| Student | Content Score | Math Practice Score |
| :---: | :---: | :---: |
| Kindergarten |  |  |
| A | 3 | 4 |
| Came up with 5 different combinations, pictures support their reasoning |  |  |
| B | 4 | 4 |
| Came up with 7 different combinations, equations and counting in his brain supports his reasoning thoroughly |  |  |
| C | 1 | 2 |
| Came up with one combination, equation of $12+0=12$ and using fingers supports reasoning but student receives a 2 instead of a 3 because he couldn't use his tool (fingers) consistently to come up with combinations that add to 12 |  |  |
| $1^{\text {st }}$ Grade |  |  |
| A | 1 | 1 |
| Circled 5 correctly, receives a 1 on Math Practice because, although mathematically incorrect, the student was able to support her reasoning of 1 coming before 2 and validated it using the correct symbol ( $>$ ) for her reasoning |  |  |
| B | 3 | 4 |
| Circled 30 and 5 correctly, did not use > to compare 12 and 21 . Supported their reasoning with connections to the number of tens and ones |  |  |
| C | 4 | 3 |
| Circled 30 and 5 correctly, used $>$ to compare 12 and 21. Supported their reasoning with pictures, however did not thoroughly explain which group had more |  |  |
| $2^{\text {nd }}$ Grade |  |  |
| A | 3 | 2 |
| Found 4 combinations, partially supported their reasoning because one of their combinations was mathematically incorrect |  |  |
| B | 2 | 1 |
| Found 1 combination, minimally supported their reasoning for the one combination, but inaccurately claimed that there was only 1 way. |  |  |
| C | 4 | 4 |
| Found 7 combinations, precisely supported their reasoning stating the connection between tens and ones |  |  |

