Initial Performance | Score |
|---------------------|-----------------------|
| 5 points | Below Benchmark |
| 6 to 10 | Below Benchmark |
| 11 to 15 | At or Above Benchmark |
| 16 to 20 | At or Above Benchmark |
| 21 to 25 | At or Above Benchmark |

Middle of Year (MOY) Scores for example student

Initial Performance Points: **8**

| Growth | Progress | Score |
|--|-----------------------------|-----------------------|
| Student scored 0 point more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 1 to 2 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 3 to 4 points more than BOY or Reached Approaching Target for 4/5 strands | Typical Progress | At or Above Benchmark |
| Student scored 5 points more than BOY or Reached At Target for 4/5 strands | Above Typical Progress | At or Above Benchmark |
| Student scored 6 points or more than BOY or Reached Advanced for 4/5 strands | Well-Above Typical Progress | At or Above Benchmark |

★ If student is scoring 21-25 or in 4 out 5 strands at target or above, IEP team should consider if the student can access the regular district math benchmark assessment.

End of Year (EOY) Scores for example student

Initial Performance Points: 8

| Growth | Progress | Score |
|--|-----------------------------|-----------------------|
| Student scored 0 to 1 point more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 2 to 3 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 4 to 5 points more than BOY or Reached At Target for 4/5 strands. | Typical Progress | At or Above Benchmark |
| Student scored 6 to 7 points more than BOY or Reached At Target for all strands. | Above Typical Progress | At or Above Benchmark |
| Student scored 8 or more points more than BOY or Reached Advanced for 4/5 strands. | Well-Above Typical Progress | At or Above Benchmark |

- ★ If student is scoring 21-25 or in 4 out 5 strands at target or above, IEP team should consider if the student can access the regular district math benchmark assessment.

Kindergarten Early Math Alternate Assessment Rubrics

Student Name: _____

Numeracy: Counting and Cardinality Know Number Names and the Count Sequence

| Below Benchmark | | | | At or above Benchmark | |
|---|--|---|---|---|---|
| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.K.CC.1 Starting with one, count to 10 by ones. | <input type="checkbox"/> Student is not yet demonstrating skills at an emergent level. | <input type="checkbox"/> Student can repeat teacher counting 1-5. <input type="checkbox"/> Student can count with teacher 1-5. | <input type="checkbox"/> Student can repeat teacher counting 1-5. <input type="checkbox"/> Student can count with teacher 1-5. <input type="checkbox"/> Student can repeat teacher counting 1-10. <input type="checkbox"/> Student can count with teacher 1-10. <input type="checkbox"/> Students can, starting with one, independently count to 5 by ones. | <input type="checkbox"/> Student can repeat teacher counting 1- 5. <input type="checkbox"/> Student can count with teacher 1-5. <input type="checkbox"/> Student can repeat teacher counting 1-10. <input type="checkbox"/> Student can count with teacher 1-10. <input type="checkbox"/> Students can, starting with one, independently count to 5 by ones. <input type="checkbox"/> Student can, starting with one, independently count to 10 by ones. | <input type="checkbox"/> Student can, starting with one, independently count to 10 by ones. <input type="checkbox"/> Student can, starting from a number other than 1, independently count to 10 by ones. <input type="checkbox"/> Student can, starting with one, independently count to 20 by ones. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Numeracy: Counting and Cardinality Math Count to Tell the Number of Objects

Below Benchmark

At or above Benchmark

| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
|---|--|--|---|---|---|
| EE.K.CC.4 Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object. | <input type="checkbox"/> Student is not yet demonstrating skills at an emergent level. | <input type="checkbox"/> Student can place the correct number of counters/objects on pre-set dots one at a time (numbers 1-5). | <input type="checkbox"/> Student can place the correct number of counters/objects on pre-set dots one at a time. <input type="checkbox"/> When teacher presents objects in quantity 1-5, student can count objects using one-to-one correspondence with teacher. | <input type="checkbox"/> Student can place the correct number of counters/objects on pre-set dots one at a time. <input type="checkbox"/> When teacher presents objects in quantity 1-5, student can count objects using one-to-one correspondence with teacher. <input type="checkbox"/> When teacher presents objects in quantity 1-5, student can independently count objects using one-to-one correspondence. | <input type="checkbox"/> When teacher presents objects in quantity 1-5, student will independently count objects using one-to-one correspondence. <input type="checkbox"/> When teacher presents objects in quantity 1-10, student will independently count objects using one-to-one correspondence. <input type="checkbox"/> When presented with a set number of objects, student will be able to identify the corresponding written number. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Numeracy: Counting and Cardinality Compare Numbers

