











## KINDERGARTEN \* Common Core Mathematics

Domain Target	Cluster Target	Grade & Domain	Standard	Learning Target	A Specific Example	Assessment		
Counting & Cardinality	* Counting & Cardinality	* Counting & Cardinality	* Counting & Cardinality	* Counting & Cardinality	* Counting & Cardinality	mastery	emerging	novice
<p><b>I can count, write, and name my numbers.</b></p> <p><b>I can state the number that names the objects in a group (set).</b></p> <p><b>I can solve problems by comparing the number of things in a group (set).</b></p> <p><b>I can count how many things are in a group and how that last number is the name for the whole group.</b></p> <p><b>I can compare two numbers and tell which is larger, which is smaller, or if they are the same.</b></p>	K.CC-1	Count to 100 by ones and by tens	I can count to 100 by ones.	"1, 2, 3, 4, . . ."	They can count to 100 with no errors.	They can count to 100 with only few corrections.	They need significant help to count to 100.	
			I can count to 100 by tens.	"10, 20, 30, 40, . . ."	They can count to 100 by 10's with no errors.	They can count to 100 by 10's with a little help.	They need significant help to count to 100 by 10's.	
		K.CC-2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	I can count forward starting at any number that is given to me from 1 to 100.	Generate a random number with a pair of dice and have the student start counting from that number on.	When given a random 2 digit number, they can count for at least 10 more.	When given a random 2 digit number, they can count on with some prompting.	When given a random 2 digit number, they can count cannot count on.
				I can write the numbers from 1 to 20.	1, 2, 3, . . . 20	They can legibly write the numeral 1 to 20.	They can write most of the numerals from 1 - 20 legibly and in the correct order.	They have numerous errors and/or the numerals are not legible.
		K.CC-3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	I can write the number that names how many objects are in the group to 20.	 is 4	When shown any group of counter (up to 20), they can write the correct numeral.	When shown a group of counters (up to 20), they can write the correct numeral at least half the time.	When shown a group of counters (up to 20), they can rarely write the correct numeral.
				I can show/explain what a group of zero looks like.	"A group of zero has no objects."	They explain/show the teacher that "0" represents a group with no objects.	They are sometimes confused about zero and what it represents.	They have no understanding of zero.
	Understand the relationship between numbers and quantities; connect counting to cardinality.			I can count objects by touching and saying the correct number for each object.	 "one", "two", "three", "four", "five"	They can count the objects in a group and have good one-to-one correspondence with the number and the object.	They can usually count objects by naming the correct number in order but sometimes make mistakes or need prompting.	They have difficulty in counting objects and don't understand that each number is for just one object when they count.
	K.CC-4a	a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Understand the relationship between numbers and quantities; connect counting to cardinality.	I can name the number of objects in a group after counting.	 "I know this is a group of five" or "five is the name for this whole group."	After counting a group, the student knows the last number named, also names the entire group.	After counting a group, the student sometimes knows the last number named, also names the entire group.	The student has difficulty in distinguishing between counting by ones and when a number names an entire group.
			I know the number of objects in a group does not change even when I start counting with a different object.	 "I can start counting with any object and always get five."	The student knows they can count starting with any object and still get the same number. (i.e. same whether I count rows or columns).	The student knows they can count starting with any object and still get the same number but needs to perform the task to affirm the correct answer.	The student thinks the objects must be re-counted each time you start with a different object.	
	K.CC-4b	b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement of the order in which they were counted.	Understand the relationship between numbers and quantities; connect counting to cardinality.	I can name the number of objects in a group even after they have been mixed up.	 "Even if you move these objects around I know there are five without recounting."	After a student has counted a group, the group can be re-arranged and the student still knows the number of the group without re-counting.	After a student has counted a group, the group can be re-arranged and the student usually knows the number with minimal prompting.	Each time a group is counted and then re-arranged, the student has to re-count to name the number in the group.
			I can name the number that is one more than the group you show me.	 "One more than this group is six."	The student understands the relationship between a number being one more or one less and a group of objects being one more or one less.	The student understands a number being one more or one less and a group of objects being one more or one less but confuses how the numbers and groups can relate to one another.		
			I can find a group that is one more than the group you show me.	 "This group is one more than the previous group."				
	K.CC-4c	c. Understand that each successive number name refers to a quantity that is one larger.	Understand the relationship between numbers and quantities; connect counting to cardinality.	I can name the number of objects in a group even after they have been mixed up.	 "Even if you move these objects around I know there are five without recounting."	After a student has counted a group, the group can be re-arranged and the student still knows the number of the group without re-counting.	After a student has counted a group, the group can be re-arranged and the student usually knows the number with minimal prompting.	Each time a group is counted and then re-arranged, the student has to re-count to name the number in the group.
			I can name the number that is one more than the group you show me.	 "One more than this group is six."	The student understands the relationship between a number being one more or one less and a group of objects being one more or one less.	The student understands a number being one more or one less and a group of objects being one more or one less but confuses how the numbers and groups can relate to one another.		
			I can find a group that is one more than the group you show me.	 "This group is one more than the previous group."				
K.CC-5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	I can count random objects up to groups of 10.	When you drop a group of 7 objects on the table, they can count them and tell you how many.	They can count random groups up to 10.	They can count small random groups but have some trouble with larger ones.	They have trouble counting any random group.		
		I can count "organized" objects that are in a group up to 20.	When you arrange 15 objects in 5 rows of three, the student can count them.	They can count organized counters that are "arranged" in groups up to 20.	They can count smaller arrangements of counters but need some support counting larger groups.	They have significant difficulty counting larger groups of arranged counters. They don't take advantage of the arrangement.		
		I can count out the correct number of objects to make a group (up to 20).	"If you tell me to make a group of 16, I can select counters and make that group."	Given a random number from 1 to 20, they can assemble that many counters.	Given a random number from 1 to 20, they can sometimes assemble that many counters.			
K.CC-6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]	I can compare two groups and tell which has the greater number, which has lesser number, or if they are the same.	"When I see a group of 5 and a group of 7, I can tell you which group is larger (or smaller) by counting or sometimes by just looking at the arrangement."	The student uses strategies of comparing arrangements with two groups to determine the larger, smaller, or if they're the same.	The student needs to count each of two groups to determine if one is larger, smaller, or the same.	The student has difficulty and needs support when trying to determine if one group is larger, smaller, or the same as a second group.		
		K.CC-7	Compare two numbers between 1 and 10 presented as written numerals.	I can look at two numbers from 1 to 10 and tell which is larger/smaller, more/less, greater than/ less than.	"I know that '7' is larger than '5' and even better I know it is '2' larger."	The student can compare two numbers and tell which is larger or smaller. Even better, they can locate them on the number line.	They student can compare two numbers and usually tell which is larger or smaller.	They student has difficulty comparing two numbers to tell which is larger or smaller.



