

Kindergarten

Counting and Cardinality

Term	Count in Sequence K.CC.1, K.CC.2, K.CC.4, K.CC.5
1	Beginning at 1, rote count in sequence up to 12 Accurately count an unorganized pile of objects (one to one correspondence) to 7 Accurately count out a pile of 5 objects and tell how many in all
2	Beginning at 1, rote count in sequence up to 32 Accurately count an unorganized pile of objects (one to one correspondence) to 12 Accurately count out a pile of 9 objects and tell how many in all Within 10, is able to change one number to another and describe how many were added or taken away to make the new number Count on from any given number up to 50
3	Beginning at 1, rote count in sequence up to 100 Skip count to 100 by 10s Accurately count an unorganized pile of objects (one to one correspondence) to 21 and tell how many in all Accurately count out a pile of 18 objects and tell how many in all Within 20, is able to change one number to another and describe how many were added or taken away to make the new number Count on from any given number up to 100
Term	Know the Number Names and Represent a Number of Objects K.CC.3
1	Reads digits 0-9 Begins to write numbers 0-9 (Some reversals are okay) Represent a number of objects with a written numeral 0-9

2	<p>Read digits 0-15</p> <p>Writes some numbers 0-15 (Some reversals are okay- example backwards 5. However place value reversals are not acceptable)</p> <p>Represent a number of objects with a written numeral 0-15</p>
3	<p>Read digits 0-20</p> <p>Write numbers 0-20 (Very few reversals. Need to see numbers are written correctly most of the time.)</p> <p>Represent a number of objects with a written numeral 0-20</p>
Term	<p>Compare Numbers K.CC.6, K.CC.7</p>
1	Compare up to 9 objects using terms: equal/same and different
2	Compare the number of objects in two groups terms equal/same/different, fewer/less than, greater/more Compare numerals 1-10 using a number line, counting, or modeling with counters
3	Compare the number of objects in two unorganized groups using terms greater than, less than, equal to, eg., by using matching and counting strategies Compare two numbers between 1 and at least 10 presented as written numerals

OPERATIONS AND ALGEBRAIC THINKING

Term	<p>Demonstrates an Understanding of Addition K.OA.1</p>
1	NA
2	Solve simple number stories and problems to 5 and represent the process using manipulative strategies (objects, drawings) and verbal explanations

3	Identify and solve addition word problems to 10 and represent concretely, verbally, and symbolically (with expressions and equations)
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Term	Demonstrates an Understanding of Subtraction K.OA.1
1	NA
2	Solve simple number stories and problems from 5 and represent the process using manipulative strategies (objects, drawings) and verbally
3	Identify and solve subtraction word problems from 10 and represent concretely, verbally, and symbolically (with expressions and equations)
Term	Fluently Add and Subtract Within 5 K.OA.5
1	N/A
2	N/A
3	Fluently add and subtract within 5 including zero

Term	Identify Complements of 10. K.OA.3, K.OA.4, K.NBT.1 A rating of a 4 is not available
1	N/A
2	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings

	Compose and decompose numbers 11-19 into ten ones and some further ones, using a double ten frame for support
3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings Record decomposition by a drawing or equation e.g., $5 = 2 + 3$ and $5 = 4 + 1$ Compose, decompose, and understand numbers 11-19 as ten ones and some further ones, using a drawing or equation

Measurement and Data

Term	Describes and Compares Measurable Attributes A rating of a 4 is not available K.MD.1, K.MD.2
1	Describe and compare measurable attributes using terms: longer/taller, shorter, and equal/same
2	Compare the lengths of objects and describe the difference using terms longer and shorter Compare the weight of objects and describe the difference using terms lighter and heavier
3	Describe measurable attributes of objects (height, width, area, weight, capacity) Describe several measurable attributes of a single object

Term	Classify, Sort, and Interprets Data K.MD.3
1	Sort objects into given categories using obvious attributes (such as color or shape)
2	Sort objects into given categories, counting the numbers of objects in each category, and sort the categories by count
3	Sort objects into given categories, counting the numbers of objects in each category, and sort the categories by count

