2023–2024

Georgia's Early Intervention Program (EIP)
Mathematics K-5 Rubrics

NOTE: The EIP eligibility criteria for student placement and exit decisions must be supported by and consistent with multiple forms of student achievement data/evidence, including teacher checklists and available assessment results.

Please continue to be prepared upon request to provide access to your placement and exit determination materials, including teacher checklists, student assessment data, and other forms of multiple criteria. These documents should be in compliance with State and local records' retention policies.

Mathematics Rubric – The rubric score varies by grade level, e.g., a total score of less than (<) 14 on the EIP Kindergarten rubric, in addition to one other data source, indicates eligibility for EIP services. (See Chart Below)

Grade Level	Mathematics total score of less indicating eligibility for EIP services
K	14
1	15
2	17
3	14
4	17
5	23

NOTE: The EIP Mathematics Rubrics will be updated and aligned during the 2023-2024 school year to the Georgia Standards of Mathematics. The current rubrics remain aligned to the Georgia Standards of Excellence.

Mathematics: Kindergarten Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age** _____ **Teacher**_____**Date** _____

These rubrics have been based on the Georgia Early Learning and Development Standards (GELDS) and are referenced to the Kindergarten Mathematics Standards. Specific standards/domains were selected based on critical areas of focus (CAF) in kindergarten mathematics. Students may qualify for EIP in math.

Has the student attended a Pre-K Program? Yes No Has the student attended a Daycare Program? Yes No
Has the student been previously retained in Kindergarten? Yes No
Has student ever been identified as an EL? Yes No In what grade? _____
Is the student currently receiving ESOL services? Yes No
If yes, please list the student's current level of English proficiency (current ACCESS test results):
Listening:_____ Speaking:_____ Reading:_____ Writing:_____

Oral Language Composite _____ Literacy Composite _____ Comprehension Composite _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Kindergarten Mathematics Critical Areas of Focus (CAF) *Note: EIP eligibility is based on not meeting the previous year's standards.*		**Rating 0,1, 2, 3**	**Sample Assessment**
CAF K#1 Representing, relating, and operating on whole numbers, initially with sets of objects.	**CD-MA1.4a** Recites numbers up to 20 in a sequence **CD-MA1.4f** Tells numbers that come before and after a given number up to 10		☐ Please count to 25 for me starting at 1. ☐ Please start counting backwards for me like this: 11, 10, 9,8,.. I will tell you when to stop. (Stop at zero.) Please start counting forward for me like this.. 9,10, 11, …, I will tell you when to stop. (Stop at 21.) *Look for confusion between "teen" and "ty" numbers.* *Ability to count forward and backwards is closely related to ability to compose and decompose number.*
CAF K#1	**CD-MA2.4a** Matches two equal sets using one-to-one correspondence and understands they are the same		☐ Can you count out the same number of counters as you see here? (show a dot card with any quantity below 10)
CAF K#1	**CD-MA2.4b** Counts at least 10 objects using one-to-one correspondence		☐ Please count these for me (10 counters in a line) and touch each one as you count. *(one correct number per object)*
CAF K#1	**CD-MA1.4d** Describes sets as having more, less, same as/equal		☐ Are there (more, less, the same number) of counters here? (two sets of objects, each set a quantity under 10)
CAF K#1	**CD-MA1.4c** Matches numerals to sets of objects with the same number, 1-10		☐ Present student with a pile of counters. Say, "Please get 8 counters for me." ☐ How many dots do you see? Show dot cards, zero to 10. *This is an opportunity to watch for ability to subitize quantities shown on dot cards.*
CAF K#1	**CD-MA1.4b** Recognizes numerals and uses counting as part of play and as a means for determining quantity		☐ Show number cards (any 1-20) one at a time, and ask, "What is this number?"

