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NC DEPARTMENT OF PUBLIC INSTRUCTION

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If you have questions or feedback please contact: Kitty Rutherford, kitty.rutherford@dpi.nc.gov
Task 1
Rote Counting

Materials
None

Correct Responses
- Counts to 100 by tens (10, 20, 30, 40, 50, 60, 70, 80, 90, 100).
- Counts consecutively by ones from 78 to 100.

Task Directions
- Say: “Count to 100 by tens.”
- Say: “Start at the number 78 and count by 1’s to 100.”
  If the student is unable to start at 78 then start with 1 and count to 100.

Proficiency Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>The student counts randomly with numerous omissions or repetitions in either counting sequence.</td>
</tr>
<tr>
<td>Level II</td>
<td>The student omits or repeats a number in either counting sequence OR The student hesitates repeatedly or labors over the next number(s) in either counting sequence.</td>
</tr>
<tr>
<td>Level III</td>
<td>The student rote counts from 78 to 100 by ones AND from 0-100 by tens correctly, without skipping numbers, repeating numbers, or hesitating. Student does not have to start at 0, the student may start at 10.</td>
</tr>
</tbody>
</table>

Domain: Counting and Cardinality
Cluster: Know number names and count sequence.
Standard: K.CC.1 Count to 100 by ones and tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Task 2  
Counting Objects

Domain: Counting and Cardinality  
Cluster: Count to tell the number of objects.  
Standard: K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  
K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Materials  
Beach Image

Task Directions

- Say: “Please look at the beach picture. How many umbrellas are there?” If the child must recount the set, he has not attached quantity to the task of counting and should be marked as a Level 1.
- Say: “How many starfish are there?”
- Say: “How many fish are there?”
- Say: “There are two types of shells on the beach. How many shells are there?”

Note: You may point to identify an object if a child is unsure of which item they should be counting.

Correct Response
Is able to count/determine:  
a) 12 umbrellas (straight line in pairs)  
b) 20 starfish (rectangular array)  
c) 5 fish (scattered)  
d) 10 shells (scattered)

Proficiency Rubric

<table>
<thead>
<tr>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>Level I</td>
<td>The student is able to count 0-1 sets. Issues determining the quantity might include 1-to-1 correspondence, trouble tracking, or trouble with the number sequence. The student does not connect quantity with the counting process.</td>
</tr>
<tr>
<td>Level II</td>
<td>The student is able to count 2-3 sets and state the quantity using somewhat efficient tracking methods. The student might have trouble tracking, might not know the number sequence from 0-20, or might only be able to count linear objects and not scattered objects. Counting is inconsistent.</td>
</tr>
<tr>
<td>Level III</td>
<td>The student is able to count all 4 sets using efficient tracking methods. Counting is accurate and easy (without hesitation) for the child.</td>
</tr>
<tr>
<td>Level IV</td>
<td>The student is able to consistently use groups and number relationships to complete the task. The student might count the umbrellas by groups of 2, the starfish by groups of 5 or 10, and when counting the 5 scattered fish, might say, “I see 3 and 2, which is 5.”</td>
</tr>
</tbody>
</table>
Task 2
Beach Image
Task 3
Counting Out a Set & Concept of “One More”

Domain: Counting and Cardinality
Cluster: Count to tell the number of objects.
Standard: K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
c. Understand that each successive number name refers to a quantity that is one larger.
K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Materials
12 counters (such as cubes or chips)

Correct Response
- Accurately counts out 8 objects.
- Accurately states amounts when 1 more is added (9 & 10)

NOTE: If students self-corrects (recognizes an error on their own and states the correct answer), then the item is considered correct.

Task Directions
- Place the 12 counters in a pile on the table.
- Say: “Please get 8 counters.”
- Ask the following questions:
  o Push 1 more counter into the student’s pile and ask, “How many do you have now?”
  o Repeat once adding 1 more counter to the pile and asking again, “How many do you have now?”