GEOMETRY

Term	Uses Appropriate Shape and Spatial Vocabulary A rating of a 4 is not available K.G.1, K.G.2, K.G.3, K.G.4
1	<p>Identify 2-dimensional shapes (square, circle, triangle, rectangle), in different sizes and orientations</p> <p>Use informal language (straight/curved sides, number of corners) to describe how shapes are alike or different</p> <p>Tell the number of sides and corners for square, circle, triangle, rectangle, and hexagon</p>
2	<p>Identify and name 2-dimensional shapes (square, circle, triangle, rectangle, hexagon) and some 3-dimensional shapes, in different sizes and orientations</p> <p>Describe objects in the environment using names of 2-dimensional shapes and spatial vocabulary such as: above, below, beside, in front of, behind, and next to.</p> <p>Model familiar shapes by drawing (square, circle, triangle, rectangle, and hexagon)</p>
3	<p>Identify and name all 2-dimensional (square, circle, triangle, rectangle, hexagon) and 3-dimensional shapes (cubes, cones, cylinders, and spheres), in different sizes and orientations</p> <p>Identify shapes as 2-dimensional or 3-dimensional</p> <p>Compose simple shapes to form larger shapes (ex: 2 trapezoids make 1 hexagon, 3 triangles make 1 trapezoid)</p> <p>Analyze and compare 2-dimensional and 3-dimensional shapes in different sizes and orientations, using informal descriptive language</p> <p>Model familiar shapes by drawing or building from components (2-dimensional and 3-dimensional)</p>

MATHEMATICAL PRACTICE

Listed below are examples of the use of mathematical practice. Practice and evidence are embedded in the lessons. Like the content standards, Mathematical Practices are scored by term. If a student is meeting the expectations of each lesson’s mathematical practice, he/she is meeting the term expectations or benchmarks.

Term	MAKES SENSE OF PROBLEMS AND PERSEVERES IN SOLVING THEM MPS.1, MPS.2, MPS.7, MPS.8
1	Keep trying when your problem is hard. Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects Make sense of the representations you and others use
2	Keep trying when your problem is hard. Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects Make sense of the representations you and others use. Solve problems in more than one way. Compare strategies you and others use. Look for mathematical structure such as categories, patterns, and properties. Use structure to solve problems and answer questions.
3	Keep trying when your problem is hard.

	<p>Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects</p> <p>Make sense of the representations you and others use.</p> <p>Solve problems in more than one way.</p> <p>Compare strategies you and others use.</p> <p>Look for mathematical structure such as categories, patterns, and properties.</p> <p>Use structure to solve problems and answer questions.</p> <p>Check whether your answer makes sense.</p> <p>Reflect on your thinking as you solve your problem.</p>
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Term	MODELS AND EXPLAINS USING TOOLS MPS.3, MPS.4, MPS.5, MPS.6
1	<p>Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations.</p> <p>Use tools effectively and make sense of your results.</p> <p>Explain your mathematical thinking clearly and precisely.</p> <p>Use clear labels, units, and mathematical language.</p> <p>Think about accuracy and efficiency when you count, measure, and calculate</p>
2	<p>Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations.</p> <p>Use tools effectively and make sense of your results.</p> <p>Explain your mathematical thinking clearly and precisely.</p> <p>Use clear labels, units, and mathematical language.</p>

	Think about accuracy and efficiency when you count, measure, and calculate
3	<p>Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations.</p> <p>Use mathematical models to solve problems and answer questions.</p> <p>Choose appropriate tools and use tools effectively and make sense of your results.</p> <p>Explain your mathematical thinking clearly and precisely.</p> <p>Use clear labels, units, and mathematical language.</p> <p>Think about accuracy and efficiency when you count, measure, and calculate. Create and justify rules, shortcuts, and generalizations.</p>