Below Benchmark

At or above Benchmark

| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
|--|--|--|---|--|---|
| EE.K.CC.5 Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many. | <input type="checkbox"/> Student is not yet demonstrating skills at an emergent level. | <input type="checkbox"/> Student can count objects in sequence from 1 to 3, when given the exact number of objects with teacher. | <input type="checkbox"/> Student can count objects in sequence from 1 to 3, when given the exact number of objects with teacher. <input type="checkbox"/> Student can independently count objects in sequence from 1 to 3, when given the exact number of objects. <input type="checkbox"/> Student can count out 3 objects from a group of more than 3 objects, while saying the corresponding number name with the teacher. | <input type="checkbox"/> Student can count objects in sequence from 1 to 3, when given the exact number of objects with teacher. <input type="checkbox"/> Student can independently count objects in sequence from 1 to 3, when given the exact number of objects. <input type="checkbox"/> Student can count out 3 objects from a group of more than 3 objects, while saying the corresponding number name with the teacher. <input type="checkbox"/> Student can independently count out 3 objects from a group of more than 3 objects, while saying the corresponding number name. | <input type="checkbox"/> Student can independently count out 3 objects from a group of more than 3 objects, while saying the corresponding number name. <input type="checkbox"/> Student can independently count out 3 objects from a group of more than 10 objects, while saying the corresponding number name. <input type="checkbox"/> Student can repeat number while counting objects with teacher (number 1-5). <input type="checkbox"/> Student can identify written numbers 1-5. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Numeracy: Counting and Cardinality Compare Numbers

| Below Benchmark | | | | At or above Benchmark | |
|--|--|--|--|---|---|
| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.K.CC.6 Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group. | <input type="checkbox"/> Student is not yet demonstrating skills at an emergent level. | <input type="checkbox"/> Student can identify the difference between a single object and a group of objects. | <input type="checkbox"/> Student can identify the difference between a single object and a group of objects. <input type="checkbox"/> Student can identify the group of objects that is more (using quantities that are clearly different). | <input type="checkbox"/> Student can identify the difference between a single object and a group of objects. <input type="checkbox"/> Student can identify the group of objects that is more (using quantities that are clearly different). <input type="checkbox"/> Student can identify the group of objects that is equal. | <input type="checkbox"/> Student can identify the group of objects that is more (using quantities that are clearly different). <input type="checkbox"/> Student can identify that groups of objects are equal. <input type="checkbox"/> Student can identify the group of objects that is less (using quantities that are clearly different). |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Numeracy: Operations and Algebraic Thinking Understand Addition as Putting Together and Subtraction as Taking Apart

Below Benchmark

At or above Benchmark

| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
|--|--|---|--|--|--|
| EE.K.OA.1 Represent addition as “putting together” or subtraction as “taking from” in everyday activities. | <input type="checkbox"/> Student is not yet demonstrating skills at an emergent level. | <input type="checkbox"/> Student can put 2 objects together in a group. <input type="checkbox"/> Student can separate 2 objects into 2 groups. | <input type="checkbox"/> Student can put 2 objects together in a group. <input type="checkbox"/> Student can separate 2 objects into 2 groups. <input type="checkbox"/> When given a group of objects student can add one more object. | <input type="checkbox"/> Student can put 2 objects together in a group. <input type="checkbox"/> Student can separate 2 objects into 2 groups. <input type="checkbox"/> When given a group of objects student can add one more object. <input type="checkbox"/> When given a group of objects, student can take away one object from the group. | <input type="checkbox"/> When given a group of objects student can add one more object. <input type="checkbox"/> When given a group of objects, student can take away one object from the group. <input type="checkbox"/> Student can put two groups of objects together when asked to “add”. <input type="checkbox"/> Student can take away objects from a group when asked to “subtract”. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Numeracy: Geometry Identify and Describe Shapes

