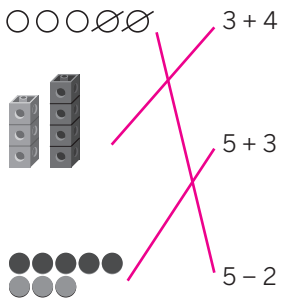
TEKS	K.2.A	K.2.D	K.3.A	K.3.B	K.3.C	K.1.A	K.1.C
Problem(s)	7	7	2–6	1–6	1–6	2–6	2–6

Problem 1

TEKS: K.3.B, K.3.C

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response:  	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who draw a line matching the top image to the middle expression and the bottom image to the bottom expression understand the amounts of objects shown in the images and need additional support in understanding whether they represent addition or subtraction. or Students match 2 expressions to the correct images.	Response shows **incomplete understanding** with significant errors. E.g., Students who match 1 expression to the correct image may need more support matching the other expressions to the corresponding image.	Response shows **limited understanding.**

Problem 2

TEKS: K.3.A, K.3.B, K.3.C, K.1.A, K.1.C

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 5 Sample work shown. 	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 5 but do not add a representation may need additional support to show how they calculated the answer using a math tool.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 4 or 6 have an understanding of adding to find the answer in a story problem and may need more support adding correctly. or Students who write 1 may have an understanding of how to read a math story problem and may need more support in choosing between addition and subtraction.	Response shows **limited understanding.**

Math Process Standards: Use math tools to apply mathematics to a problem arising in everyday life, society, and the workplace. **(K.1.A, K.1.C)**

Problem 3

TEKS: K.3.A, K.3.B, K.3.C, K.1.A, K.1.C

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 4 Sample work shown. 	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 4 but do not add a representation may need additional support to show how they calculated the answer using a math tool.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 3 or 5 have an understanding of subtraction to find the answer in a story problem and may need more support subtracting correctly. or Students who write 6 may have an understanding of how to read a math story problem and may need more support in choosing between addition and subtraction.	Response shows **limited understanding.**

Math Process Standards: Use math tools to apply mathematics to a problem arising in everyday life, society, and the workplace. **(K.1.A, K.1.C)**

Problem 4

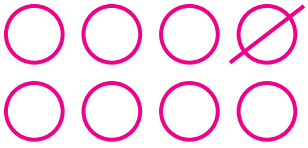
TEKS: K.3.A, K.3.B, K.3.C, K.1.A, K.1.C

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 5 Sample work shown. 	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 5 but do not add a representation may need additional support to show how they calculated the answer using a math tool.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 4 or 6 have an understanding of addition to find the answer of a math expression and may need more support adding correctly.	Response shows **limited understanding.**

Math Process Standards: Use math tools to apply mathematics to a problem arising in everyday life, society, and the workplace. **(K.1.A, K.1.C)**

Problem 5

TEKS: K.3.A, K.3.B, K.3.C, K.1.A, K.1.C

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 7 Sample work shown. 	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 7 as the correct answer without adding a representation may need additional support to show how they calculated the answer using a math tool.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 6 have an understanding of subtraction to find the answer of a math expression and may need more support subtracting correctly. or Students who write 9 have an understanding of addition and may need more support understanding subtraction.	Response shows **limited understanding.**

Math Process Standards: Use math tools to apply mathematics to a problem arising in everyday life, society, and the workplace. **(K.1.A, K.1.C)**

Problem 6

TEKS: K.3.A, K.3.B, K.3.C, K.1.A, K.1.C

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 3 Sample work shown. 	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 3 as the correct answer without a representation may need additional support to show how they calculated the answer using a math tool.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 0 have an understanding of addition to find the answer of a math expression and may need more support adding correctly.	Response shows **limited understanding.**

Math Process Standards: Use math tools to apply mathematics to a problem arising in everyday life, society, and the workplace. **(K.1.A, K.1.C)**

Problem 7

TEKS: K.2.A, K.2.D

4 Meeting	3 Approaching	2 Developing	1 Beginning
Correct response: 7	Response shows **conceptual understanding** with minor errors, omissions, and/or incomplete reasoning. E.g., Students who write 7 backwards understand how to count accurately and may need more support in writing the number with accuracy.	Response shows **incomplete understanding** with significant errors. E.g., Students who write 6 or 8 may understand the need to count all the objects and may need additional support to count accurately. or Students who write 3 or 4 may understand that they need to count and may need additional support to understand the importance of counting all the objects.	Response shows **limited understanding.**