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| **NC.K.MD.2**  **Comparing Measurable Attributes of Objects** | |
| **Domain** | Measurement and Data |
| **Cluster** | Describe and compare measurable attributes. |
| **Standard(s)** | **NC.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** | a tower of 7 connecting cubes, a tower of 9 connecting cubes, stapler, pencil |
| **Task** | **Part A:**   1. Place towers in front of the student. 2. Say:  * *Look at these two towers.* * *Which tower is shorter? How do you know?*   **Part B:**   1. Place a pencil and stapler in front of the student. 2. Say:  * *Look at these two objects. You may hold the pencil and stapler.* * *Which object is lighter? How do you know?* |

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| **Continuum of Understanding** | |
| **Not Yet Proficient** | * Does not respond to prompt * Unable to determine which object is shorter * Unable to determine which object is lighter |
| **Progressing** | * Correctly answers one part of the task |
| **Meets**  **Expectation** | * Correctly uses vocabulary (taller/shorter, heavier/lighter) to answer both parts of the task |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| 2. Reasons abstractly and quantitatively. |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Scoring Example:**

**Not Yet Proficient:**

Part A: Student picks up the tower of 9 cubes, and says, “This one…Look. I can put them together!”

Part B: Student does not respond to question, but plays with the two objects.

**Progressing:**

Part A: Student points to the tower with 9 cubes, instead of the tower with 7 cubes. Student says, “This tower is shorter. It has more cubes.”

Part B: Student says, “The pencil is lighter. I can barely feel it in my hand. When I pick up the stapler, I almost need my two hands to hold it.”

**Meets Expectations:**

Part A: Student points to the tower of 7 cubes and says, “This tower is shorter because it doesn’t have as many cubes and when you put them side by side like this, you see it’s shorter.”

Part B: Student says, “The pencil is lighter. When I place the pencil in my hand, my hand doesn’t move. But when I pick up the stapler, my hand drops down some because it is heavy!”