| Below Benchmark | | | | At or above Benchmark | |
|---|--|---|--|--|---|
| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.K.G.2-3 Match shapes of same size and orientation (circle, square, rectangle, triangle). | <input type="checkbox"/> Student is not yet demonstrating skills at an emergent level. | <input type="checkbox"/> Student can identify a shape from numbers and letters. | <input type="checkbox"/> Student can identify a shape from numbers and letters. <input type="checkbox"/> Student can match 2 shapes that are the same size. | <input type="checkbox"/> Student can identify a shape from numbers and letters. <input type="checkbox"/> Student can match 2 shapes that are the same size. <input type="checkbox"/> Student can group more than 2 shapes that are the same size and orientation from a variety of shapes (i.e., circle, square, rectangle, triangle). | <input type="checkbox"/> Student can recognize the name of some shapes (circle, square, rectangle triangle). <input type="checkbox"/> Student can group more than 2 shapes that are the same size and orientation from a variety of shapes (i.e., circle, square, rectangle, triangle). <input type="checkbox"/> Student can create shapes from a model. <input type="checkbox"/> Student can identify 1 attribute about shapes. <input type="checkbox"/> Student can recognize the name of some shapes (circle, square, rectangle triangle). |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Score Sheet

| Strands | Beginning of Year | Middle of Year | End of Year |
|--|-------------------|----------------|-------------|
| Counting and Cardinality know number names and the count sequence | /5 | /5 | /5 |
| Counting and Cardinality count to tell the number of objects | /5 | /5 | /5 |
| Counting and Cardinality compare numbers | /5 | /5 | /5 |
| Counting and Cardinality compare numbers | /5 | /5 | /5 |
| Operations and Algebraic Thinking understand addition as putting together and subtraction as taking apart | /5 | /5 | /5 |
| Geometry identify and describe shapes | /5 | /5 | /5 |
| Total | /30 | /30 | /30 |
| Date | | | |

Scoring Guide

Beginning of Year (BOY)

| Initial Performance | Score |
|---------------------|-----------------------|
| 6 Points | Below Benchmark |
| 7 to 12 Points | Below Benchmark |
| 13 to 18 Points | At or Above Benchmark |
| 19 to 24 Points | At or Above Benchmark |
| 25 to 30 Points | At or Above Benchmark |

★ If student is scoring 25-30 or at target or above in 5 out of 6 strands, IEP team should consider if the student can access the general math benchmark assessment.

Middle of Year (MOY)

Initial Points Score:

| Growth | Progress | Score |
|--|-----------------------------|-----------------------|
| Student scored 0 to 1 point more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 2 to 3 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 4 to 5 points more than BOY or Reached Approaching Target for 5/6 strands | Typical Progress | At or Above Benchmark |
| Student scored 6 to 7 points more than BOY or Reached At Target for 5/6 strands | Above Typical Progress | At or Above Benchmark |
| Student scored 8 or more than BOY or Reached Advanced for 5/6 strands | Well-Above Typical Progress | At or Above Benchmark |

★ If student is scoring 25-30 or at target or above in 5 out of 6 strands, IEP team should consider if the student can access the general math benchmark assessment.

Scoring Guide End of Year (EOY)

Initial Points Score:

| Growth | Progress | Score |
|---|-----------------------------|-----------------------|
| Student scored 0 to 2 points more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 3 to 4 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 5 to 6 points more than BOY or Reached At Target for 5/6 strands | Typical Progress | At or Above Benchmark |
| Student scored 7 to 8 points more than BOY Or Reached At Target for all strands | Above Typical Progress | At or Above Benchmark |
| Student scored 9 or more points more than BOY or Reached Advanced for 5/6 strands | Well-Above Typical Progress | At or Above Benchmark |

- ★ If student is scoring 25-30 or at target or above in 5 out 6 strands, IEP team should consider if the student can access the general math benchmark assessment.

1st Grade Early Math Alternate Assessment Rubrics

Student Name: _____

Operations and Algebraic Thinking (1.OA)- Representing Addition

Below Benchmark

At or above Benchmark

| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
|---|--|--|---|--|--|
| EE.1.OA.1.a. Represent addition with objects, finders, mental images, drawings, sounds (e.g., claps), or acting out situations. | <input type="checkbox"/> Student is not yet demonstrating skills at an emergent level. | <input type="checkbox"/> Student can identify numerals 1-5. <input type="checkbox"/> When presented with 2 groups of objects, the student can identify the group of objects that is more. | <input type="checkbox"/> Student can use math manipulatives to represent values 0-5. <input type="checkbox"/> Student can understand that the "+" sign means putting groups of objects together. | <input type="checkbox"/> Student can represent addition by putting 2 groups of objects together to make one group that represents the sum. <input type="checkbox"/> Student can model a single digit addition problem with manipulatives when presented with a written equation. <i>Example: 2+1=3</i> | <input type="checkbox"/> Student can use math manipulatives or other representations to solve single digit addition problems up to sums of 10. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Operations and Algebraic Thinking (1.OA)– Representing Subtraction

