Kindergarten Math

Counting and Cardinality

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	**2** Approaching Grade Level Expectations	**3** Meets Grade Level Expectations	**4** Exceeds Grade Level Expectations
1, 2, 3	**Counts to 100 by 1s** **K.CC.A.1**	The student can count to a number less than 30 by 1's.	The student can count up to a number between 31-99 without error.	The student can count to 100 by 1's starting at 1 or any number less than 100.	The student can count to 120 starting from any number less than 120.
3	**Counts to 100 by 10s.** **K.CC.A.1**	The student can count to 30 or less by 10's.	The student can count by 10's beyond 30 but with error before 100.	The student can count to 100 by 10's.	The student can count to 120 by 10's.
1, 2	**Writes number 0-10**	**The student is seldom able to** write numbers from 0-10. There are several errors in number order and reversals.	**The student sometimes** writes numbers from 0-10. Student does write with reversals.	**The student usually** writes numbers from 0-10 with little to no mistakes.	**The student is able to** write numbers 0-10 without any errors.
3	**Writes numbers 0-20**	**The student is seldom able to** write numbers from 0-20. There are several errors in number order and reversals.	**The student sometimes** writes numbers from 0-20. Student does write with reversals.	**The student usually** writes numbers from 0-20 with little to no mistakes.	**The student is able to** write numbers 0-20 without any errors.
1	**Understands the relationships between numbers and quantities** **K.CC.B**	**The student is seldom able to** count 1 set of objects regardless of the pattern.	**The student sometimes** accurately counts 1 set of objects (up to 10) regardless of the pattern.	**The student usually** counts 1 set of objects (up to 10) regardless of the pattern accurately.	**The student is able to** count 1 set of objects (more than 10) regardless of the patten accurately.
2, 3	**Understands the relationships between numbers and quantities** **K.CC.B**	**The student is seldom able to** count 1 set of objects (up to 20) placed in a row, circle or scattered.	**The student sometimes** counts 1 set of objects (up to 20) placed in rows, scattered or circle.	**The student usually** counts 1 set of objects (up to 20) placed in rows, scattered or in a circle.	**The student is able to** count 1 set of objects (beyond 20) placed in rows, scattered or in a circle.

| 1, 2, 3 | Compare Numbers K.CC.C | **The student is seldom able to** identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. | **The student sometimes** identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. | **The student usually** is able to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. | **The student is able to** identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. |

Operations and Algebraic Thinking

Trimester	Standard	Proficiency Indicators			
		1 **Below Grade Level Expectations**	**2** **Approaching Grade Level Expectations**	**3** **Meets Grade Level Expectations**	**4** **Exceeds Grade Level Expectations**
3	**Represents and solves equations and word problems involving grade level operations - Addition K.OA.A.1,2,3,4**	**The student is seldom able to** correctly solve word problems (sums up to 5) by using a strategy of their choice.	**The student sometimes** correctly solves word problems (sums up to 5) by using a strategy of their choice.	**The student usually** correctly solves word problems (within 10) by using a strategy of their choice.	**The student is able to** 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.
3	**Represents and solves equations and word problems involving grade level operations - Subtraction K.OA.A.1,2,3,4**	**The student is seldom able to** correctly solve word problems (within 5) by using a strategy of their choice.	**The student sometimes** correctly solves word problems (within 5) by using a strategy of their choice.	**The student usually** correctly solves word problems (within 10) by using a strategy of their choice.	**The student is able to** 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.
3	**Recalls basic facts with fluency - Addition K.OA.A.5**	**The student is seldom able to** add within 5 using manipulatives.	**The student sometimes** adds within 5.	**The student usually** adds within 5, demonstrating fluency.	**The student is able to** add within 10, demonstrating fluency.
3	**Recalls basic facts with fluency - Subtraction K.OA.A.5**	**The student is seldom able to** subtract within 5 using manipulatives.	**The student sometimes** subtracts within 5.	**The student usually** subtracts within 5 demonstrating fluency.	**The student is able to** subtract within 10, demonstrating fluency.
3	**Recalls basic facts with fluency - Compose and decompose numbers less than or equal to 10**	**The student is seldom able to** compose and decompose numbers less than or equal to 10 into pairs in more than one way (objects or drawings, and record each decomposition by a drawing or equation).	**The student sometimes is** able to compose and decompose numbers less than or equal to 10 into pairs in more than one way.	**The student usually** is able to compose and decompose numbers less than or equal to 10 into pairs in more than one way.	**The student is able to** compose and decompose numbers less than or equal to 10 into pairs in more than one way.

Numbers and Operations in Base Ten

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	**2** Approaching Grade Level Expectations	**3** Meets Grade Level Expectations	**4** Exceeds Grade Level Expectations
3	**Understands/applies concepts involving place value. K.NBT.A.1**	**The student is seldom able to** compose and decompose numbers from 11-19 into ten ones and some further ones by using objects or drawings. Record by a drawing or equation.	**The student sometimes** composes and decomposes numbers from 11-19 into ten ones and some further ones by using objects or drawings. Record by a drawing or equation.	**The student usually** composes and decomposes numbers from 11-19 into ten ones and some further ones by using objects or drawings. Record by a drawing or equation.	**The student is able to** understand that the two digits of a two-digit number represent amounts of tens and ones beyond numbers in the teens.

Measurement and Data

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	**2** Approaching Grade Level Expectations	**3** Meets Grade Level Expectations	**4** Exceeds Grade Level Expectations
2	**Describes and compares measurable attributes. K.MD.A.1,2**	**The student is seldom able to** compare two objects with a measurable attribute in common, to see which object has "more of" OR "less of" the attribute, and describe the difference.	**The student sometimes** compares two objects with a measurable attribute in common, to see which object has "more of" OR "less of" the attribute, and describe the difference.	**The student usually** compares two objects with a measurable attribute in common, to see which object has "more of" & "less of" the attribute, and describe the difference.	**The student is able to** compare two objects with a measurable attribute in common, to see which object has "more of" OR "less of" the attribute, and describe the difference at an above grade level skill.
2	**Classify objects and count the number of objects in each category. K.MD.B.3**	**The student is seldom able to** classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**The student sometimes** can classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**The student usually** classifies objects into given categories; count the numbers of objects in each category and sort the categories by count.	**The student is able to** classify objects into given categories; count the numbers of objects in each category and sort the categories by count at an above grade level skill.

Geometry

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	**2** Approaching Grade Level Expectations	**3** Meets Grade Level Expectations	**4** Exceeds Grade Level Expectations
2	**Identifies and reasons shapes and their attributes. K.G.A.1,2,3**	**The student is seldom able to** show an understanding of flat and solid shapes and position in the environment. (above, below, next to)	**The student sometimes** shows an understanding of flat and solid shapes and position in the environment. (above, below, next to)	**The student usually** shows an understanding of flat and solid shapes and position in the environment (above, below, next to).	**The student is able to** show an above grade level understanding of flat and solid shapes and position in the environment.
2, 3	**Analyze, compare, create, and compose shapes**	**The student is seldom able to** analyze and compare two- and three-dimensional shapes, in different sizes and	**The student sometimes** can analyze and compare two- and three-dimensional shapes, in different sizes and orientations: (number	**The student usually** can analyze and compare two- and three-dimensional shapes, in different sizes and orientations: (number	**The student is able to** analyze and compare two- and three-dimensional shapes, in different sizes and orientations: (number

		orientations: (number of sides, vertices/corners, having sides of equal length)	of sides, vertices/corners, having sides of equal length)	of sides, vertices/corners,, having sides of equal length)	of sides, vertices/corners, having sides of equal length)