Mathematics Kindergarten

Number (N)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
NK.1 **Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0. [C, CN, V]**	• **With help** I can count forward by 1s starting at 0.	• I can count forward by 1s between **some** whole numbers 0-10.	• I can count forward by 1s between **any two** whole numbers 0-10.	• I can count forward by 1's between two whole numbers **between 10 and 20.**
	•**With help** I can count backward by 1s starting at 10.	•**With help** I can count backward by 1s between **some** whole numbers 10-0.	• I can count backward by 1s between **any two** whole numbers 10 - 0.	• I can count backward by 1s between two whole numbers **between 20 and 10.**
	•**With help** I can state the whole number that comes **after some** of the numbers from 0-9.	• I can state the whole numbers that comes **after most** of the numbers from 0 – 9.	• I can state the whole number that comes **after** any given number, 0-9.	• I can state the whole number that comes **after** any given number **between 10 and 20.**
	•**With help** I can state the whole number that comes **before some** of the numbers from 1-10.	• I can state **most** of the whole numbers that come **before** a given number, 1-10.	•I can state the whole number that comes **before** any given number, 1-10.	• I can state the whole number that comes **before any given number between 10 and 20.**
Comments				

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NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures. [C, CN, ME, V]	• **With help,** I can **identify and name** at a glance **some** familiar arrangements of 1-5.	• I can **identify and name** at a glance **some** familiar arrangements of 1-5.	• I can **identify and name** at a glance **familiar arrangements** of 1-5.	• I can **identify and name** at a glance familiar arrangements of **1-10.**
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NK.3 **Relate a numeral, 0 to 10, to its respective quantity.** **[C, R, V]**	• **With help,** I can demonstrate that the **last number said** in the counting process **identifies how many.**	• I can **demonstrate that** the last number said identifies how many, but **I must check by counting at 1 each time.**	• I can **demonstrate that the last number said** in the counting process **is the amount**.	• I can **demonstrate** and **I can explain** that the last number said in the counting process is the amount.
	• **With help,** I can identify the numbers of objects in **some** sets 0-10.	• I can identify the numbers of objects in **some** sets 0-10.	• I can identify the numbers of objects in **any** set 0-10.	• I can identify the numbers of objects in sets **between 10 and 20.**
	• **With help** I can match numbers with **some** sets 0-10 (objects or pictures).	• I can match numbers with **some** sets 0-10 (objects or pictures).	• I can match numbers with **any** set 0-10 (objects or pictures).	• I can match the numbers with sets **between 10 and 20** (objects or pictures).
	• **With help,** I can construct a set of objects for **some** numbers 0-10.	• I can construct a set of objects for **some** numbers 0-10.	• I can construct a set of objects for **any** number 0-10.	• I can construct a set of objects for numbers **between 10 and 20.**
Comments				

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NK.4 Represent the partitioning of whole numbers (1 to 10) concretely and pictorially. [C, CN, ME, R, V]	• **With help,** I can partition a whole number (1 to 10) using objects.	• I can partition a whole number (1 to 10) using objects, and **with help,** I can partition a whole number (1 to 10) using pictures.	• I can partition a whole number (1 to 10) using objects (concretely) **AND** pictures (pictorially).	• I can partition a whole number (1 to 10) using objects **AND** pictures **AND** show my partitioning in a number sentence.
Comments				

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NK.5 Compare quantities, 0 to 10, using one-to-one correspondence. [C, CN, V]	• **With help**, I can represent sets that contain **as many** as a given set.	• I can represent sets that contain **as many** as a given set.	• I can represent sets that contain **more, fewer AND as many** as a given set.	• I can **represent and explain** sets that contain more, fewer **or** as many as a given set.
	• **With help**, I can **identify** sets that have more, fewer **or** as many.	• I can **identify** sets that have more, fewer **and** as many.	• I can compare sets from **0 to 10** using **one-to-one correspondence** and the words *more, fewer*, **AND** *as many.*	• I can compare sets from 0 to 10 using one-to-one correspondence and **describe them** using the words *more, fewer* **AND** *as many.*
Comments				