| Below Benchmark | | | | At or above Benchmark | |
|--|--|--|--|--|---|
| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.1.OA.1.a. Represent subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), or acting out situations. | <input type="checkbox"/> Student is not yet demonstrating skills at an emergent level. | <input type="checkbox"/> Student can identify numerals 1-5. <input type="checkbox"/> When presented with 2 groups of objects, the student can identify the group of objects that is less. | <input type="checkbox"/> Student can use math manipulatives or other representation to represent values 0-5. <input type="checkbox"/> Student can explain/convey that the “-” sign means taking away or finding the difference between the number of objects in two groups. | <input type="checkbox"/> Student can represent subtraction by removing objects from a group and explain/convey that what is left is less than the original group. <input type="checkbox"/> Student can model a single digit subtraction problem, with manipulatives or other representations, when presented with an equation. <i>Example: 4-2=2</i> | <input type="checkbox"/> Student can use math manipulative or other representations to solve single digit subtraction problems for differences within 10. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Number and Operations in Base Ten (1.NBT)- Counting

| DLM Essential Elements | Below Benchmark | | | At or above Benchmark | |
|--|--|---|---|---|---|
| | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.1.NBT.1.a. Count by ones to 30. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> Student can independently count* to 10, starting with one. | <input type="checkbox"/> Student can independently count* to 20 by ones, starting with one. | <input type="checkbox"/> Student can independently count* to 30 by ones, starting with one. | Student can independently count* to 50 by ones: <input type="checkbox"/> Starting at one. <input type="checkbox"/> Starting at a number other than one. |

*Counting may be verbal or non-verbal, using the way they demonstrate this skill during instruction.

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Number and Operations in Base Ten (1.NBT) – Counting and Cardinality

| Below Benchmark | | | | At or above Benchmark | |
|--|--|--|--|---|---|
| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.1.NBT.1.b. Count as many as 10 objects and represent the quantity with the corresponding numeral. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> When teacher presents objects in quantities of 1-5, student can count* objects using one-to-one correspondence. | <input type="checkbox"/> When teacher presents objects in quantities of 1-10, student can count* objects using one-to-one correspondence and convey the total number of objects. | <input type="checkbox"/> When the teacher presents objects in quantities of 1-10, students can count* objects using one-to-one correspondence and identify the corresponding written numeral. | <input type="checkbox"/> When teacher presents objects in quantities of 10-50, student can count* objects using one-to-one correspondence and identify the corresponding written numeral. |

*Counting may be verbal or non-verbal, using the way they demonstrate this skill during instruction.

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Number and Operations in Base Ten (1.NBT) – Quantity Discrimination

| DLM Essential Elements | Below Benchmark | | | At or above Benchmark | |
|--|--|--|--|---|--|
| | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.1.NBT.3. Compare two groups of 10 or fewer items when the number of items in each group is similar. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | When presented with two groups of objects (10 or fewer) where the number of items in each group is clearly different (4 or more objects difference between groups), student can identify: <ul style="list-style-type: none"> <input type="checkbox"/> Which group is more. <input type="checkbox"/> Which group is less. <input type="checkbox"/> If they are the same (equal). | When presented with two groups of objects (5 or fewer) where the number of items in each group is similar (no more than 2 objects difference between groups), student can identify: <ul style="list-style-type: none"> <input type="checkbox"/> Which group is more. <input type="checkbox"/> Which group is less. <input type="checkbox"/> If they are the same (equal). | When presented with two groups of objects (10 or fewer) where the number of items in each group is similar (no more than 2 objects difference between groups), student can identify: <ul style="list-style-type: none"> <input type="checkbox"/> Which group is more. <input type="checkbox"/> Which group is less. <input type="checkbox"/> If they are the same (equal). | Student can compare numbers between 1 and 10 by using the symbols (placing a symbol card, writing the symbol, circling the correct symbol): <ul style="list-style-type: none"> <input type="checkbox"/> Greater than (>) <input type="checkbox"/> Less than (<) <input type="checkbox"/> Equal to (=) |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____**Scoring Sheet**

| Strands | Beginning of Year (BOY) | Middle of Year (MOY) | End of Year (EOY) |
|--|-------------------------|----------------------|-------------------|
| Operations and Algebraic Thinking - Representing Addition | /5 | /5 | /5 |
| Operations and Algebraic Thinking - Representing Subtraction | /5 | /5 | /5 |
| Number and Operations in Base Ten - Counting | /5 | /5 | /5 |
| Number and Operations in Base Ten - Counting and Cardinality | /5 | /5 | /5 |
| Number and Operations in Base Ten - Quantity Discrimination | /5 | /5 | /5 |
| Total Points | /25 | /25 | /25 |
| Date | | | |

Scoring Guide**Beginning of Year (BOY)**

| Initial Performance | Score |
|---------------------|-----------------------|
| 5 points | Below Benchmark |
| 6 to 10 | Below Benchmark |
| 11 to 15 | At or Above Benchmark |
| 16 to 20 | At or Above Benchmark |
| 21 to 25 | At or Above Benchmark |

★ If student is scoring 21-25 or at target or above in 4 out 5 strands, IEP team should consider if the student can access the general math benchmark assessment.

