

Kindergarten Math Proficiency Scale

I know number names and the count sequence to 100.

Reporting Category: Math K.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can count to 100 by ones and by tens.</p> <p>B. I can count forward from a given number within a known sequence of numbers.</p> <p>C. I can identify and write numbers 0-20, and represent a number of objects with a written numeral 0-20.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-C. I can recognize or recall academic vocabulary including: <i>count, numbers, skip count, ones, tens, number names to 100, digit, group, total</i></p> <p>A-B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> -Skip count orally by tens. -Count forward starting from a given number, as opposed to always starting with 1. -Know the entire counting sequence from 1 to 100. -Count orally by ones within a given range of numbers. <p>C. I can perform basic processes such as:</p> <ul style="list-style-type: none"> -Represent the number of objects in a group by matching or writing the numeral (reversals accepted). -Write numbers to 20. -Identify and read numbers to 20.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can count to tell the number of objects up to 20.

Reporting Category: Math K.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can count as many as 20 objects to answer the question "How many in all?" B. Given a number from 1-20, I can count out that many objects.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: <i>number names to 20, group, how many, count, pair (or match), array</i> A-B. I can perform basic processes such as: -Understand that changing the arrangement of a set of objects, whether in a line, array, circle, or scattered configuration, does not change the total amount (" <i>conservation of number</i> "). -Understand that when counting objects, the last number said represents the total number of objects (" <i>cardinality</i> "). -When counting to determine "how many," demonstrate that each number word should be applied to only one item in the set (" <i>one-to-one correspondence</i> "). -Quickly and efficiently recognize the total number of objects arranged in familiar patterns without having to count each object using dot cards, dice, and/or dominoes (" <i>subitizing</i> "). -Know the rote counting sequence through 20.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can compare numbers and quantities between 1 and 10.

Reporting Category: Math K.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. B. I can compare two numbers between 1 and 10 presented as written numerals.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: <i>count, group, set, number, compare, matching, more, less, greater than, less than, equal, symbol</i> A-B. I can perform basic processes such as: -Understand the meaning of $>$, $=$, $<$ symbols and use them to write math expressions. -Compare sets of objects and numbers using the phrases greater than, less than, and equal to. -Compare sets of objects using effective strategies such as matching (or pairing) or through the use of a number line. -Count the objects in two groups with accuracy. -Understand that when counting objects, the last number said represents the total number of objects ("cardinality"). -When counting to determine "how many," demonstrate that each number word should be applied to only one item in the set ("one-to-one correspondence").
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can work with numbers within 19 to demonstrate an understanding of place value.

Reporting Category: Math K.2.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can compose and decompose numbers from 11-19 into a group of 10 ones and some further ones by using objects, drawings, recordings, or equations.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>number names, number, digit, place value, tens, ones, bundle, group, compose, decompose, part-whole, equation</i></p> <p>A. I can perform basic processes such as: -Accurately represent the composition of numbers from 11-19 using objects, drawings, and/or equations. -Identify numbers from 11-19 when given models such as bundles and sticks, links, ten frames, and double ten frames. -Understand that the numbers from 11-19 are composed of a ten and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones. -Understand that 10 can be thought of as a bundle of ten ones, called a "ten."</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can extend the concepts of putting together and taking apart to add and subtract within 10.

Reporting Category: Math K.3.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can represent addition and subtraction in multiple ways.</p> <p>B. I can solve one-step addition and subtraction word problems.</p> <p>C. I can add and subtract within 10.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-C. I can recognize or recall academic vocabulary including: <i>add, add to, put together, plus (+), sum, subtract, take apart, compare, minus (-), difference, number sentence, equation, equals, story (word) problem</i></p> <p>A-C. I can perform basic processes such as:</p> <ul style="list-style-type: none"> -Represent a word problem in ways such as acting out, drawing, creating a model or diagram, or by writing an equation made up of (+, -, =) and numbers. -Recognize and describe specific types of addition or subtraction story problems (adding to, taking from, part-part-whole, and comparing). -Represent addition and subtraction in multiple ways (such as with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations). -Recognize and identify (+, -, =) symbols and write equations using these symbols. -Decompose numbers less than or equal to 10 in more than one way and record each decomposition with a drawing or equation. -Find the number that makes 10 when added to any given number and record the answer with a drawing or equation.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can demonstrate fluency with addition and subtraction facts within 5.

Reporting Category: Math K.3.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can fluently add and subtract within 5.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>add, plus(+), addition, minus(-), subtraction, equation, solve, answer, fluently</i></p> <p>A. I can perform basic processes such as: -Solve addition and subtraction equations within 5 with efficiency and accuracy. (Student should be able to give the correct answer in about 3 seconds.) -Describe and use strategies such as counting every object, counting on/up by one, counting back, composing/decomposing, and using related addition and subtraction facts. -Recognize and identify (+, -, =) symbols and interpret equations written using these symbols. -Compose and decompose numbers less than or equal to 5 in more than one way. -Use models such as manipulatives, five frames, number racks, drawings, and number lines to represent addition and subtraction.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can identify two- and three-dimensional shapes and describe their relative position.

