Kindergarten Benchmarks - Mathematics

Knows number names and the count sequence.				
Trimesters	**1** **Student demonstrates limited understanding**	**2** **Student is making progress towards grade level benchmark**	**3** **Student meets grade level benchmarks**	**4** **Student consistently and independently**
1st	Rote count in sequence to 10. *Skip count by 10s not assessed in Dec.* Beginning to write numbers.	Rote count in sequence to 19. *Skip count by 10s not assessed in Dec.* Writes numbers in order from 1 to 5 with a model.	Rote count in sequence to 20. *Skip count by 10s not assessed in Dec.* Writes numbers in order from 1 to 9 with a model.	Rote count in sequence to 50. Skip count by 10s to 50. Write numbers in order 1-10 without a model.
2nd	Rote count in sequence to 19. Beginning to skip count by 10s. Write numbers in order from 1 to 5 with a model.	Rote count in sequence 20-49. Skip count by 10s to 40. Write numbers in order from 1 to 9 with a model.	Rote count in sequenceto50. Skip count by 10s to 50. Write numbers in order 1-10 without a model.	Rote count in sequence to 100. Skip count by 10s to 100. Writes numbers in order 1-20 without a model.
3rd	Rote count in sequence to 49. Beginning to skip count by 10s. Writes numbers from1 to 9 with a model.	Rote count in sequence to 50. Skip count by 10s to 50. Writes numbers from 1 to 20 with a model.	Rote count in sequence to 100. Skip count by 10s to 100. Writes numbers from 1 to 20 without a model.	Rote count in sequence to at least 110. Skip count by 10s to 110 or above. Writes numbers from 1 to 30 without a model.

Kindergarten Benchmarks - Mathematics

Counts to tell the number of objects				
Trimesters	**1** **Student demonstrates limited understanding**	**2** **Student is making progress towards grade level benchmark**	**3** **Student meets grade level benchmarks**	**4** **Student consistently and independently**
1st	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 (less than 5 objects).	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 (6-9 objects).	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 (10 objects).	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 (15 or more objects).
2nd	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 (less than 9 objects).	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 (10-14 objects).	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 (15-19 objects).	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 (20 or more objects).
3rd	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 (up to 10 objects).	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 (11-19 objects).	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 (20 objects).	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 (30 objects).

Kindergarten Benchmarks - Mathematics

Compares numbers (greater, less than, equal)				
Trimesters	**1** **Student demonstrates limited understanding**	**2** **Student is making progress towards grade level benchmark**	**3** **Student meets grade level benchmarks**	**4** **Student consistently and independently**
1st				
2nd	Cannot identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	Beginning to identify with teacher assistance whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	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 (up to 10).	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 (beyond 10).
3rd	Cannot identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	Beginning to identify with teacher assistance whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (up to 10).	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 (up to 20).	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 (beyond 20).

Kindergarten Benchmarks - Mathematics

Understands and recalls math facts with accuracy				
Trimesters	**1** **Student demonstrates limited understanding**	**2** **Student is making progress towards grade level benchmark**	**3** **Student meets grade level benchmarks**	**4** **Student consistently and independently**
1st				
2nd				
3rd	Cannot accurately use addition and subtraction strategies to solve problems using objects and/or drawings.	Beginning to show an understanding of addition and subtraction to solve problems within 10 using objects and/or drawings.	Accurately uses addition and subtraction strategies within 10 to solve problems using objects and/or drawings.	Accurately uses addition and subtraction strategies within 10 to solve problems without using objects and drawings.

Kindergarten Benchmarks - Mathematics

Works with numbers 11-19 to gain foundation for place value				
Trimesters	**1** **Student demonstrates limited understanding**	**2** **Student is making progress towards grade level benchmark**	**3** **Student meets grade level benchmarks**	**4** **Student consistently and independently**
1st				
2nd				
3rd	Student cannot compose and decompose numbers (11 to 19) into tens and ones using objects, drawings and/or equations, with teacher prompting.	Beginning to compose and decompose numbers (11 to 19) into tens and ones using objects, drawings and/or equations, may need teacher prompting.	Accurately composes and decomposes numbers (11 to 19) into tens and ones using objects, drawings and/or equations without teacher prompting.	Accurately composes and decomposes numbers greater than 19 into tens and ones using objects, drawings and/or equations without teacher prompting.