Middle of Year (MOY)

Initial Performance Points:

| Growth | Progress | Score |
|--|-----------------------------|-----------------------|
| Student scored 0 points more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 1 to 2 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 3 to 4 points more than BOY or Reached Approaching Target for 4/5 strands | Typical Progress | At or Above Benchmark |
| Student scored 5 points more than BOY or Reached At Target for 4/5 strands | Above Typical Progress | At or Above Benchmark |
| Student scored 6 points or more than BOY or Reached Advanced for 4/5 strands | Well-Above Typical Progress | At or Above Benchmark |

★ If student is scoring 21-25 or at target or above in 4 out 5 strands, IEP team should consider if the student can access the general math benchmark assessment.

Scoring Guide End of Year (EOY)

Initial Performance Points:

| Growth | Progress | Score |
|--|-----------------------------|-----------------------|
| Student scored 0 to 1 point more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 2 to 3 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 4 to 5 points more than BOY or Reached At Target for 4/5 strands. | Typical Progress | At or Above Benchmark |
| Student scored 6 to 7 points more than BOY or Reached At Target for all strands. | Above Typical Progress | At or Above Benchmark |
| Student scored 8 or more points more than BOY or Reached Advanced for 4/5 strands. | Well-Above Typical Progress | At or Above Benchmark |

★ If student is scoring 21-25 or at target or above in 4 out 5 strands, IEP team should consider if the student can access the general math benchmark assessment.

2nd Grade Early Math Alternate Assessment Rubrics

Student Name: _____

Operations and Algebraic Thinking (2.OA) – Represent Addition

Below Benchmark

At or above Benchmark

| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
|---|--|---|---|--|---|
| EE.2.NBT.6-7. Use objects, representations, and numbers (0-20) to add. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> Student can understand that the "+" sign means putting groups of objects together to make a larger group. <input type="checkbox"/> Student can represent addition by putting 2 groups of objects together (1-5 objects or representations) to make one group that is more than the original groups and name/convey the sum. | <input type="checkbox"/> Student can solve addition problems (sums within 0-10) with objects, representations, and numbers. <i>Example: 2+7=? 3+4=? etc.</i> | <input type="checkbox"/> Student can solve addition problems (sums within 0-20) with objects, representations, and numbers. <i>Example: 5+7=? 12+5=? etc.</i> | <input type="checkbox"/> Student can fluently solve addition problems with sums within 0-10 using mental math strategies. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Operations and Algebraic Thinking (2.OA) – Represent Subtraction

Below Benchmark

At or Above Benchmark

| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
|--|--|--|---|---|--|
| EE.2.NBT.6-7. Use objects, representations, and numbers (0-20) to subtract. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> Student can explain/convey that the “-” sign means taking away or finding the difference between the number of objects in two groups. <input type="checkbox"/> Student can represent subtraction by separating a larger whole into smaller parts or by taking objects away from the larger group and name/convey the difference. | <input type="checkbox"/> Student can solve subtraction problems (differences within 0-10) with objects, representations, and numbers. <i>Example: 7-2=? 4-3=? etc.</i> | <input type="checkbox"/> Student can solve subtraction problems (differences within 0-20) with objects, representations, and numbers. <i>Example: 12-5=? 14-6=? etc.</i> | <input type="checkbox"/> Student can fluently solve subtraction problems for differences within 0-10 using mental math strategies. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Operations and Algebraic Thinking (2.OA) – Equal Groups