CAF K#2 **Describing shapes and space**	**CD-MA6.4a** Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes		☐ Show me a (circle, rectangle, triangle) in our room. ☐ How many sides does the (triangle, rectangle) have?
CAF K#2	**CD-MA6.4b** Combines simple shapes to form new shapes		☐ Can you make rectangle with these triangles?
CAF K#2	**CD-MA5.4a** Uses appropriate directional language to indicate where things are in their environment: positions, distances, order		☐ Can you put the circle (above, below, beside) the (square, triangle, rectangle)?
Total Score:			**Total score of < 14 indicates eligibility for EIP services**

Critical Area of Focus (CAF): There are two critical areas of focus in Kindergarten. (See Mathematics, Kindergarten Critical Areas of Focus) Pre-K – Georgia Early Learning and Development Standards (GELDS) http://gelds.decal.ga.gov/

Mathematics: First Grade Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age** _____ **Teacher**_____**Date** _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in First Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? **Yes** **No** **In what grade?** _____
Has the student been previously enrolled in EIP? **Yes** **No** **In what grade?** _____
Has the student ever been identified as an EL? **Yes** **No** **In what grade?** _____
Is the student currently receiving ESOL services? **Yes** **No**
If yes, please list the student's current level of English proficiency (current ACCESS test results):
Listening:_____ **Speaking:**_____ **Reading:**_____ **Writing:**_____

Oral Language Composite _____ **Literacy Composite** _____ **Comprehension Composite** _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

First Grade Mathematics Critical Areas of Focus (CAF) ***Note: EIP eligibility is based on not meeting the previous year's standards.***		**Rating 0,1, 2, 3**	**Sample Assessment**
CAF 1#1-Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.	**MGSEK.OA.2** Solve addition and subtraction word problems, and add and subtract within 10.		▯ Here are 3 counters (place in hand) Here are 4 more (place in other hand) How many do you have altogether? ▯ Show the number sentences one at a time and say, "What is (read number sentence*)?" Allow student to use counters if necessary.* 5+4, 2+8, 3+3, 7+3, 10-5 *Listen for use of various strategies. If student's **only** strategy is counting all (either fingers or counters) to determine the answer, rate as a 1.*
CAF 1#1	**MGSEK.OA.3** Decompose numbers less than or equal to 10 into pairs more than one way. (drawings need not include an equation)		▯ When I show you these numbers, please tell me the number before it, that is, the number that is one less: 4, 9, 6, 8. ▯ What two numbers can I add together to make (show any number cards 3-10)? Can you think of another way?
CAF 1#1	**MGSEK.OA.4** For any number one to 9, find the number that makes 10 when added to the given number		▯ Show number or dot cards (up to 9), or ten frames filled with quantities from 0-9, and ask, "How many more to make 10?

CAF 1#1	**MGSEK.OA.5** Fluently add and subtract within 5.		Show the number sentences (below) one at a time and say, “What is (read number sentence)?” 2+3, 1+4, 5+0, or other combinations to 5. *Student should respond quickly without counting on fingers or bobbing head (indicates internal counting). As a guideline allow 3-5 seconds (count 1001, 1002, 1003…) for each answer.*
CAF 1#2- Developing understanding of whole number relationships and place value, including grouping tens and ones.	**MGSEK.CC.1** Count to 100 by ones and by tens.		Please start counting for me like this: 1,2,3,4,..I will tell you when to stop. Stop student at 42. Please skip count for me in tens, starting at 10. I will tell you when to stop. Stop student at 50.