Proficiency Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>The student is unable to count out 8 objects OR identify the new quantity when asked.</td>
</tr>
<tr>
<td>Level II</td>
<td>The student correctly counts out 8 objects and identifies 1 of the new quantities OR identifies both new quantities with hesitation. The child hesitates or you can tell the child is mentally recounting. The student miscounted when asked to count out 8 objects but was able to identify either 1 or both of the amounts when one more was added.</td>
</tr>
<tr>
<td>Level III</td>
<td>The student correctly counts out 8 objects and identifies the new quantities (9 &amp; 10) without counting. There is no hesitation when asked, “How many do you have now?”</td>
</tr>
</tbody>
</table>
Task 4
Comparing Numbers

Domain: Counting and Cardinality
Cluster: Compare numbers.
Standard: K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Includes groups up to ten objects)
K.CC.7 Compare two numbers between 0 and 10 presented as written numerals.

Task Directions

- Say: “Ann and Bob are playing a game with dominos. Each person finds their total number of dots and the person with the most dots wins the turn. On the first turn, Ann had this domino (show 4 & 2) and Bob had this domino (show 4 & 3). Which domino has more dots?”

- Say: “On the next turn, Ann turned over this domino (show 3 & 2) and Bob turned over this domino (show 4 & 4). Which domino has fewer dots?”

- Repeat with Ann having 5 & 4 and Bob having 7 & 2. Ask: “What happened on this turn?”

- Say: “After playing dominos, Ann and Bob played a similar game with cards. I’m going to show you their cards for 3 turns. For each turn I show you, decide if Ann had more, less or the same as Bob.” Show these comparisons one at a time:
  - Ann (2) Bob (5)
  - Ann (3) Bob (3)
  - Ann (8) Bob (7)

Correct Response
Accurately compares amounts:
1) 7 is more than 6.
2) 5 is less than 8.
3) 9 is equal to 9.
4) 2 is less than 5.
5) 3 is equal to 3.
6) 8 is more than 7.

NOTE: If students self-corrects (recognizes an error on their own and states the correct answer), then the item is considered correct.

Proficiency Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level I</td>
<td>The student is able to accurately answer 0-3 tasks.</td>
</tr>
<tr>
<td>Level II</td>
<td>The student is able to accurately answer 4-5 tasks.</td>
</tr>
<tr>
<td>Level III</td>
<td>The student is able to accurately answer all 6 tasks.</td>
</tr>
</tbody>
</table>
Task 4
Domino Cards
(Please cut apart or substitute with real dominos)

Ann

Bob

Ann

Bob

Ann

Bob
Task 4
Quantity Cards
(Please cut apart)

2 5 3
3 8 7
Task 5
Addition & Subtraction
Part One (of Two)

Domain: Operations and Algebraic Thinking
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Standard: K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sound, acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Materials
- Paper
- Pencil
- Cubes or counters
- Optional Student Form

Task Directions
- Say: “I am going to tell you a story. Please use either the paper and pencil or the materials on the table to show me what happened in the story.”
- Say: “My friend had 4 stickers. I gave her 2 stickers. How many stickers does she have now?”

Correct Response
The correct answer is 6 stickers. Students do not have to include the word stickers. 6 is sufficient. The student needs to accurately represent the action of having 4 and adding 2 more to make 6. If the student “just knows” the answer, have the student prove it is correct by modeling or representing the problem.

Proficiency Rubric

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<tr>
<th>Level</th>
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<tbody>
<tr>
<td>Level I</td>
<td>The student incorrectly solves the problem AND does not use objects, words, pictures, or numbers to solve or show how the problem was solved.</td>
</tr>
<tr>
<td>Level II</td>
<td>The student incorrectly solves the problem, but uses objects, words, pictures, or numbers to solve or show how the problem was solved OR The student correctly solves the problem, but does not use objects, words, pictures, or numbers to solve or show how the problem was solved.</td>
</tr>
<tr>
<td>Level III</td>
<td>The student correctly solves the problem AND uses objects, words, pictures, numbers, or facts to solve or shows how the problem was solved.</td>
</tr>
</tbody>
</table>
My friend had 4 stickers. I gave her 2 stickers. How many stickers does she have now?"

Show your thinking with objects, words, pictures or numbers.
Task 5
Addition & Subtraction
Part Two (of Two)

Domain: Operations and Algebraic Thinking
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Standard: K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sound, acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Materials
Paper
Pencil
Cubes or counters
Optional Student Form

Correct Response
The correct answer is 3 cookies. The student does not have to include the word “cookies” in their response. 3 is sufficient. Students need to accurately represent the action of having 7 and taking away 4 to make 3 OR counting up from 4 to make 7. If the student “just knows” the answer, have the student prove it is correct by modeling or representing the action of the problem.