| DLM Essential Elements | Below Benchmark | | | At or Above Benchmark | |
|---|--|---|--|--|---|
| | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.2.OA.3. Equally distribute even numbers of objects between two groups. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> When presented with two groups of objects (10 or fewer) student can identify if they are the same (equal). | <input type="checkbox"/> When presented with a group of objects (up to 10) the student can distribute the objects into two equal sets when the number is even. | When given a set of objects (up to 10), the student can distribute the objects into two equal or almost equal sets: <input type="checkbox"/> Identify if the groups are equal when the number is even. <input type="checkbox"/> Identify that the sets are not equal when the number is odd. <input type="checkbox"/> Acknowledge when the two groups are equal or not. | <input type="checkbox"/> When given a set of objects, the student can distribute the objects into two equal or almost equal sets and explain/convey the number sentence/equation represented by the two groups of objects. <i>Example: Two groups of two objects can be represented by $2+2=4$.</i> |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Number and Operations in Base Ten (2.NBT) – Place Value Understanding

| Below Benchmark | | | | At or Above Benchmark | |
|---|---|--|--|---|--|
| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.2.NBT.1. Represent numbers up to 30 with sets of tens and ones using objects in columns or arrays. | <input type="checkbox"/> Student is not demonstrating skills at an emerging level | <input type="checkbox"/> Student can create a set of 10 using a ten frame. | <input type="checkbox"/> Student can arrange objects (1-19) to represent place value by making sets of tens and ones using ten frames, place value charts, or base ten blocks. | <input type="checkbox"/> When presented with a number (1-29), student can arrange objects to represent the place value of that number by making sets of tens and ones using ten frames, place value charts, or base ten blocks. | <input type="checkbox"/> When presented with a number (30-99), student can represent place value of that number by drawing, writing, or using objects. |

BOY Dates:

MOY Dates:

EOY Dates:

Measurement and Data (2.MD) – Non-Standard Units of Measurement

| Below Benchmark | | | | At or Above Benchmark | |
|--|--|---|--|---|---|
| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.2.MD.1. Measure the length of objects using non-standard units. | <input type="checkbox"/> Student is not demonstrating skills at an emerging level. | <input type="checkbox"/> Student can determine if the length of an object is longer or shorter than another object. | <input type="checkbox"/> Student can align non-standard units (ex. Paperclips, colored tiles) end-to-end to measure an object. | <input type="checkbox"/> Students can use non-standard units to measure an object and identify the length of the object in non-standard units. <i>Example: How many paperclips long is the object?</i> | <input type="checkbox"/> Student can measure an object and identify the length of that object in standard units (1-5 inches). |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____**Geometry (2.G) – Shape Identification**

| | | Below Benchmark | | At or Above Benchmark | |
|--|--|---|---|---|--|
| DLM Essential Elements | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.2.G.1. Identify common two-dimensional shapes: square, circle, triangle, and rectangle. | <input type="checkbox"/> Student is not demonstrating skills at an emerging level. | Student can identify 2 of the 4 shapes: <input type="checkbox"/> Square <input type="checkbox"/> Circle <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle. | Student can identify 3 of the 4 shapes: <input type="checkbox"/> Square <input type="checkbox"/> Circle <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle. | Student can identify: <input type="checkbox"/> Square <input type="checkbox"/> Circle <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle. | Student can identify these shapes by their attributes: <input type="checkbox"/> Square <input type="checkbox"/> Circle <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle. <i>Example: which shape has 4 equal sides?</i> |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____**Scoring Sheet**

| Strands | Beginning of Year (BOY) | Middle of Year (MOY) | End of Year (EOY) |
|---|-------------------------|----------------------|-------------------|
| Operations and Algebraic Thinking - Represent Addition | /5 | /5 | /5 |
| Operations and Algebraic Thinking - Represent Subtraction | /5 | /5 | /5 |
| Operations and Algebraic Thinking - Equal Groups | /5 | /5 | /5 |
| Number and Operations in Base Ten - Place Value Understanding | /5 | /5 | /5 |
| Measurement and Data - Non-Standard Units of Measurement | /5 | /5 | /5 |
| Geometry - Shape Identification | /5 | /5 | /5 |
| Total Points | Date: /30 | Date: /30 | Date: /30 |

Scoring Guide**Beginning of Year (BOY)**

| Initial Performance | Score |
|---------------------|-----------------------|
| 6 Points | Below Benchmark |
| 7 to 12 Points | Below Benchmark |
| 13 to 18 Points | At or Above Benchmark |
| 19 to 24 Points | At or Above Benchmark |
| 25 to 30 Points | At or Above Benchmark |

- ★ If student is scoring 25-30 or at target or above in 5 out of 6 strands, IEP team should consider if the student can access the general math benchmark assessment.

