

Kindergarten Mathematics- Term 3

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4	Assessed
Knows and writes number names and can count in sequence. NY-K.CC.1 NY-K.CC.2 NY-K.CC.3	- Not able to accurately rote count to 100 by ones - Not able to accurately count 100 by tens - Not able to count on to 100 beginning from any given number (instead of beginning at 1) - Rarely prints numbers from 0-20 - Unable to represent a number of objects within a written number 0-20 with 0 representing a set with no objects.	With some teacher support can demonstrate MOST of the following indicators: - Able rote count to 100 by ones with partial accuracy - Able to count to 100 by tens with partial accuracy - Inconsistently able to count on to 100 beginning from any given number (instead of beginning at 1) - Able to write numbers from 0-20 - represents a number of objects within a written number 0-20 with 0 representing a set with no objects.	Independently and consistently demonstrates ALL of the following: - Can count to 100 by ones - Can count to 100 by tens - Can count on to 100 beginning from any given number (instead of beginning at 1) - Accurately writes numbers from 0-20 - Represents a number of objects within a written number 0-20 with 0 representing a set with no objects.	- Consistently and independently shows mastery of the requirements identified for secure AND - Extends beyond 100 - Accurately writes numbers beyond 20	T1, T2, T3
Counts to tell the number of objects. NY-K.CC.4 NY-K.CC.5	Requires significant teacher support to count to tell the number of objects using SOME of the following indicators: 1:1 correspondence - Last number name tells the number of objects - Each successive number refers to one larger - Ordinal numbers (first through tenth) - answers counting questions for groups up to 20 objects. - Given a number from 1-20 can consistently count out that many objects.	With some teacher support can consistently count to tell the number of objects using MOST of the following indicators: 1:1 correspondence - Last number name tells the number of objects - Each successive number refers to one larger - Ordinal numbers (first through tenth) - answers counting questions for groups up to 20 objects. - Given a number from 1-20 can consistently count out that many objects	Consistently counts to tell the number of objects for ALL of the following indicators: 1:1 correspondence - Last number name tells the number of objects - Each successive number refers to one larger - Ordinal numbers (first through tenth) - answers counting questions for groups up to 20 objects. - Given a number from 1-20 can consistently count out that many objects.	Consistently and independently shows mastery of the requirements identified for Secure AND can extend the counting of objects beyond 20.	T1, T2, T3
Compares numbers represented in a group or written between 1-10. NY- K.CC.6	Requires significant teacher support to consistently compare numbers for SOME of the following indicators: Given two groups of	With some teacher support can consistently compare numbers for MOST of the following indicators: Given two groups of	Consistently compares numbers for ALL of the following indicators: Given two groups of objects, identifies if one	Consistently and independently shows mastery of the requirements identified for Secure AND can	T1, T2, T3

NY-K.CC.7	objects, identifies if one group has more than,, less than. or an equal number of objects than other group using matching and counting strategies. • compares two written numerals between 1 and 10.	objects, identifies if one group has more than,, less than. or an equal number of objects than other group using matching and counting strategies. • compares two written numerals between 1 and 10.	group has more than,, less than. or an equal number of objects than other group using matching and counting strategies. • compares two written numerals between 1 and 10.	extend to numbers and quantities beyond 10.	
Performs concepts using a 10-frame NY-K.CC.4 NY-K.CC.5	• Rarely understands the concept of a 10-frame	• Sometimes understands the concept of a 10-frame	• Consistently understands the concept of a 10-frame	• Consistently and fluently understands the concept of a 10 frame	T1, T2, T3
Understands simple patterns. NY-K.OA.6	• Inconsistently duplicates and extends simple patterns using concrete objects.	• Duplicates and extends simple patterns using concrete objects.	• Consistently duplicates, extends and creates simple patterns using concrete objects.	• Consistently and independently duplicates, extends and creates simple and complex patterns using concrete objects and numbers.	T1
Works with numbers 11-19 to gain foundation for place value. NY-K.NBT.1	• Requires significant teacher support to compose and decompose numbers 11-19 into ten ones and some further ones, using objects or drawings.	• With some teacher support, can compose and decompose numbers 11-19 into ten ones and some further ones, using objects or drawings.	• Consistently and independently composes and decomposes numbers 11-19 into ten ones and some further ones, using objects or drawings.	• Consistently and independently shows mastery of the requirements identified for Secure AND extends to numbers beyond 19.	T3
Adds and subtracts fluently within 5 NY-K.OA.5	• Rarely able to fluently add within 5. (i.e. reasonably quickly, and say or write it.) • Rarely able to fluently subtract within 5.	• Sometimes able to fluently add within 5. (i.e. reasonably quickly, and say or write it.) • Sometimes able to fluently subtract within 5.	• Consistently and independently without prompting, is able to instantly recognize and use an efficient mental strategy to fluently add and subtract within 5.	• Consistently and independently without prompting, is able to instantly recognize and use an efficient mental strategy to fluently add and subtract within 10.	T2, T3
Solves addition and subtraction story problems within 10 using pictures, numbers and words.	• Requires significant teacher support to: ○ add and subtract within 10 ○ solve +/- word	• With some teacher support, can ○ add and subtract within 10 ○ solve +/- word	• Consistently and independently can ○ add and subtract within 10 ○ solve +/- word	• Consistently and independently shows mastery of the requirements identified for Secure	T2, T3