Task Directions
- Say: “I am going to tell you a story. Please use either the paper and pencil or the materials on the table to show me what happened in the story.”
- Say: “Benny had 7 cookies. He gave 4 of them to his friends. How many cookies does he have now?”

Proficiency Rubric

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<tr>
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<tbody>
<tr>
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<td>The student incorrectly solves the problem AND does not use objects, words, pictures, or numbers to solve or show how the problem was solved.</td>
</tr>
<tr>
<td>Level II</td>
<td>The student incorrectly solves the problem, but uses objects, words, pictures, or numbers to solve or show how the problem was solved OR The student correctly solves the problem, but does not use objects, words, pictures, or numbers to solve or show how the problem was solved.</td>
</tr>
<tr>
<td>Level III</td>
<td>The student correctly solves the problem AND uses objects, words, pictures, numbers, or facts to solve or shows how the problem was solved.</td>
</tr>
</tbody>
</table>
Benny had 7 cookies. He gave 4 of them to his friends. How many cookies does he have now?

Show your thinking with objects, words, pictures or numbers.
Task 6
Decomposing Numbers

<table>
<thead>
<tr>
<th>Domain:</th>
<th>Operations and Algebraic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster:</td>
<td>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</td>
</tr>
<tr>
<td>Standard:</td>
<td><strong>K.OA.3</strong> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation.</td>
</tr>
</tbody>
</table>

**Materials**
- Paper
- Pencil
- Color Tiles (or other manipulative): You will need at least 4 of one color and at least 4 of a second color.

**Task Directions**
- Say: “I am trying to find all the ways I can make 4 using 2 numbers. For example, I can make 3 by combining 2 and 1 or 3 and 0. Can you help me make 4? You may use any of the materials on the table. You may write equations or draw pictures of your thinking to help me understand.”
- Once the student stops working, say: “Is there another way I can make 4?” You may ask this question as many times as necessary until the student can no longer generate solutions.

**Proficiency Rubric**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>The student is unable to show a way to make 4.</td>
</tr>
<tr>
<td>II</td>
<td>The student is able to show 1 way to make 4. (Turn-Arounds or Reciprocals such as 1&amp;3 and 3&amp;1 are considered 1 way during this task.)</td>
</tr>
<tr>
<td>III</td>
<td>The student is able to show at least 2 ways to make 4.</td>
</tr>
<tr>
<td>IV</td>
<td>The student is quickly and easily able to describe all 3 ways to make 4. The student’s work should represent an organized list or showing a <strong>systematic way</strong> of thinking. (For example, <strong>4 reds</strong> &amp; 0 blues; <strong>3 reds</strong> &amp; 1 blue; <strong>2 reds</strong> &amp; 2 blues instead of random listings such as 4 reds and 0 blues; 2 blues &amp; 2 reds, 0 reds &amp; 4 blues)</td>
</tr>
</tbody>
</table>
Task 7
Making Ten

Domain: Operations and Algebraic Thinking
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Standard: K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Materials
Student Image Cards
(Please cut apart)
Ten frame
Counters

Correct Response
Correctly matches pairs that make ten (1 and 9, 2 and 8, 3 and 7, 4 and 6, 5 and 5)
It is OK for students to self correct while making matches.

Task Directions
- Part I - Spread all the student image cards on the table:
- Say: “I want you to choose a card. Put that number of counters on the ten frame. Tell me how many more counters you need to make a 10.”
- Repeat task using three to five different student image cards.
- Part II – If students were successful in part I, repeat task without using a ten frame.

Proficiency Rubric

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>Level I</td>
<td>The student correctly makes a 10 with 0-2 pairs with a ten frame.</td>
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<tr>
<td>Level II</td>
<td>The student correctly makes a 10 with 3-4 pairs with a ten frame.</td>
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<tr>
<td>Level III</td>
<td>The student correctly makes a 10 with 5 pairs with AND without the ten frame.</td>
</tr>
</tbody>
</table>
Task 7
Student Image Cards
(Please cut apart)
Task 7
Ten Frame

<p>| | | | | |</p>
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Task 8
Foundational Place Value

Domain: Number and Operations in Base Ten
Cluster: Work with numbers 11-19 to gain foundations for place value.
Standard: K.NBT.1 Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18=10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.

