

EMDI Scoring Guide: Kindergarten

3: ON TARGET Shows automaticity and/or uses appropriate strategy for grade level; able to explain thinking and makes no mistakes or self corrects without prompting.

2: CLOSE TO TARGET Has good core understanding but it is not completely developed; growing fluency and ability to explain thinking; may need prompting.

1: BELOW TARGET Shows some understanding but has gaps or flaws in thinking, fluency and explanation.

0 VERY BELOW TARGET Shows little to no understanding.

*NOTE: Only grade level items are included on the scoring guide. (Foundational skills are not included, though a score of 1 could be given if there is evidence of understanding at the grade below. Make a note in the item comment space to support the score.) Two possible summary sheets are included at the end of this scoring guide based on your need for data collection and share out.

ITEM 1 Count a Collection	A. Creates a set of 12.	0	1	2	3	Total
	B. Restates 12 without counting.	0	1	2	3	
	C. Writes the number 12.	0	1	2	3	
Scoring Notes						
Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described. A backward 2 in the number 12 would be scored as a three.						
Score as a 2 if...		Score as a 1 if...		Score as a 0 if...		
● A: Mistags to create 12, but able to correct when asked how many are in the collection ● A: transposes the sequence of two numbers when counting, but still counts 12 ● B: Counts all, but when prompted to not count, is able to say twelve.		● Tags accurately to ten, but then loses track beyond ten. ● Tags assigning one number per counter, but confuses number names. ● B: Counts all. When prompted, there is a pause. Student is observed counting in head before saying 12.		● A: Not able to create a set of 12 (cannot count to 12 accurately) ● A: Keeps counting until all objects are counted; not stopping at twelve. ● B: Counts all touching each counter to say how many even after prompting ● C: Not able to write 12 correctly (ie. writes 21)		

Name _____ Age ____ Grade ____ Teacher _____ Date _____

ITEM 2 Forward Number Sequence	A. Counts from 1 to 45.	0	1	2	3	Total
	B. Names the number after 12 is 13.	0	1	2	3	
	C. Names the number after 39 is 40.	0	1	2	3	
	D. Counts from 36 to 52.	0	1	2	3	
	E. Counts by 10s to 100.	0	1	2	3	
						/15

Scoring Notes

Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
● leaves out one number after thirty - or ● transposes the sequence of two numbers when counting	● leaves out a number and transposes the sequence of two numbers ● backs up to a multiple of ten and count to go forward	● consistently shows misunderstanding of the sequence of numbers ● can not name the number after without counting ● counts from one to count forward

ITEM 3 Backward Number Sequence	A. Counts down by ones from 12.	0	1	2	3	Total
						/3

Scoring Notes

Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
● includes zero after being prompted ● counts up first to then count down ● transposes the sequence of two numbers and self-corrects	● leaves out zero after prompted ● leaves out a number other than zero ● transposes the sequence of two numbers ● can only count down from ten	● cannot count back accurately to zero ● consistently shows misunderstanding of the sequence of numbers ● only counts forward

Name _____ Age ____ Grade ____ Teacher _____ Date _____

ITEM 4 Subitize Dice Patterns	A. Recognizes 4.	0	1	2	3	Total /12
	B. Recognizes 6.	0	1	2	3	
	C. Recognizes 3.	0	1	2	3	
	D. Recognizes 5.	0	1	2	3	

Scoring Notes

Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
● Student gives two amounts, such as for 4: “two and two” and ● When prompted, student can give total	● Student is observed counting the dots (not instant recognition)	● Needs to touch the dots to count how many ● Does not recognize the amount

ITEM 5 Identify Teen Numbers	A. Identifies 14, 17, 20.	0	1	2	3	Total /9
	B. Identifies 12, 16, 18.	0	1	2	3	
	C. Identifies 11, 15, 19, 13.	0	1	2	3	

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 3 if...	Score as a 1 if...	Score as a 0 if...
● number is identified correctly ● number is self-corrected within three seconds with no prompting	● not all numbers in questions are identified correctly ● number is identified correctly, but with prompting or takes longer than three seconds	● number is identified incorrectly ● counts up to identify the number ● attempts self-correction unsuccessfully

Name _____ Age ____ Grade ____ Teacher _____ Date _____

ITEM 6 Compare Numbers	A. Identifies 5 as less than 9. (dots)	0	1	2	3	Total /12
	B. Identifies 4 and 4 as equal. (dots)	0	1	2	3	
	C. Identifies 7 as greater than 3.	0	1	2	3	
	D. Identifies 6 as less than 8.	0	1	2	3	

Scoring Notes

Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
● touches each dot on the cards to compare accurately	● builds representation and lines them up to compare	● Does not understand meaning of less/more/equal(same) ● not able to give any reason ● C or D: number recognition gets in the way of comparing

ITEM 7 Add/Subtract Fluently Within 5	A. $4 + 1$	0	1	2	3	Total /12
	B. $2 + 3$	0	1	2	3	
	C. $5 - 3$	0	1	2	3	
	D. $3 - 2$	0	1	2	3	

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described. Fluent facts should be automatic-within 3 seconds with no apparent counting strategy used.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
● correct, uses a counting strategy to solve (within 3 seconds) ● correct, uses another known fact to solve (within 3 seconds)	● correct, uses a counting strategy to solve (more than 3 seconds) ● correct, uses another known fact to solve (more than 3 seconds)	● incorrect or no response

Name _____ Age ____ Grade ____ Teacher _____ Date _____

ITEM 8 Making 10 (Ten frames)	A. $5 + \underline{\quad} = 10$	0	1	2	3	Total /9
	B. $7 + \underline{\quad} = 10$	0	1	2	3	
	C. $2 + \underline{\quad} = 10$	0	1	2	3	
Scoring Notes						
Use the table as a guide. Only one bullet needs to be observed to score at the level described.						
Score as a 2 if...		Score as a 1 if...		Score as a 0 if...		
● correct, needs to use manipulatives to solve ● correct, but reasoning is difficult to follow		● correct but loses track of reasoning and needs prompting to justify		● incorrect response ● reasoning does not support correct response		

ITEM 9 Word Problems	A. Solves 6 apples + 3 apples = ____	0	1	2	3	Total /6
	B. Solves 8 birds – 5 birds = ____	0	1	2	3	
Scoring Notes						
Use the table as a guide. Only one bullet needs to be observed to score at the level described. A student who does not say the units with their answer, can score 3 points if they can identify the correct units when prompted. Rereading the problem to a student is not considered prompting and 3 points can still be given.						
Score as a 2 if...		Score as a 1 if...		Score as a 0 if...		
● correct strategy and unit, but makes a small error in calculation and finds error when prompted ● correct, but reasoning is difficult to follow		● correct answer, but not able to identify the unit even when prompted ● reasoning does not support correct response ● correct strategy and unit, but makes a small error in calculation		● incorrect response		

Name _____ Age ____ Grade ____ Teacher _____ Date _____

Kindergarten Results										
Category	1	2	3	4	5	6	7	8	9	Total
Earned Points										
Possible Points	9	15	3	12	9	12	12	9	6	87
Comments:										

Name _____ Age ____ Grade ____ Teacher _____ Date _____

Kindergarten Results				
	0 Very Below Target	1 Below Target	2 Close to Target	3 On Target
# of times student earned this score				
Comments:				