Middle of Year (MOY)

Initial Points Score:

| Growth | Progress | Score |
|--|-----------------------------|-----------------------|
| Student scored 0 to 1 point more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 2 to 3 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 4 to 5 points more than BOY or Reached Approaching Target for 5/6 strands | Typical Progress | At or Above Benchmark |
| Student scored 6 to 7 points more than BOY or Reached At Target for 5/6 strands | Above Typical Progress | At or Above Benchmark |
| Student scored 8 or more than BOY or Reached Advanced for 5/6 strands | Well-Above Typical Progress | At or Above Benchmark |

- ★ If student is scoring 25-30 or at target or above in 5 out 6 strands, IEP team should consider if the student can access the general math benchmark assessment.

Scoring Guide End of Year (EOY)

Initial Points Score:

| Growth | Progress | Score |
|---|-----------------------------|-----------------------|
| Student scored 0 to 2 points more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 3 to 4 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 5 to 6 points more than BOY or Reached At Target for 5/6 strands | Typical Progress | At or Above Benchmark |
| Student scored 7 to 8 points more than BOY Or Reached At Target for all strands | Above Typical Progress | At or Above Benchmark |
| Student scored 9 or more points more than BOY or Reached Advanced for 5/6 strands | Well-Above Typical Progress | At or Above Benchmark |

- ★ If student is scoring 25-30 or at target or above in 5 out of 6 strands, IEP team should consider if the student can access the general math benchmark assessment.

3rd Grade Early Math Alternate Assessment Rubrics

Student Name: _____

Operations and Algebraic Thinking (3.OA) – Repeated Addition

| DLM Essential Elements | Below Benchmark | | | At or Above Benchmark | |
|--|--|---|--|---|---|
| | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.3.OA.1-2. Use repeated addition to find the total number of objects and determine the sum. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> When presented with two groups of objects and asked to add to find the sum, student can find the sum by counting both groups of objects. | <input type="checkbox"/> When presented with three or more equal groups of objects and asked to add to find the sum, student can find the sum by counting all the objects. | <input type="checkbox"/> When presented with three or more equal groups of objects, student can create a repeated addition equation to find the sum. <i>Examples:</i> $2+2+2=6$ $4+4+4+4=16$ | <input type="checkbox"/> When presented with three or more equal groups of objects, student can relate the repeated addition sentence to the related multiplication equation. <i>Example:</i> $2+2+2=6$ $3 \times 2=6$ |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Number and Operations in Base Ten (3.NBT) – Place Value Understanding

| DLM Essential Elements | Below Benchmark | | | At or Above Benchmark | |
|---|--|---|--|---|--|
| | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.3.NBT.2. Demonstrate understanding of place value to tens. Big Idea: The value of a digit depends on its place, or position, in the number. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> When presented with more than ten objects, students can group them using a ten-frame to represent groups of ten with ones left over. | <input type="checkbox"/> Student can use ten frames, base ten blocks, and/or place value charts to represent place value understanding of numbers 1-30. <i>Examples:</i> <i>Modeling the number 23 as 2 tens and 3 ones.</i> | <input type="checkbox"/> Student can use base ten blocks and/or place value charts to represent place value understanding of numbers 31-99. <i>Example:</i> <i>Modeling the number 65 as 6 tens and 5 ones.</i> | <input type="checkbox"/> Student can use base ten blocks and/or place value charts to represent place value understanding of numbers 100-999 |


BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Number and Operations in Base Ten (3.NF) – Differentiate Fractional Parts

| DLM Essential Elements | Below Benchmark | | | At or Above Benchmark | |
|--|--|---|--|---|--|
| | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.3.NF.1-3. Differentiate a fractional part from a whole. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> Student can put together two pieces to make a shape that relates to the whole. Examples: Two semi-circles to make a circle, or two squares to make a rectangle. | <input type="checkbox"/> Student can divide a model of a shape into two or more equal parts. | <input type="checkbox"/> When presented with models/pictures of a whole shape, a shape cut into equal fraction parts, and a shape cut into unequal parts, the student can distinguish which model shows the whole shape, and which model shows fractional parts. <i>Example:</i>  | <input type="checkbox"/> Student can name/indicate the specific fraction shown when presented with a whole cut into equal pieces. <i>Example:</i> Explaining that when a shape is cut into 4 pieces, each piece is $\frac{1}{4}$ of the whole shape. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____