Task Directions

- Give the student 14 counters.
- Say: “I have some counters. How many do you think there might be.”
- Ask: “Do you think they will fit on the ten frame? Use the ten frame to find out how many counters there are.”
- After completion of the task, ask: “Did you have enough to fill the ten frame? How many did not fit on the ten frame? How many counters are there in all?
- Repeat with 12 counters.

Correct Response

- Student should estimate.
- Student should place 10 counters on the ten frame.
- (With 14 counters): Yes, 4, 14
- (With 12 counters): Yes, 2, 12

Proficiency Rubric

<table>
<thead>
<tr>
<th>Level I</th>
<th>Incorrectly determines the total amount for both of the tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incorrectly writes the total amount for both of the tasks.</td>
</tr>
<tr>
<td>Level II</td>
<td>Incorrectly determines the total amount for one of the tasks.</td>
</tr>
<tr>
<td></td>
<td>Incorrectly writes the total amount for one of the tasks.</td>
</tr>
<tr>
<td></td>
<td>States the total amount, but does not discuss that there is a collection of ten counters and some (4, 2) counters leftover.</td>
</tr>
<tr>
<td>Level III</td>
<td>Determines the total amount correctly.</td>
</tr>
<tr>
<td></td>
<td>Writes the total amount correctly.</td>
</tr>
<tr>
<td></td>
<td>States that there are 10 counters on the ten frame and some (4, 2) leftover.</td>
</tr>
</tbody>
</table>

Materials

20 Counters
Ten Frame Example with 12 dots
Task 8
Foundational Place Value
Ten Frame
Task 9
Measurement

Domain: Measurement & Data  
Cluster: Describe and compare measurable attributes.  
Standard: K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  
K.MD.2 Directly compare two objects with a measurable attribute in common to see which object has “more of”/”less of” the attribute, and describe the difference.

Materials
Pool Image  
Comparison Images

Correct Response
Describing Attributes (Describe 2)  
Accept any measureable attribute. Possibly ideas include, but are not limited to:  
• How long  
• How wide  
• How deep  
• How much water it will hold  
• How many people will fit  
• How high the diving board is  
• How cold the water is  
• How long it takes to swim across  
Direct Comparisons  
Zoe has the longest kick board.

Task Directions
Question 1:  
• Say: “Zoe and Ben went to a new swimming pool with their mother. During the break, their mother asked them how they might measure the swimming pool so they can describe the new pool to the rest of their family. Look at the swimming pool. What could you measure?”

Question 2:  
• Say: “Zoe and Ben compared their kick boards. Who has the longest kick board?”

Proficiency Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>The student is unable to name a measurable attribute (regardless of whether they identify the longest kick board or not).</td>
</tr>
</tbody>
</table>
| Level II | • The student is able to name at least 1 measureable attribute AND identify the longest kick board  
• The student is able to name 2 measureable attribute but is not able to identify the longest kick board. |
| Level III | The student is able to name 2 measureable attributes AND identify the longest kick board. |
Task 10
Classifying, Identifying, and Analyzing Shapes

Domain: Measurement & Data
Geometry
Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and sphere).
Analyze, compare, create, and compose shapes
Standard: 
- K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- K.G. 4 Analyze and compare two-and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., having sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).

Materials
Shape Images (square, rectangle, cylinder, cone)
You may substitute actual 3-D shapes if you have them in your classroom.

Correct Response
Students may use informal language to state similarities and differences. Examples include, but are not limited to:
Square/Rectangle:
- Alike – they both have 4 corners
- Different – the square has 4 sides all the same but the rectangle has 2 long sides and 2 short sides.
Cylinder/Cone:
- Alike – they are both solids / 3-dimensional
- Different – the cylinder has circles on 2 ends but the cone only has a circle on one end.

Task Directions
- Say: Can you sort these shapes by two-D (flat) or 3-D (Solid)?”
- Say: “Look at this square and rectangle. How are they alike?” Record answer, then say: “How are they different?”
- Say: “Look at this cylinder and cone. How are they alike?” Record answer, then say: “How are they different?”