Mathematics Kindergarten

Patterns and Relations (P)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
PK.1 **Demonstrate an understanding of repeating patterns (two or three elements) by:** • **identifying** • **reproducing** • **extending** • **creating patterns using manipulatives, sounds, and actions. [C, CN, PS, V]**	• I can **identify** a pattern.	• I can **identify** a repeating pattern and a non-repeating pattern.	• I can **describe the difference** between repeating and non-repeating sequences.	• I can **create** repeating and non-repeating sequences and compare the differences**.**
	• **With help**, I can i**dentify** a **2 element** repeating pattern in **some** environments (e.g. songs and rhymes, actions and concrete examples).	• I can **identify 2 or 3 elemen**t repeating patterns in **many** environments and forms (e.g. songs and rhymes, actions and concrete examples).	• I can **identify and describe 2 or 3 element** repeating patterns in **many** environments and forms (e.g. songs and rhymes, actions and concrete examples).	• I can **identify and describe** repeating patterns with **4 or more elements** in many environments and forms (e.g. songs and rhymes, actions and concrete examples).
	• **With help**, I can **copy OR extend** a **2** element pattern.	• I can **copy** a **2 or 3** element pattern and I can **extend OR creat**e a **2 or 3** element pattern in many different ways.	• I can **copy, extend AND create 2 or 3** element patterns in many different ways.	• I can **copy, extend OR create** patterns with **4 or more** elements.
Comments				

Mathematics Kindergarten

Shape and Space (SS)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
SSK.1 **Use direct comparison to compare two objects based on a single attribute, such as:** • **length including height** • **mass** • **volume** • **capacity.** **C, CN, PS, R, V]**	• **With help,** I can **compare two** objects by length, mass, volume, **OR** capacity.	• I can **compare two** objects by length, (including height), mass, volume**, OR** capacity.	• I can **compare two** objects by length, (including height), mass, volume, **AND** capacity.	• I can **compare more than two** objects by length, (including height), mass, volume, **OR** capacity.
	• **With help,** I can **explain** how **two** objects compare by using **some** of the following words: ○ shorter ○ longer ○ taller ○ lighter ○ heavier ○ less ○ more ○ bigger ○ smaller **OR** ○ almost the same.	• I can **explain** how **two** objects compare by using **many of** the following words: ○ shorter ○ longer ○ taller ○ lighter ○ heavier ○ less ○ more ○ bigger ○ smaller **OR** ○ almost the same.	• I can **compare two** objects by using the following words: ○ **shorter** ○ **longer** ○ **taller** ○ **lighter** ○ **heavier** ○ **less** ○ **more** ○ **bigger** ○ **smaller** **AND** ○ **almost the same.**	• I can **compare more than two** objects by using the following words: ○ **shortest** ○ **longest** ○ **tallest** ○ **lightest** ○ **heaviest** ○ **least** ○ **most** ○ **biggest** ○ **smallest** **OR** ○ **equal.**
Comments				

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SSK.2 **Sort 3-D objects using a single attribute. [C, CN, PS, R, V].**	• **With help,** I can **sort** a set of familiar 3-D objects using a single attribute.	• I can: ○ **sort** a set of familiar 3-D objects using a single attribute, ○ **identify the elements** in the set when sorting ○ and **with prompting**, name the sorting rule (i.e. colour, shape, size, type).	• I can **sort** a set of familiar 3-D objects using a single attribute **AND name** the sorting rule (i.e. colour, shape, size, type).	• I can **sort** a set a familiar **3-D and 2-D** objects using **more than one** attribute.
	• **With help,** I can **identify the elements** of two pre-sorted sets (i.e. blue group, yellow group).	• I can **identify the elements** of two pre-sorted sets (i.e. blue group, yellow group), **AND**, **with prompting,** I can **name** the sorting rules.	• I can determine the difference between **two** pre-sorted sets by **naming** the sorting rules (i.e. colour, shape, size, type).	• I can determine the difference between **two** pre-sorted sets by **naming** the sorting rules **AND** I can **explain a THIRD alternate to sort the objects.**
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SSK.3 **Build and describe 3-D objects. [C, PS, V]**	• **With help** I can **create** a representation of a 3-D object using a variety of materials.	• I can **create** a representation of a 3-D object using a variety of materials.	• I can **create a representation of a 3-D object and compare** it to the original using words such as: ○ big ○ little ○ round ○ like a 'box' ○ like a 'can'.	• I can **compare** my representation of a 3-D object to the original using words such as: ○ sides (2-D shapes of sides) ○ faces ○ edges ○ corners ○ points.
	• I can build a 3-D object and tell about it **with help.**	• I can build a 3-D object and tell about it **with prompting.**	• I can build a 3-D object and **describe it using words such as:** ○ big ○ little ○ round ○ like a 'box' ○ like a 'can'.	• I can build a 3-D object and describe it using words such as: ○ sides (2-D shapes of sides) ○ faces ○ edges ○ corners ○ points.
Comments				