Reporting Category: Math K.4.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can identify shapes as two-dimensional or three-dimensional.</p> <p>B. I can name two- and three-dimensional shapes regardless of their orientation or overall size.</p> <p>C. I can describe objects in the environment using names of shapes and describe the relative position of these objects.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-B. I can recognize or recall academic vocabulary including: <i>shape, circle, triangle, square, rectangle, hexagon, cube, cone, cylinder, sphere, attribute, sides, corners (vertices), two-dimensional, three-dimensional</i></p> <p>A-B. I can perform basic processes such as: -Identify the name of a shape (regardless of orientation or size) based on the defining attributes of the given shape. -Explore and describe a variety of shapes using models such as pattern blocks, geoboards, and polydrons. -Classify shapes as being two-dimensional ("flat") or three-dimensional ("taking up space").</p> <p>C. I can recognize or recall academic vocabulary including: <i>position, above, below, beside, behind, in front of, behind, next to</i></p> <p>C. I can perform basic processes such as: -Describe the location and position of two- and three-dimensional shapes in the environment. -Locate and name shapes to describe objects seen in the environment. -Describe or demonstrate the relative position of objects using manipulatives, pictures, and drawings.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can analyze, compare, create, and compose two- and three-dimensional shapes.

Reporting Category: Math K.4.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can analyze and compare two- and three-dimensional shapes of different sizes and orientations.</p> <p>B. I can model shapes in the world by building shapes out of various materials or by drawing them.</p> <p>C. I can compose simple shapes to form larger shapes.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-C. I can recognize or recall academic vocabulary including: <i>shape, circle, triangle, square, rectangle, hexagon, cube, cone, cylinder, sphere, attribute, sides, corners (vertices), two-dimensional, three-dimensional, analyze, compare, create, compose, build</i></p> <p>A-C. I can perform basic processes such as:</p> <ul style="list-style-type: none"> -Compose both simple and larger shapes using tools such as pattern blocks, geoboards, and polydrons. -Model shapes using various components (sticks, clay, etc.) and drawings. -Relate one shape to another using informal language to describe similarities, differences, defining attributes, or parts. -Identify the names of shapes (regardless of orientation or size) based on the defining attributes of the given shapes, including those matched to real world objects. -Classify shapes as being two-dimensional ("flat") or three-dimensional ("taking up space").
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can describe and compare measurable characteristics of everyday objects.

Reporting Category: Math K.5.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can describe the measurable attributes of objects, such as length, weight, or capacity. B. I can compare two objects with a measurable attribute in common (such as length, weight, or capacity) and describe which object has "more of" or "less of" the attribute.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: <i>describe, attribute, compare, common, similar, different, length, longer (taller), shorter, weight, heavier, lighter, capacity, holds more, holds less, measure</i> A-B. I can perform basic processes such as: -Describe several measurable attribute(s) of an object in terms of length, weight, or capacity. -Compare the common measurable attribute of two objects based on observations or prior knowledge, then use language to describe which object is shorter/longer, heavier/lighter, holds more/holds less, etc. -Explore the measurement of common objects with a variety of standard and non-standard units (such as rulers or unifix cubes) and classroom materials.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can tell and write time to the hour using analog and digital clocks.

Reporting Category: Math K.5.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can tell and write time to the hour using analog and digital clocks.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>clock, time, digital, analog, clock face, hands (minute hand, hour hand), tick marks, hour, minute, a.m., p.m., day, night, midnight, noon</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> -Match analog time to digital time using student clocks or drawings. -Explain how to correctly read an analog clock and write the time in a digital format. -Explain how to correctly read the display of a digital clock and write a stated time in this digital format. -Identify the hour and minute hand and understand the relationship between them. (Example: As the minute hand completes one revolution, the hour hand slowly moves to the next whole number.) -Understand that an hour is 60 minutes and the starting position for an hour is at zero ticks. -Understand that the tick marks represent minutes and are located around the perimeter of the clock. -Understand that the large numbers represent the hours of the day and that the hour hand must make two revolutions each day.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can recognize dimes, nickels, and pennies and compare their values.

Reporting Category: Math K.5.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can recognize dimes, nickels, and pennies and compare their values.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>money, coin, penny, nickel, dime, cents, compare, value, greater (more) than, less than, equal, most, least</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> -Compare the values of two different coins using the phrases <i>greater than, less than, or equal to</i>. -Record the value of coins using the cent symbol. -Know the value, in cents, of each type of coin. -Sort a collection of mixed coins into groups of pennies, nickels, and dimes. -Identify coins (penny, nickel, dime) and describe the familiar characteristics of each.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can classify objects and count the number of objects in each category.

Reporting Category: Math K.5.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can classify objects into categories, count the number of objects in each category, and sort the categories by count.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>object, group, sort, classify, category, count, compare, greatest, least, more than, less than, most, least, equal</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> -Compare categories based on quantities of each group and describe the results. -Accurately count objects within each category using one-to-one correspondence. -Sort and classify objects into the appropriate category. -Determine the label of each category based on shared characteristics of the objects. -Observe and describe each of the objects within an unsorted collection. -Identify common attributes of objects, such as color, size, or shape.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Kindergarten Math Proficiency Scale

I can effectively model my mathematical thinking.

Reporting Category: Math K.6.1

Exceeds Standard	4	I am able to transfer these mathematical processes to more complex content and thinking, including problems and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can accurately model problem situations using numbers, words, objects, acting out, drawings, charts, lists, or number sentences.
Approaching Standard	2	A. With support, I can accurately model problem situations using numbers, words, objects, acting out, drawings, charts, lists, or number sentences.
Not at Standard	1	I demonstrate partial or no success with the mathematical processes described above.