	KINDERGARTEN * Common Core Mathematics										
Domain Target	Cluster Target	Grade & Domain	Standard	Learning Target	A Specific Exam	ple		Assessment			
Counting & Cardinality	* Counting & Cardinal	ity * C	ounting & Cardinality * Counting & Card	linality * Counting & Cardinality * Counting	& Cardinality *		mastery	emerging	novice		
I can state the number that names the objects in a group (set). I can solve problems by comparing the number of things in a group (set).		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, write, and _ name my numbers.	K.CC-1		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 giver to me from 1 to 100.	Generate a random numb pair of dice and have the start counting from that n	student	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	0	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		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 ol	bjects."	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.		
	I can count how many things are in a group and how that last number is the name for the whole group.	K.CC-4a	Understand the relationship between numbers and quantities; connect counting to cardinality. 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.	I can count objects by touching and saying the correc number for each object.	• • • • • •		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.			
		K.CC-4b	Understand the relationship between numbers and quantities; connect counting to cardinality.	I can name the number of objects in a group after counting.		five" or ie name for	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.		
			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.	I know the number of objects in a group does not change even when I start counting with a different object.		object and	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.		
		or K.CC-4c	Understand the relationship between numbers and quantities; connect counting to cardinality. C. Understand that each successive number name refers to a quantity that is one larger.	I can name the number of objects in a group even after they have been mixed up.	🔋 👝 🍋 I know th	ects around	knows the number of the group without re-	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. I can find a group that is one more than the group you show me.	group is s	up is one n the	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.	The student shows confusion about a numbe being one more or one less and a group of objects being one more or one less and confuses how the numbers and groups can relate to one another.		
		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 on the table, they can cou and tell you how many.	f 7 objects	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 obje rows of three, the student 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 large groups of arranged counters. They don't tak 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 16, I can select counters a 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.	Given a random number from 1 to 20, they difficulty showing that many counters.		
	I can compare two numbers and tell which is larger, which is smaller, or if they are the same.	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 group of 7, I can tell you y group is larger (or smaller counting or sometimes by looking at the arrangement	which r) by / just	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 to even better I know it is '2		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.		