First Grade Mathematics Critical Areas of Focus (CAF) *Note: EIP eligibility is based on not meeting the previous year's standards.*		Rating 0,1, 2, 3	Sample Assessment
CAF 1#2	**MGSEK.CC.2 –** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		▯ When I show you the number, please tell me the number after it, that is, the number that is one more: 9, 3, 7, 13, 11, 19.
CAF 1#2	**MGSEK.NBT.1 -** Compose and decompose numbers from 11-19 into ten ones and further ones.		▯ Place a full ten frame horizontally in front of student. Say, "Here are ten dots." Next, place a full five frame horizontally in front of student. Say, "Here are five more dots. How many are there altogether?" *(If student counts all dots to find how many, they are not using an understanding of ten and some more)*
CAF1#3 Developing understanding of linear measurement and measuring lengths as iterating length units.	**MGSEK.MD.2** Directly compare two objects with a measureable attribute in common, to see which has "more of"/ "less of" the attribute and describe the difference.		▯ Here are two trains (two different lengths of snapped together unifix cubes or similar connected items, such as same sized paper clips). Say, "Can you tell me which train is longer? How many cubes/clips longer?"
CAF 1#4 Reasoning about attributes of, and composing and decomposing geometric shapes.	**MGSEK.G.4** Analyze and compare two and three dimensional shapes, in different sizes and orientations.		▯ Give student a set of attribute blocks. Say, "These blocks are all mixed up. Can you sort them into groups? Tell me about your groups and how you have sorted them. How is this shape different from this one?" *If student is able to sort, listen for mathematical language describing groups. If student sorts by color, ask if they can sort another way in order to elicit mathematical language.*
CAF 1#4	**MGSEK.G.6** Compose simple shapes to form larger shapes.		▯ Can you make a rectangle (for example) using these shapes? (give an assortment of pattern or attribute blocks or 3-D shapes)
Total Score:			**Total score of < 15 indicates eligibility for EIP**

Critical Area of Focus (CAF): There are four critical areas of focus in First Grade. (See Mathematics, First Grade Critical Areas of Focus)

Mathematics: Second Grade Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age** _____ **Teacher**_____**Date** _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in Second Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? Yes No In what grade? _____
Has the student been previously enrolled in EIP? Yes No In what grade? _____
Has the student ever been identified as an EL? Yes No In what grade? _____
Is the student currently receiving ESOL services? Yes No
If yes, please list the student's current level of English proficiency (current ACCESS test results):
Listening:_____ **Speaking:**_____ **Reading:**_____ **Writing:**_____

Oral Language Composite _____ **Literacy Composite** _____ **Comprehension Composite** _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Second Grade Mathematics Critical Areas of Focus (CAF) ***Note: EIP eligibility is based on not meeting the previous year's standards.***		**Rating 0,1, 2, 3**	**Sample Assessment**
CAF 2#1 Extending understanding of base-ten notation	**MGSE1.NBT.1** Count to 120, starting at any number less than 120.		☐ When I show you the number, please tell me the number after it, that is, the number that is one more: 9, 3, 7, 13, 11, 19. ☐ Please start counting for me like this: 86, 87,88,..I will tell you when to stop. Stop student at 112.
CAF 2#1	**MGSE1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.		☐ How many tens in this number? (show a card with any two-digit number over 30, with 1-9 in the ones place)
CAF 2#1	**MGSE1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10 e.g., 24+9, 13+10, 27+40), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		☐ Show student the following (or similar) written on an index card and read aloud: *There are 40 cubes in one bucket, and 36 cubes in another bucket. How many cubes are there altogether?* Have the student explain aloud how they are working this out. If the student attempts to count all, stop, and score as a 1. Listen for place value strategy (counting on in tens), additive strategy (40+30=70, 70+6=76), or quick recall.

CAF 2#1	**MGSE1.NBT.5** Given a two-digit number, mentally find10 more or 10 less than the number, without having to count; explain the reasoning used		Place a full five frame horizontally in front of student. Say, “Here are five dots.” Next, place a full ten frame horizontally in front of student. Say, “Here are ten more dots. How many are there altogether?” Continue adding ten frames, (up to 6, total) and asking, “How many now?” *(If student counts all dots to find how many, they are not using an understanding of ten and some more. Student should say, 15, 25, 35,…65)*
CAF 2#1	**MGSE1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g., 70-30, 30-10, 60-60)		Place six full ten frames in front of student. Say, “Here are 60 dots.” Next, remove one ten frame and say, “How many now?” Continue to remove ten frames one at a time and ask, “How many now?” for as long as student is able to answer without counting the dots.