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Domain Target	Cluster Target	Grade & Domain	Standard	Learning Target	A Specific Example	Assessment			
Geometry * Geometry * Geometry *	Geometry * Geometry * Geometry *	Geometry *	Geometry * Geometry * Geometry *	Geometry * Geometry * Geometry *	Geometry *	mastery	emerging	novice	
<b>I can describe the world around me in terms of shapes.</b>	<b>I can name and describe shapes like squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.</b>	K.G-1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>	I can find and name shapes that I find all around me.  I can describe the shapes I find around me using words like above, below, beside, in front of, behind, and next to.	"I can find many 'triangles' in my classroom."  "I can tell my friends there is a square above their head on the ceiling."	The student can identify numerous objects in the classroom as triangles, squares, circles, rectangles, and hexagons.  The student can identify the aforementioned shapes AND describe their location as mentioned in the standard.	The student can identify the shapes of some objects in the classroom but is confused by others.  The student can identify <i>some</i> shapes AND can describe their location using <i>some</i> of the relational phrases. ( <i>above, beside, etc.</i> )	The student has difficulty identifying shapes in the classroom.  The student has difficulty describing the location of shapes in the classroom.	
		K.G-2	Correctly name shapes regardless of their orientations or overall size.	I can name the flat/2-D and solid/3-D shapes even after they have been moved around. (rotated, flipped, etc.)	"I know a square no matter how you turn it or color it."	The student retains the identify of a shape in spite of changes in size, color, or orientation.	The student sometimes confuses the identify of a shape when it changes in size, color, or orientation.	The student often confuses the identify of a shape when it changes in size, color, or orientation.	
		K.G-3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	I can name the flat/2-D shapes.	" I can name triangles, squares, circles, rectangles, and hexagons."	The student can name the 2-D shapes and knows the difference the 2-D shapes and a similar 3-D shape (i.e. square & cube)	The student can name most of the 2-D shapes and sometimes confuses 2-D shapes and a similar 3-D shapes. (i.e. square & cube)	The student can name a few of the 2-D shapes and often confuses 2-D shapes and a similar 3-D shapes. (i.e. rectangle & rectangular prism)	
				I can name the solid/3-D shapes.	"I can name cubes, cones, cylinders, and spheres."	The student can name the 3-D shapes and knows the difference the 3-D shapes and a similar 2-D shape (i.e. sphere & circle)	The student can name most of the 3-D shapes and sometimes confuses 3-D shapes and a similar 2-D shape (i.e. sphere & circle)	The student can name a few of the 3-D shapes and often confuses 3-D shapes and a similar 2-D shape (i.e. sphere & circle)	
		K.G-4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	I can talk about the many parts of a flat/2-D shape and what parts are the same and what parts are different.	"When I compare a square and a triangle I notice the corners are different and the number of sides are different."	The student can compare two 2-D shapes and accurately discuss how attributes like their angles and sides are similar or different.	The student can compare two 2-D shapes and can sometimes discuss how attributes like their angles and sides are similar or different.	The student has difficulty comparing two 2-D shapes to discuss how attributes like their angles and sides are similar or different.	
					I can talk about the many parts of a solid/3-D shape and what parts are the same and what parts are different.	"When I compare a cylinder and a cone I notice they both have round bottoms but the cylinder has two of them."	The student can compare two 3-D shapes and accurately discuss how attributes like their angles, edges, or faces are similar or different.	The student can compare two 3-D shapes and can sometimes discuss how attributes like their angles, edges, or faces are similar or different.	The student has difficulty comparing two 3-D shapes to discuss how attributes like their angles, edges, or faces are similar or different.
	K.G-5			Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		I can make and draw flat/2-D shapes and solid/3-D shapes.	"When my teacher gives me toothpicks and gumdrops, I can build a cube."	The student can accurately draw and/or model some 2-D and 3-D shapes.	The student can accurately draw and/or model a variety of 2-D and 3-D shapes.
	K.G-6			Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	I can put two shapes together to make more shapes that I can name.	"When I put two squares together, side by side, it looks just like a rectangle."	The student can sometimes put shapes together to make either different shapes or larger sizes of the same shape.	The student can easily put shapes together to make either different shapes or larger sizes of the same shape.	The student has difficulty putting shapes together to make either different shapes or larger sizes of the same shape.

- [1] Include groups with up to ten objects.  
 [2] Drawings need not show details, but should show the mathematics in the problem.  
 (This applies wherever drawings are mentioned in the Standards.)  
 [3] Limit category counts to be less than or equal to 10.