Proficiency Rubric

| Level I | Student can sort a few 2-dimensional and 3-dimensional shapes accurately The student is able to give 1 accurate example for 0-1 of the four parts of the question using everyday language. |
| Level II | Student can sort most 2-dimensional and 3-dimensional shapes accurately The student is able to give 1 accurate example for 2-3 of the four parts of the question using everyday language. |
| Level III | Student can sort all 2-dimensional and 3-dimensional shapes accurately. The student is able to give 1 accurate example for each of the four parts of the question using everyday language. |
Task 10
Classifying, Identifying, and Analyzing Shapes
*Shape Images (cut apart and mix)*

<table>
<thead>
<tr>
<th>Card 1</th>
<th>Card 2</th>
<th>Card 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shape 1]</td>
<td>![Shape 2]</td>
<td>![Shape 3]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 4</th>
<th>Card 5</th>
<th>Card 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shape 4]</td>
<td>![Shape 5]</td>
<td>![Shape 6]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card 7</th>
<th>Card 8</th>
<th>Card 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shape 7]</td>
<td>![Shape 8]</td>
<td>![Shape 9]</td>
</tr>
</tbody>
</table>
Task 10
Classifying, Identifying, and Analyzing Shapes
Shape Images Continued (cut apart and mix)
Task 11
Identifying & Composing Shapes

Domain: Geometry
Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
Standard: K.G.1 Describe objects in the environment using shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.2 Correctly name shapes regardless of their orientations or overall size.

Materials
Birthday Party Image

Correct Response
Positional Words: (Accept any reasonable response)
- Balloons, banner, triangles, ceiling
- Presents or party hat
- Under the table
- Plates and napkins
Shape Identification:
- In the birthday banner
- Party hat
- Cube

Task Directions
- Show the Birthday Party image to the student. Say: “Look at the picture. Can you find the hats? etc....”
- Ask:
  - “What is above the table?”
  - “What is beside the cake?”
  - “Where is the cat?”
  - “What is in front of the cake?”
- Ask: “Looking at the same picture,
  - “Point to a triangle.”
  - “Point to a cone.”
  - “What shape is this?” (Point to the cube present).

Proficiency Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>The student gives 0-2 correct responses.</td>
</tr>
<tr>
<td>Level II</td>
<td>The student gives 3-5 correct responses.</td>
</tr>
<tr>
<td>Level III</td>
<td>The student gives 6-8 correct responses.</td>
</tr>
</tbody>
</table>
Task 11
Identifying & Composing Shapes
Birthday Party Image
Task 12
Fact Fluency & Writing Numbers

<table>
<thead>
<tr>
<th>Domain:</th>
<th>Operations &amp; Algebraic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster:</td>
<td>Understand addition as putting together, and adding to, and understand subtraction as taking apart and taking from.</td>
</tr>
<tr>
<td>Standard:</td>
<td>K.OA.5 Fluently add and subtract within 5.</td>
</tr>
</tbody>
</table>

**Materials**
- Paper
- Pencil
- Recording Sheet (1 per student)

**Correct Response**
Fact Fluency:
- 2
- 4
- 1
- 3

**Task Directions**
- Say: “I am going to tell you a story problem. Tell me the answer to the story problem as quickly as you can?”
- Carefully observe the student as the problems are solved. Students should be able to determine an answer to a problem within 5 seconds. (Count 1 one-thousand, 2 ones-thousand, …)

**Proficiency Rubric**

<table>
<thead>
<tr>
<th>Level I</th>
<th>The student is unable to solve the problems within 5 second windows.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II</td>
<td>The student solves 0-2 of the problems within the 5 second windows.</td>
</tr>
<tr>
<td>Level III</td>
<td>The student is able to answer 3-4 problems within a 5 second window regardless of the strategy used (just knowing, counting on, using number relationships).</td>
</tr>
</tbody>
</table>
1. There are 5 birds in the tree. 3 birds fly away. How many birds are left?

2. I have 2 pencils. My teacher gave me two more pencils. How many pencils do I have?

3. There were four students on the bus. Three students got off the bus. How many students are left on the bus?

4. I had 5 chocolate chips. I gave my friend two chocolate chips. How many chocolate chips do I have left?