Second Grade Mathematics Critical Areas of Focus (CAF) *Note: EIP eligibility is based on not meeting the previous year's standards.*		Rating 0, 1, 2, 3	Sample Assessment
CAF 2#2 Building fluency with addition and subtraction	**MGSE1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Place 14 counters under an index card, on top of which is written and showing, 14-5=___. Remove 5, but hide them in your hand. Say, "There are 14 counters under this card. I am taking away 5 counters. How many are left under the card?" If student is unable to solve and cannot count back to solve (simplest strategy), or asks to see counters to solve, rate as a 1.
CAF 2#2	**MGSE1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)		For each number I show you, please tell me the number that is two numbers before that, that is the number that is two less. (show number cards such as 9, 6, 13, 11, 20, 30)
CAF 2#2	**MGSE1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.		Show the number sentences (below) one at a time and say, "What is (read number sentence)?" 2+3, 2+4, 5+3, or other combinations to 10. *Student should respond quickly without counting on fingers or bobbing head (indicates internal counting). As a guideline allow 3-5 seconds (count 1001, 1002, 1003…) for each answer.*
CAF 2#2	**MGSE1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.		Ask student what number makes the equation true in each of the equations: 8 + ? = 11, 5 = ___ - 3 , 6+6=_ ___, as the equations (or similar equations) are shown on index cards. Have student explain their thinking.
CAF 2#3 Using standard units of measure	**MGSE1.MD.2 –** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.		Give student a strip of construction paper (premeasured to ensure it is measurable in whole length units) and a pile of cubes, inch tiles, or same-sized paper clips, and ask, "Please use the (cubes, tiles, paper clips) to tell me how long this strip is in (cubes, tiles, paper clips).
CAF 2#4 Describing and analyzing shapes	**MGSE1.G.1-** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size);build and draw shapes to possess defining attributes		Give student a set of attribute blocks. Say, "These blocks are all mixed up. Can you sort them into groups? Tell me about your groups and how you have sorted them. How is this shape different from this one?" (If student is able to sort, listen for mathematical language describing groups. If student sorts by color or size, ask if they can sort another way in order to elicit mathematical language/defining attributes) Ask student to draw a shape that has only 3 straight sides (or similar question using defining attributes).
Total Score:			**Total score of < 17 indicates eligibility for EIP**

Critical Area of Focus (CAF): There are four critical areas of focus in Second Grade. (See Mathematics, Second Grade Critical Areas of Focus)

Mathematics: Third Grade Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age** _____ **Teacher**_____**Date** _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in Third Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? **Yes** **No** **In what grade?** _____
Has the student been previously enrolled in EIP? **Yes** **No** **In what grade?** _____
Has the student ever been identified as an EL? **Yes** **No** **In what grade?** _____
Is the student currently receiving ESOL services? **Yes** **No**
If yes, please list the student's current level of English proficiency (current ACCESS test results):
Listening:_____ **Speaking:**_____ **Reading:**_____ **Writing:**_____

Oral Language Composite _____ **Literacy Composite** _____ **Comprehension Composite** _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Third Grade Mathematics Critical Areas of Focus (CAF) *Note: EIP eligibility is based on not meeting the previous year's standards.*		**Rating 0, 1, 2, 3**	**Sample Assessment**
CAF 3#1 Developing understanding of multiplication and division and strategies for multiplication and division within 100	**MGSE2.OA.2 –**Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, *know from memory all sums of two one-digit numbers.*		Show the number sentences (below) one at a time and say, "What is (read number sentence)?" 2+3, 2+4, 5+3, 9+7, 8+8, or other combinations of two one-digit numbers. *Student should respond quickly without counting on fingers or bobbing head (indicates internal counting). As a guideline allow 3-5 seconds (count 1001, 1002, 1003…) for each answer.*
CAF 3#1	**MGSE2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.		Give student a pile of (12, 7, 15, 18) counters, and a piece of paper with a line down the center. Ask, "Is this an even number of counters, or an odd number of counters? You can use the paper and counters to figure this out." Once they have done so with an even number, have them write an equation to represent the two groups and the total. (6+6=12, 9+9=18)
CAF 3#1	**MGSE2.NBT.1 –** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: A) 100 can be thought of as a bundle of ten tens – called a "hundred." B) The numbers 100, ...900 refer to one, two, three,…or nine hundreds (0 tens and 0 ones).		Ask, "How many (hundreds, tens, ones) in the number 706? How many hundreds in 400?" How many tens in 100? How many tens in 200?"