NY-K.OA.2a NY-K.OA.2b	problems within 10	problems within 10	problems within 10	AND extends +/- beyond 10.	
Describes and compares measurable attributes NY-K.MD.1 NY-K.MD.2	- Rarely understands the difference between length and weight - Rarely compares two objects with the same attribute and describe the difference - Rarely classifies, sorts and counts objects into categories by their attributes (no more than five objects in each group)	- With SOME teacher support, can - understand the difference between length and weight. - compare two objects with the same attribute and describe the difference.	- Consistently and independently can - understands the difference between length and weight. - compare two objects with the same attribute and describe the difference.	- Consistently describes, compares and applies measurable attributes to real life situations. - Can classify and compare objects by attribute and describe the difference in more than two categories - Able to classify, sort and count object into categories by their attributes (more than ten objects in each group)	T1, T2, T3
Classifies objects and counts the number of objects in a category. NY-K.MD.3 NY-K.MD.4	- Requires significant teacher support to: - classify objects into given categories, count the objects in each category and sort the categories by count. - identify pennies and dimes	- With some teacher support is able to - classify objects into given categories, count the objects in each category and sort the categories by count. - identify pennies and dimes	- Consistently and independently is able to - classify objects into given categories, count the objects in each category and sort the categories by count. - identify pennies and dimes	Consistently and independently shows mastery of the requirements identified for Secure AND can identify nickels and dimes, count coins, etc.	T1, T2, T3
Uses, identifies and compares shapes and their attributes. NY-K.G.1 NY-K.G.2 NY-K.G.3 NY-K.G.4 NY-K.G.5 NY-K.G.6	- With significant teacher support can sometimes identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) - Uses positional words - Name shapes regardless of orientation or size - Can identify a 2D (flat) versus 3D (solid) shape - With significant teacher support can sometimes	- With some teacher support, identifies, and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) - Uses positional words - Name shapes regardless of orientation or size - Can identify a 2D (flat) versus 3D (solid) shape - With some teacher support analyzes,	- Consistently and independently identifies, and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) - Uses positional words - Name shapes regardless of orientation or size - Can identify a 2D (flat) versus 3D (solid) shape - Consistently and independently analyzes,	- Consistently and independently shows mastery of the requirements identified for Secure AND - Distinguishes between defining and non-defining attributes - Composes 2D and 3D shapes to create a composite shape - Composes new shapes from the composite shape - Partition circles and rectangles	T1, T2

	analyze, compare, sort and compose shapes ○ uses informal language to describe their similarities, differences, parts, and other attributes. ○ Model objects in the environment by building and/or drawing shapes ○ Compose larger shapes from simple shapes	compares, sorts and composes shapes ○ uses informal language to describe their similarities, differences, parts, and other attributes. ○ Model objects in the environment by building and/or drawing shapes ○ Compose larger shapes from simple shapes	compares, sorts and composes shapes ○ uses informal language to describe their similarities, differences, parts, and other attributes. ○ Model objects in the environment by building and/or drawing shapes ○ Compose larger shapes from simple shapes	into two and four equal shares using words <i>halves, fourths and quarters</i>	
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