Measurement and Data (3.MD) – Standard Units of Measurement

| DLM Essential Elements | Below Benchmark | | | At or Above Benchmark | |
|---|--|---|---|--|---|
| | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.3.MD.4 Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> Student can determine if the length of an object is longer or shorter than another object. | <input type="checkbox"/> Student can use non-standard units to measure an object and identify the length of the object to the nearest whole units. <i>Example: How many paperclips long is the object?</i> | <input type="checkbox"/> Student can use a ruler, yard stick, or meter stick to measure an object and identify the length of the object to the nearest whole unit. | <input type="checkbox"/> Student can use a ruler, yard stick, or meter stick to measure an object and identify the length of the object to the nearest half inch. |

BOY Dates:

MOY Dates:

EOY Dates:

Geometry (3.G) – Attributes of Shapes

| DLM Essential Elements | Below Benchmark | | | At or Above Benchmark | |
|---|--|--|---|---|---|
| | Not Yet Emerging 1 point | Emerging 2 points | Approaching Target 3 points | At Target 4 points | Advanced (Bridge to Kansas Math Standard) 5 points |
| EE.3.G.1 Describe attributes of two-dimensional shapes. | <input type="checkbox"/> Student is not demonstrating skills at an emergent level. | <input type="checkbox"/> Student can sort and group a variety of shapes based on their attributes. <i>Examples: Sorting different sized triangles, squares, etc. into groups of their respective shape.</i> | Student can count the number of sides and angles on a variety of shapes. <input type="checkbox"/> Circles <input type="checkbox"/> Triangles <input type="checkbox"/> Squares <input type="checkbox"/> Pentagons <input type="checkbox"/> Hexagons | <input type="checkbox"/> Student can describe different shapes based on their attributes: sides (number and length) and angles. <i>Examples: A square has four angles and four sides that are all equal lengths.</i> | <input type="checkbox"/> Student can group a variety of shapes into groups of rhombuses, rectangles, and squares. |

BOY Dates:

MOY Dates:

EOY Dates:

Student Name: _____**Scoring Sheet**

| Strands | Beginning of Year (BOY) | Middle of Year (MOY) | End of Year (EOY) |
|--|-------------------------|----------------------|-------------------|
| Operations and Algebraic Thinking- Repeated Addition | /5 | /5 | /5 |
| Number and Operations in Base Ten- Place Value Understanding | /5 | /5 | /5 |
| Number and Operations- Differentiate Fractional Parts | /5 | /5 | /5 |
| Measurement and Data- Standard Units of Measurement | /5 | /5 | /5 |
| Geometry- Attributes of Shapes | /5 | /5 | /5 |
| Total Points | /25 Date: | /25 Date: | /25 Date: |

Scoring Guide**Beginning of Year (BOY)**

| Initial Performance | Score |
|---------------------|-----------------------|
| 5 points | Below Benchmark |
| 6 to 10 | Below Benchmark |
| 11 to 15 | At or Above Benchmark |
| 16 to 20 | At or Above Benchmark |
| 21 to 25 | At or Above Benchmark |

- ★ If student is scoring 21-25 or at target or above in 4 out of 5 strands, IEP team should consider if the student can access the general math benchmark assessment.

Middle of Year (MOY)

Initial Performance Points:

| Growth | Progress | Score |
|--|-----------------------------|-----------------------|
| Student scored 0 points more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 1 to 2 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 3 to 4 points more than BOY or Reached Approaching Target for 4/5 strands | Typical Progress | At or Above Benchmark |
| Student scored 5 points more than BOY or Reached At Target for 4/5 strands | Above Typical Progress | At or Above Benchmark |
| Student scored 6 points or more than BOY or Reached Advanced for 4/5 strands | Well-Above Typical Progress | At or Above Benchmark |

- ★ If student is scoring 21-25 or at target or above in 4 out 5 strands, IEP team should consider if the student can access the general math benchmark assessment.

Scoring Guide End of Year (EOY)

Initial Performance Points:

| Growth | Progress | Score |
|--|-----------------------------|-----------------------|
| Student scored 0 to 1 point more than BOY | Well-Below Typical Progress | Below Benchmark |
| Student scored 2 to 3 points more than BOY | Below Typical Progress | Below Benchmark |
| Student scored 4 to 5 points more than BOY or Reached At Target for 4/5 strands. | Typical Progress | At or Above Benchmark |
| Student scored 6 to 7 points more than BOY or Reached At Target for all strands. | Above Typical Progress | At or Above Benchmark |
| Student scored 8 or more points more than BOY or Reached Advanced for 4/5 strands. | Well-Above Typical Progress | At or Above Benchmark |

- ★ If student is scoring 21-25 or at target or above in 4 out 5 strands, IEP team should consider if the student can access the general math benchmark assessment.

For more information, contact:

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