CAF 3#1	**MGSE2.NBT.2 -** Count within 1000; skip-count by 5's, 10's, and 100s.		Please skip count for me by (5s, 10s, 100s) starting with (45, 70, 200) I will tell you when to stop. Stop counting (5s at 105, 10s at 210, 100s at 900)
CAF 3#2 Developing understanding of fractions, especially unit fractions (fractions with a numerator 1)	**MGSE2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words, halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		Show student a picture of a (circle, rectangle). Say, "Can you draw lines on this (circle, rectangle) to make equal shares for (2, 3, 4) ?" Point to one share, and ask, "What is this amount called? How many (halves, thirds, fourths) in the whole (circle, rectangle)?"

Third Grade Mathematics Critical Areas of Focus (CAF) *Note: EIP eligibility is based on not meeting the previous year's standards.*		Rating 0, 1, 2, 3	Sample Assessment
CAF 3#2	**MGSE2.MD.2** Measure the length of an object twice, using length units of different lengths for the two different measurements; describe how the two measurements relate to the size of the unit chosen.		Give student a strip of construction paper (premeasured to ensure it is measurable in whole length units) and separate piles of unifix cubes, color tiles, and/or same-sized paper clips, and ask, "Please use the (unifix cubes, tiles, paper clips) to tell me how long this strip is in (cubes, tiles, paper clips). Repeat with a different unit, and ask student why the measures are different for different units of measure.
CAF 3#3 Developing understanding of the structure of rectangular arrays and area	**MGSE2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to 5 columns; write an equation to express the total as a sum of equal addends.		Show student a set of 4 full 5 frames aligned into an array. Ask, "How many dots in all?" If student counts all to find total, rate as 1. *Listen for strategies such as skip counting (4,8,…or 5, 10, …) , additive strategies (5+5=10, 10+10+20, so 20 in all) or 4x5 as a known fact. These indicate development of understanding of array relationship.*
CAF 3#3	**MGSE2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		Give a student a geoboard and rubber bands. Say, "Make a rectangle using the rubber bands. Now, use rubber bands to divide the rectangle into equal squares. How many of these small squares are in the whole rectangle?" If no geoboard is available, use grid paper to draw and partition or give student a square piece of paper (cut index card), ask them to fold it to make small squares, and count to find how many small squares in all.
CAF 3#4 Describing and analyzing two-dimensional shapes	**MGSE2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		Ask student to draw a shape that has only 3 angles/sides (or similar question using defining attributes). Show triangle, quadrilateral, pentagon, hexagon, and cube, one at a time, and ask student to name.
Total Score:			**Total score < 14 indicates eligibility for EIP**

Critical Area of Focus (CAF): There are four critical areas of focus in Third Grade. (See Mathematics, Third Grade Critical Areas of Focus)

Mathematics: Fourth Grade Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age** _____ **Teacher**_____**Date** _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in Fourth Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? **Yes** **No** **In what grade?** _____
Has the student been previously enrolled in EIP? **Yes** **No** **In what grade?** _____
Has the student ever been identified as an EL? **Yes** **No** **In what grade?** _____
Is the student currently receiving ESOL services? **Yes** **No**
If yes, please list the student's current level of English proficiency (current ACCESS test results):
Listening:_____ **Speaking:**_____ **Reading:**_____ **Writing:**_____