Kindergarten Benchmarks - Mathematics

Describes and compares measurable attributes (ex. length, width)				
Trimesters	**1** **Student demonstrates limited understanding**	**2** **Student is making progress towards grade level benchmark**	**3** **Student meets grade level benchmarks**	**4** **Student consistently and independently**
1st				
2nd	Cannot accurately describe and compare two objects using one measurable attribute such as size, length or weight.	Accurately describes and compares two objects using one measurable attribute such as size, length or weight with teacher prompt.	Accurately describes and compares two objects using one measurable attribute such as size, length or weight without teacher prompt.	Accurately describes and compares two objects with two measurable attributes such as size, length or weight without teacher prompt.
3rd	Accurately describes and compares two objects using one measurable attribute such as size, length or weight with teacher prompt.	Accurately describes and compares two objects using one measurable attribute such as size, length or weight without teacher prompt.	Accurately describes and compares two objects with two measurable attributes such as size, length or weight without teacher prompt.	Accurately describes and compares two objects with three or more measurable attributes such as size, length or weight without teacher prompt.

Kindergarten Benchmarks - Mathematics

Classifies objects and counts the number of objects in categories (sorting)				
Trimesters	**1** **Student demonstrates limited understanding**	**2** **Student is making progress towards grade level benchmark**	**3** **Student meets grade level benchmarks**	**4** **Student consistently and independently**
1st	Cannot accurately sort, count and classify objects into categories (ex. color, shape, size).	Accurately sorts, counts and classifies objects into categories one way with prompt (ex. color, shape, size).	Accurately sorts, counts and classifies objects into categories one way without prompt (ex. color, shape, size).	Accurately sorts, counts and classifies objects into categories two ways without prompt (ex. color, shape, size).
2nd	Cannot accurately sort, count and classify objects into categories (ex. color, shape, size).	Accurately sorts, counts and classifies objects into categories one way with prompt (ex. color, shape, size).	Accurately sorts, counts and classifies objects into categories two ways without prompt (ex. color, shape, size).	Accurately sorts, counts and classifies objects into categories three or more ways (ex. color, shape, size).
3rd	Cannot accurately sort, count and classify objects into categories (ex. color, shape, size).	Accurately sorts, counts and classifies objects into categories two ways (ex. color, shape, size) with teacher prompt.	Accurately sorts, counts and classifies objects into categories three ways (ex. color, shape, size) independently.	Accurately sorts, counts and classifies objects into categories more than three ways (ex. color, shape, size) independently.

Kindergarten Benchmarks - Mathematics

Identifies and describes shapes				
Trimesters	**1** **Student demonstrates limited understanding**	**2** **Student is making progress towards grade level benchmark**	**3** **Student meets grade level benchmarks**	**4** **Student consistently and independently**
1st	Accurately identifies zero-one 2-D shapes.	Accurately identifies two 2-D shapes.	Accurately identifies three-four 2-D shapes.	Accurately identifies five 2-D shapes (squares, circles, triangles, rectangles, hexagons).
2nd	Accurately identifies zero-two 2-D shapes.	Accurately identifiesthree-four 2-D shapes.	Accurately identifies five 2-D shapes (squares, circles, triangles, rectangles, hexagons).	Accurately identifies five 2-D shapes (squares, circles, triangles, rectangles, hexagons), and four 3-D shapes (cubes, cones, cylinders and spheres).
3rd	Accurately identifies zero-four shapes.	Accurately identifies five-eight shapes.	Accurately identifies five 2-D shapes (squares, circles, triangles, rectangles, hexagons), and four 3-D shapes (cubes, cones, cylinders and spheres).	Accurately identifies five 2-D shapes (squares, circles, triangles, rectangles, hexagons), four 3-D shapes (cubes, cones, cylinders and spheres) as well as trapezoid, pentagon, octagon and rhombus.

Kindergarten Benchmarks - Mathematics

Analyzes, compares, creates, and composes shapes.				
Trimesters	**1** **Student demonstrates limited understanding**	**2** **Student is making progress towards grade level benchmark**	**3** **Student meets grade level benchmarks**	**4** **Student consistently and independently**
1st				
2nd	Student cannot accurately compose a new shape with teacher prompting.	Student can accurately compose a new shape using shapes with teacher prompting.	Student can accurately compose a new shape using shapes independently one-five ways.	Student can accurately compose a new shape using shapes six or more ways independently.
3rd	Student cannot accurately compose a figure using shapes with teacher prompting.	Student can accurately compose a figure using shapes with teacher prompting.	Student can accurately compose a figure using shapes independently.	Student can accurately and independently compose a figure using shapes in at least two ways.