KINDERGARTEN * Common Core Mathematics

KINDERGARTEN * Common Core Mathematics

Domain Target	Cluster Target	Grade & Domain	Standard	Learning Target	A Specific Example		Assessment			
Operations & Algebra	* Operations & Algebra	* Operat	tions & Algebra * Operations & Algebra	* Operations & Algebra * Operations & Algebra		mastery	emerging	novice		
I can explain how addition is putting together and adding to.	I can explain how addition is putting together and adding to.	K.OA-1	Represent addition and subtraction with objects, fingers, mental images, drawings[2],	I can add in many ways (including fingers, objects, pictures, sounds, etc)	"I can show 2 + 3 by putting counters out and showing the total of 5".	The student can show any addition problem within 10 by at least two different models.	The student can show most addition problems within 10 by at least one model.	The student has difficulty showing an addition model for problems within ten.		
I can explain how subtraction is taking apart and taking from.	I can explain how subtraction is taking apart and taking from.	K.OA-1	sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	I can subtract in many ways (including fingers, objects, pictures, sounds, etc)	"I can show 7 - 4 by having 7 students stand in a group and then have 4 students walk away".	The student can show any subtraction problem within 10 by at least two different models.	The student can show most subtraction problems within 10 by at least ones model.	The student has difficulty showing an subtraction model for problems within ten.		
		K.OA-2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	I can solve word problems the teacher gives me using addition and subtraction.	"Billy has 6 hats and Sally has 4 hats. Who has more? How many more?"	The student can consistently solve addition and subtraction word problems.	The student can usually solve addition and subtraction word problems with minimal help.	The student rarely can solve addition and subtraction word problems without significant help.		
		K.OA-3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1).	I can break apart a number from 1 to 10 and show it in different ways.	"Seven can be 3 and 4, 5 and 2, 4 and 3, 7 and 1, 0 and 7,"	The student can fluency and flexible thinking to decompose any number from 1 to 10.	The student is fairly fluent in decomposing numbers from 1 to 10 but needs some help to think of multiple ways to represent all the addends.	The student has difficulty in breaking apart (decomposing) numbers from 1 to 10 and needs significant help when doing so.		
		K.OA-4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Given a number from 1 to 10, I can find the number to make 10 and show it in different ways.	"I know it takes three more to make 7 into 10. I can show that using 7 + 3 = 10, a ten frame chart, and using groups of counters"	The student is fluent at "making ten" (naming the number to add to make 10) and can represent it with multiple ways. (10-frame, drawings, objects, equations, etc)	The student can usually make ten from the numbers 0-9 but needs help with multiple representations (10-frame, drawings, objects, equations, etc)	The student has difficulty "making ten" from the numbers 0-9 and needs help with multiple representations (10-frame, drawings, objects, equations, etc)		
		K.OA-5	Fluently add and subtract within 5.	I can QUICKLY and EASILY add and subtract any of the numbers from 1 to 5.	"I can add and subtract within 5 quickly without external help or counting in my head."	The student can add and subtract any number, 0-5, mentally and without counting in an efficient way.	The student can add and subtract most numbers, 0-5, mentally and without counting in an efficient way.	The student cannot add and subtract many numbers, 0-5, mentally and without counting.		
Number Base Ten * Nu	umber Base Ten * Numb	er Base Te	n * Number Base Ten * Number Base Te	n * Number Base Ten * Number Base Ten * Num	ber Base Ten *	mastery	emerging	novice		
I can explain how the "teen numbers" and ten and some ones.	I can explain how the "teen numbers" and ten and some ones.	K.NBT-1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six seven, eight, or nine ones.	Given a number from 11 to 19, I can tell and show how many tens and how many ones make the number.	"I know that 14 is a ten and four more. I can also show that with a ten stick and 4 additional blocks."	The student understands the efficiency of grouping by ten and can name the "ten and ones" necessary for any number 11-19.	The student can name the "ten and ones" necessary for most numbers 11-19.	The student has difficulty naming the "ten and ones" necessary for the numbers 11-19.		
Measurement & Data *	Measurement & Data *	Measuren		asurement & Data * Measurement & Data * Measu	rement & Data *	mastery	emerging	novice		
I can compare the measurable things about two objects and can describe them as bigger/smaller, taller/shorter, lighter/heavier, or similar/different.	I can explain what things can be measured for an object.		Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	I can describe different ways to measure an object.	"I could describe how long a book is or how wide it is. I could also talk about how heavy it is."	The student can describe all the ways you could measure an object including measures of length, weight, and how much it holds. (volume)	The student can describe some of the ways you could measure an object including measures of length, weight, and how much it holds. (volume)	The student at best can only describe one thing you could measure about an object.		
		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. For example, directly compare the heights of two children and describe on child as taller/shorter.	I can compare two objects by measurement and talk about how they are different.	I know when comparing two books that one might be longer or wider and also it could be heavier."	The student can compare two objects by measurement and talk about how they are different. (one is taller, longer, larger, heavier, lighter, etc)	The student can usually compare two objects by measurement and but needs help when talking about how they are different.	The student has difficulty comparing two objects by measurement and needs significant help when talking about how they are different.		
	I can put similar objects together and explain why they are similar.	ogether and K.MD-3 th	Classify objects into given categories; count	I can put objects into groups so that each group has something the same.	"Given some shapes I can sort them into groups by color or shape."	The student can sort objects/shapes by a particular attribute and describe that attribute.	The student can usually sort objects/shapes by a particular attribute and describes that attribute with some help.	The student has difficulty sorting objects/shapes by a particular attribute and cannot describe the attribute.		
			K.MD-3 the numbers of objects in each categor sort the categories by count.[3]	the numbers of objects in each category and sort the categories by count.[3]	I can count the objects in a group and put the groups in order from least to greatest.	"I counted the shapes in each group and can arrange them from the largest group to the smallest."	The student can count the objects/shapes in each group and can arrange them from the largest group to the smallest.	They student can usually count the objects/shapes in each group and can arrange them from the largest group to the smallest.	They student can usually count the objects/shapes in each group but has difficulty arranging them from the largest group to the smallest.	

KINDERGARTEN * Common Core Mathematics

Domain Target	Cluster Target	Grade & Domain	Standard	Learning Target	A Specific Example		Assessment	
Geometry * Geom	netry * Geometry *	Geome	try * Geometry * Geometry *	Geometry * Geometry * Geometry *	Geometry *	mastery	emerging	novice
I can describe the world around me in terms of shapes.	I can name and describe shapes like squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.	K.G-1		I can find and name shapes that I find all around me.	"I can find many 'triangles' in my classroom."	The student can identify numerous objects in the classroom as triangles, squares, circles, rectangles, and hexagons.	The student can identify the shapes of some objects in the classroom but is confused by others.	The student has difficulty identifying shapes in the classroom.
				I can describe the shapes I find around me using words like above, below, beside, in front of, behind, and next to.	"I can tell my friends there is a square above their head on the ceiling."	The student can identify the aforementioned shapes AND describe their location as mentioned in the standard.	The student can identify <i>some</i> shapes AND can describe their location using <i>some</i> of the relational phrases. (above, beside, etc.)	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)
	I can create shapes, put shapes together to form new shapes and explain the things that are similar and different about two shapes.	K.G-4	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.	The student has difficulty drawing and/or modeling 2-D or 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.	

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

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