Oral Language Composite _____ **Literacy Composite** _____ **Comprehension Composite** _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Fourth Grade Mathematics Critical Areas of Focus (CAF) ***Note: EIP eligibility is based on not meeting the previous year's standards.***		**Rating** **0, 1, 2, 3**	**Sample Assessment**
CAF 4#1 Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.	**MGSE3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		Show student an array made of 8 full five frames. (40 total dots: 5 per row, 8 rows) Say and show on index card the following: "Here is a carton of bike wheels. There are 5 wheels in each row, and there are 8 rows. How many wheels are in the carton altogether?" If I added 15 more wheels, how many rows of 5 would I then have altogether?" **If student counts all dots to find the total, score as 1.** *Look for use of additive strategies (5+5+5+5+5+5+5+5), skip counting, or known fact.*
CAF 4#1	**MGSE3.OA.4 -** Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. For example, determine the unknown number that makes equation true in each of the equations, 8 x ? = 48, 5 = ? ÷ 3, 6 x 6 = ?. **MGSE3.OA.5** Apply properties of operations as strategies to multiply and divide.		Say and show on index card the following: 'At the car factory, they need 4 wheels to make each car. How many cars can they make with 48 wheels?" (Allow use of drawings or manipulatives.) Require student to explain how they figured it out. **If student counts all (using fingers or drawings of wheels) to find the total, score as 1.** *Look for strategies such as: skip counting; "I know 4x10 is 40, and 4x2 is 8, so 4x12 is 48 because 48 is 40 and 8 more; I know 20 is made of 5 groups of 4, so 40 must be made of 10 groups of 4. Two more groups of 4 makes 48, 10 groups and 2 groups make 12 groups, so the answer is 12."*

CAF 4#1	**MGSE3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. *By the end of Grade 3, know from memory all products of two one-digit numbers.*		Show the number sentences (below) one at a time and say, "What is (read number sentence)?" 2x3, 2x4, 5x3, 9x7, 8x8, or other combinations of two one-digit numbers. *Student should respond quickly without counting on fingers or bobbing head (indicates internal counting). As a guideline allow 3-5 seconds (count 1001, 1002, 1003…) for each answer.*

Fourth Grade Mathematics Critical Areas of Focus (CAF) *Note: EIP eligibility is based on not meeting the previous year's standards.*		Rating 0,1, 2, 3	Sample Assessment
CAF 4#1	**MGSE3.NBT.3 -** Multiply one-digit whole numbers by multiples of 10 in the range 10-90. (e.g., 9 x 80, 5 x 60) using strategies bases on place value and properties of operations.		Show the number sentences (below) one at a time and say, "What is (read number sentence)? And what is (read next sentence)? 2x3, 2x30 2x4, 2x40 3x7, 3x70 or other combinations of two one-digit numbers, followed by the same pair with one factor made a multiple of ten.
CAF 4#2 Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers	**MGSE3.NF.1** Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by *a* parts of size 1/*b*. For example, ¾ means there are three ¼ parts, so ¾ = ¼ + ¼ + ¼.		Show student (circle, square, rectangle, triangle) partitioned into (2,3,4,6,8) parts. Ask student to show (1/2, 1/3, 1/4, 1/6, 1/8). Ask how many of the part they just touched would be in (2/2, 2/3, 2/4, 2/6, 2/8). *Please bear in mind to use respective numbers together when assessing- halves with halves, sixths with sixths, etc.)*
CAF 4#2	**MGSE3.NF.2a** Represent a non-unit fraction *a*/*b* on a number line diagram by marking off *a* lengths of 1/*b* (unit fractions) from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the non-unit fraction *a/b* on the number line.		Give student a construction paper strip. Say, "Please show me where (1/4, 1/8) would be on this strip. You may fold the strip, and use a pencil to make marks if you wish." Ask how large each part is after student has marked strip into (1/4, 1/8) sized parts. *Please bear in mind to use respective numbers together when assessing- halves with halves, sixths with sixths, etc.)*
CAF 4#2	**MGSE3.NF.2.b** Represent a fraction a/b on the number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		Using strip created for previous assessment (above), ask where (3/4, 5/8, for example) can be found on the number line/fraction strip. *Please bear in mind to use respective numbers together when assessing- halves with halves, sixths with sixths, etc.)*
CAF 4#2	**MGSE3.NF.3a -** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		Using same strip as in previous assessment, ask where 2/4 is. Ask where 4/8 would be found on the same number line. Ask why they are found in the same place. *Please bear in mind to use respective numbers together when assessing- halves with halves, sixths with sixths, etc.)*
CAF 4#2	**MGSE3NF.3c -** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form of 3 = 6/2 (3 wholes is equal to six halves); recognize that 3/1 = 3; locate 4/4 and 1 at the same point of on a number line diagram.		Show number line divided into (halves, thirds, fourths, sixths, eighths). Ask student to point to the number that shows (2 halves, 3 thirds, 4 fourths, 6 sixths, 8 eighths).

