

Performance Level Descriptors – Kindergarten Mathematics

PLD	Domain	Below Basic	Basic	Proficient	Advanced
Reporting		<p>Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations.</p> <p>The students need substantial academic support to be prepared for the next grade level or course and to be on track</p>	<p>Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need additional academic support to ensure success in the next grade level or course and to be on track for <i>college and career readiness</i>.</p>	<p>Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for <i>college and career readiness</i>.</p>	<p>Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for <i>college and career readiness</i>.</p>
		<p>A student who performs at the Below Basic level demonstrates minimal command of the grade-level expectations.</p>	<p>A student who performs at the Basic level demonstrates partial command of the grade-level expectations.</p>	<p>A student who performs at the Proficient level demonstrates proficiency of the grade-level expectations.</p>	<p>A student who performs at the Advanced level demonstrates advanced proficiency of the grade-level expectations.</p>

Range	Number Sense	Verbally counts forward beginning from a given number between 1 and 5; indicates a basic understanding of the count sequence; subitizes (perceives at a glance) a quantity of up to five objects arranged in common patterns	Verbally counts forward beginning from a given number between 1 and 10 ; counts backward from a given number between 1 and 10; counts by ten to 100; understands that each successive number name refers to a quantity that is one larger; compare two or more sets of objects (e.g. identify which set is equal to, more than or less than)	Verbally counts to 100 by ones and tens; reads and writes numerals from zero to twenty; represents cardinality (size) of a set with a written numeral within 20; demonstrates one-to-one correspondence; observes the conservation principle, understanding that a number of objects remain the same regardless of arrangement; compares two written numerals and reasons which numeral represents a quantity that is more than or less than the other; justifies their thinking when asked "how do you know?"	Knows number names and uses the structure of the count sequence when counting from a given numeral within 100; understands the relationship between numbers and quantities; compares two or more written numerals and represents their comparison through words, objects or pictures
	Number Sense and Operations in Base Ten	Creates sets of ten consistently; identifies a set of ten when more than ten items are presented	Counts from 11 to 19; when presented with sets containing objects within 19, students compose a set of ten and recognize there are additional ones representing the given numeral.	When presented with sets containing objects within 19, student composes and decomposes into sets of ten and some more ones; represents using manipulatives and drawings to illustrate the separation of ten ones from the remaining ones; recognizes that one, two, three, four, five, six, seven, eight and nine ones added to a set of ten creates the numbers 11 through 19; communicates their understanding of place value using appropriate language	Uses the structure of numbers to recognize that the numbers 11 to 19 begin with 1 (ten) and then the number which is first stated in the number name (e.g., <i>fourteen</i> begins with a 1 and then the stated 4); uses repeated reasoning to justify the counting sequence, recognizing that 11 to 19 follows the pattern established by counting from 1 to 9; models numbers from 11 to 19 using manipulatives or drawings

Range	Relationships and Algebraic Thinking	Uses manipulatives or drawings to represent sums within five	Uses words, pictures or numbers to record their solutions when representing sums within 10 and differences within five; explains their thinking to others	Accurate and efficient when adding and subtracting within five; demonstrates the ability to compose or decompose numbers and records the result with drawings, words, or equations representing sums and differences within 10	Demonstrates the ability to share their thinking and to critique the reasoning of others as they work to solve problems involving addition and subtraction; uses a variety of strategies (i.e. the commutative property (e.g., $1 + 4 = 5$ and $4 + 1 = 5$), doubles + 1); records their work with pictures, words, or equations
	Geometry	identifies tools that measure time (e.g. clocks); demonstrates an understanding of morning, afternoon and night; recognizes pennies; identifies two-dimensional shapes in their environment; names some two-dimensional shapes; compares the length and weight of two objects	demonstrates an understanding of yesterday and today; names pennies and quarters; identifies two- and three-dimensional shapes in their environment; describes the relative position of an object using <i>above, below, beside, in front of, behind, and next to</i> ; draws or models simple two-dimensional shapes; compares the height of two objects	Demonstrates an understanding of the concepts of time (e.g. tomorrow, week, year) today, etc.); verbally names the days of the week; identifies and names pennies, nickels, dimes and quarters; uses the correct vocabulary to identify two-dimensional shapes and three-dimensional objects in a variety of orientations or sizes; is precise when describing the measurable attributes of an object; compares two objects and justifies the comparison	Models relative positions in space; critiques the reasoning of others when identifying and describing the attributes of 2-D and 3-D shapes; sorts a collection of shapes and identifies and justifies their method of sorting
	Data and Statistics	Classifies (sorts) items into two categories with accuracy; recognizes which category has more	Classifies (sorts) items into two categories that are given or student-generated; counts the number of items in each category; identifies the category with more or less items	Classify (sort) objects into given or student-generated categories; accurately count the number of items in each category; construct arguments in support of the categories and item placement; compare category counts using mathematical vocabulary	Classify (sort) objects into multiple categories and accurately represent the item count through words and/or pictures (i.e. picture graph, bar graph, tallies); justifies the classification used