Fourth Grade Mathematics Critical Areas of Focus (CAF) *Note: EIP eligibility is based on not meeting the previous year's standards.*		Rating 0, 1, 2, 3	Sample Assessment
CAF 4#2	**MGSE3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.		Give a pre-drawn (square, rectangle, circle, triangle) to student. Say, "Please partition the (square, rectangle, circle, triangle) into (2, 3, 4) parts with equal areas." Point to one part (1/2 , 1/3, 1/4) and say, "What part of this is of the total area?"
CAF 4#3 Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry	**MGSE3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		• Give students an assortment of quadrilaterals and triangles, and ask them to sort them into groups. If student is able to sort, ask them how they sorted the shapes. *Listen for mathematical language, such as, "I sorted the rectangle, square, and rhombus into this group because they all have 4 sides. I put the triangles in a different group because they have 3 sides."* If student sorts by size or color, ask them to sort in another way, in order to elicit mathematical language. Ask which group is made up of quadrilaterals. Ask what makes them quadrilaterals.
Total Score:			**Total score < 17 indicates eligibility for EIP**

Critical Area of Focus (CAF): There are three critical areas of focus in Fourth Grade. (See Mathematics, Fourth Grade Critical Areas of Focus)

Mathematics: Fifth Grade Early Intervention Program (EIP) Entrance Rubric

Student_____ **Age** _____ **Teacher**_____ **Date** _____

These rubrics have been referenced to the Mathematics Standards. Specific standards were selected based on critical areas of focus (CAF) in Fifth Grade Mathematics. Students may qualify for EIP in math.

Has the student been previously retained? **Yes** **No** **In what grade?** _____
Has the student been previously enrolled in EIP? **Yes** **No** **In what grade?** _____
Has the student ever been identified as an EL? **Yes** **No** **In what grade?** _____
Is the student currently receiving ESOL services? **Yes** **No**
If yes, please list the student's current level of English proficiency (current ACCESS test results):
Listening:_____ **Speaking:**_____ **Reading:**_____ **Writing:**_____

Oral Language Composite _____ **Literacy Composite** _____ **Comprehension Composite** _____

Overall Composite _____

Rate progress for each student with one of the following scores: 0= Not Yet 1= Rarely 2= Sometimes 3= Consistently

Fifth Grade Mathematics Critical Areas of Focus (CAF) ***Note: EIP eligibility is based on not meeting the previous year's standards.***		**Rating** **0, 1, 2, 3**	**Sample Assessment**
CAF 5#11 Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)	**MGSE4.NF.3b** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 +1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8+ 8/8 + 1/8.		Show a (rectangle, square, circle) divided equally into 8 parts, with 5 shaded) and say, "How many ways can you write number sentences that add to 5/8?" Look for at least 3 ways, similar to 1/8+1/8+1/8+1/8+1/8; 3/8 + 2/8; 2/8+2/8+1/8.
CAF 5#1	**MGSE4.NF.3c** Add and subtract mixed numbers with like denominators., e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction**.**		Show on an index card, and read aloud: Aaron and Phil get honey from beehives. One week, Aaron got 3 3/6 jars of honey, and Phil got 4 5/6 jars of honey. How many jars of honey do they have altogether? How much more honey do they need to make 11 jars of honey in all? Students may draw visual models, or use number line.

CAF 5#1	**MGSE4.NF.3d** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.		Show on an index card, and read aloud: Julie and Jake buy a pizza. Jake eats 4/8 of a pizza, and Julie eats 3/8 of a pizza. How much pizza is left over? Students may draw visual models, or use number line.
CAF 5#1	**MGSE4.NF.4b** Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 X (2/5) as 6 X (1/5), recognizing this product as 6/5. (in general, n x (a/b) = (n x a)/b.)		Give student a construction paper strip. Say, "Please show me where (1/4, 1/8) would be on this strip. You may fold the strip, and use a pencil to make marks if you wish." Ask how large each part is after student has marked strip into (1/4, 1/8) sized parts. Ask where 3 times (1/4, 1/8) would be on the strip.

Fifth Grade Mathematics Critical Areas of Focus (CAF) *Note: EIP eligibility is based on not meeting the previous year's standards.*		Rating 0, 1, 2, 3	Sample Assessment
CAF 5#1	**MGSE4.NF.4c** Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.		If I put 1/4 of a cup of frosting on 1 cupcake, how much frosting will I put on 5 cupcakes? Allow student to draw or use models. *Accept either 5/4 or 1 ¼ as correct.*
CAF 5#2 Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations	**MGSE4.NBT.1.** Recognize that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right.		A cell phone costs $220. If you had 20 ten dollar bills, would that be enough to pay for the phone? How many hundreds are in $220? How many $10 in all of $220?
CAF 5#2	**MGSE4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, < symbols to record the results of comparisons.		Please put these numbers (show on index card) in order, starting with the least here (point to student's left) 120, 94, 7, 89, 13, 403, 1. Please choose two numbers and use >, =, <, to compare them. Give student paper and pencil with which to record comparison.
CAF 5#2	**MGSE4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.		Say, and show on index card the following: 394 +79 • Say, please solve this. Look for use of standard algorithm. If student counts on fingers to solve, record as 1.
CAF 5#2	**MGSE4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		Say, and show on index card the following: "I have 6 baskets. There are 24 blocks in each basket. How many blocks are there altogether? (Allow use of drawings or manipulatives.) Require student to explain how they figured it out. **If student counts all (using fingers or drawings of blocks) to find the total, score as 1.** *Look for strategies such as: skip counting; place value:6x20=120, 6x4=24, 120+24=144; rectangular arrays: 24 rows of 6, or 6 rows of 24; friendly numbers: 6x25=150, 150-6=144; proportional reasoning: 6x24=12x12=144(doubling first factor, halving second factor)*

Fifth Grade Mathematics Critical Areas of Focus (CAF) *Note: EIP eligibility is based on not meeting the previous year's standards.*		Rating 0, 1, 2, 3	Sample Assessment
CAF 5#2	**MGSE4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place-value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		Say, and show on index card the following: 'At the skateboard factory, they need 8 wheels to make each skateboard. How many skateboards can they make if they have 144 wheels?" (Allow use of drawings or manipulatives.) Require student to explain how they figured it out. **If student counts all (using fingers or drawings of wheels) to find the total, score as 1.** *Look for strategies such as: drawing arrays, skip counting; properties of operations:"I know 8x9 is 72, and 2x72 is 144, so 8x18 is 144;*
CAF 5#2	**MGSE4.NF.5** Express a fraction with a denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.		Show card with the number: 7/10, and say, "How many hundredths are there in all of this number?" If student answers correctly, show on an index card, and read aloud, "I have 2/10 of a dollar, and 40/100 of a dollar. How much money do I have altogether?
CAF 5#2	**MGSE4.NF.6** Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.		How can I write 73/100 using a decimal?
CAF 5#2	**MGSE4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results with the symbols >, =, <, and justify the conclusions, e.g., by using a visual model.		Show on index card, and read aloud, "My friend has .6 of a dollar. I have .60. He says he has more. I think I have more." Say, "Is either person correct? Why or why not? Please write a number sentence showing what you think is correct. You may use >, <, =. "
CAF 5#3 Developing understanding of volume	**MGSE4.MD.2** Use the four operations to solve word problems involving…liquid volume… including problems that require expressing measurements given in a larger unit in terms of a smaller unit.		• Show on index card, and read aloud. It takes 10 gallons of water to fill an aquarium. If I can carry 4 quarts of water at a time, how many trips will it take to fill up the aquarium? Allow student to use visual representations to solve the problem.
CAF 5#3	**MGSE4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.		• Show on index card, and read aloud to student. The area of my rectangular back garden is 200 square feet. It is 20 feet long. How wide is it?
	Total Score:		**Total score of < 23 indicates eligibility for EIP services**

Critical Area of Focus (CAF): There are three critical areas of focus in Fifth Grade. (See Mathematics, Fifth Grade Critical Areas of Focus)