

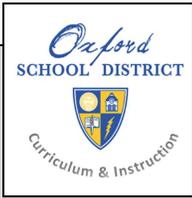
Kindergarten

Math

Levels of Understanding

How is my understanding of Kindergarten **MATH** standards?

revised 4/10/20



Standard:

K.CC.1 Count to 100 by ones and by tens.

I am a level 3 when I can:

(1.1)- Count to 100 by ones.

(1.2)- Count to 100 by tens.

I am a level 2 progressing toward grade level when I:

(1.1)- Count to 50 by ones with major errors.

(1.2)- Count to 50 by tens with major errors.

revised 4/10/20



Standard:

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

I am a level 3 when I can:

Start at any given number between 1-20 and count forward.

Teacher says—"Start counting at the number 7"
Child should say—"7,8,9,10..." Teacher says—
"Start counting at the number 12" Child should
say—"12,13,14,15..."

I am a level 2 progressing toward grade level when I:

Start at any given number between 1-10 and count forward.

Teacher says—"Start counting at the number 7"
Child should say—"7,8,9,10..."



revised 4/10/20

Standards:

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0– 20 (with 0 representing a count of no objects).

I am a [level 3](#) when I can:

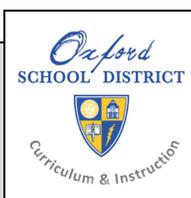
(3.1)- Write numbers from 0-20.

(3.2)- Write a number to represent a given set of objects from 0-20.

I am a [level 2](#) progressing toward grade level when I:

(3.1)- Write numbers 0-10.

(3.2)- Write a number to represent a given set of objects from 0-10.



Standard:

K.CC.4 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.
- 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 or the order in which they were counted.
- c. Understand that each successive number name refers to a quantity that is one

I am a level 3 when I can:

- (4a)- Count and say the number names in the stand order, pairing each number name with one and only one object to 20.
- (4b)- Understand that the last number said tells the number of objects counted regardless of their arrangement to 20.
- (4c)- Understand that each successive number name refers to a quantity that is one larger.

(4a)- Student will count objects in a group using one to one correspondence. Student will touch and count 3 balloons.



(4b)- Student will count 4 objects, understanding that 4 tells how many objects in all.

(4c)- Teacher says - Tell me one more than 4
Student should say- 5

I am a level 2 progressing toward grade level when I:

- (4a)- Count and say the number names in the standard order, pairing each number name with one and only one object to 10.
- (4b)- Understand that the last number said tells the number of objects counted regardless of their arrangement to 10.
- (4c)- Be able to count and continue counting with one more up to the number 10.

(4a)- Student will count objects in a group using one to one correspondence. Student will touch and count 3 balloons.



(4b)- Student will count 4 objects, understanding that 4 tells how many objects in all.

(4c)- Teacher says - Tell me one more than 4
Student should say- 5

Standards:

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 am a level 3 when I can:

- (5.1)- Count a set of 20 objects when they are neatly arranged in a line, a rectangle array, or an outline of a circle.
- (5.2)- Count a scattered set of objects up to 10.
- (5.3)- Count out a group of objects when given a number from 0-20.

(5.1) - Teacher lines up up to 20 objects and asks the child to count the objects.

(5.2) - Teacher scatters up to 10 objects and asks the child to count the objects.

(5.3)- Teacher tells the child a number up to 20 and asks the child to make that many objects.



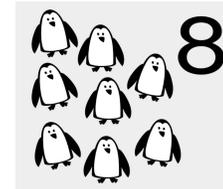
I am a level 2 progressing toward grade level when I:

- (5.1)- Count a set of objects in a line, a rectangle array, or an outline of a circle to 10.
- (5.2)- Count a scattered set of objects up to 5.
- (5.3)- Count out a group of objects when given a number from 0-10.

(5.1) - Teacher lines up up to 10 objects and asks the child to count the objects.

(5.2) - Teacher scatters up to 5 objects and asks the child to count the objects.

(5.3)- Teacher tells the child a number up to 10 and asks the child to make that many objects.





Standards:

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.

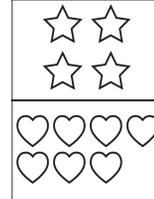
K.CC.7-Compare two numbers between 1 and 20 presented as written numerals.

I am a level 3 when I can:

(K.CC.6)- Understand the meaning of “greater than”, “less than”, and “equal to” within sets of objects.

(K.CC.7)- Compare two numbers between 1 and 20 presented as written numerals.

(K.CC.6)- The child will use counting or matching to decide which group of shapes has more, less, or the same amount.



The group of hearts is greater than the group of stars

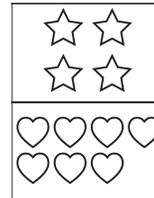
(K.CC.7)- The student will look at 2 numbers (14 and 7) and say ‘14 is greater than 7’

I am a level 2 progressing toward grade level when I:

(K.CC.6)- Demonstrate 2 of the 3 concepts as stated at level 3.

(K.CC.7)- Compare two numbers between 1 and 10 presented as written numerals.

(K.CC.6)- The child will use counting or matching to decide which group of bears has more, less, or the same amount.



The group of hearts is greater than the group of stars

(K.CC.7)- The student will look at 2 numbers (8 and 5) and say ‘8 is greater than 5’



Standard:

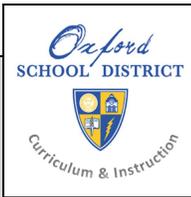
K.OA.1 Represent addition and subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

I am a level 3 when I can:

- (1.1) Be able to represent addition by putting objects together within 10.
- (1.2) Be able to represent subtraction by taking them apart within 10.

I am a level 2 progressing toward grade level when I:

- (1.1) Be able to represent addition by putting objects together within 10 **with teacher support.**
- (1.2) Be able to represent subtraction by taking them apart within 10 **with teacher support.**



Standard:

K.MD. 1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

I am a level 3 when I can:

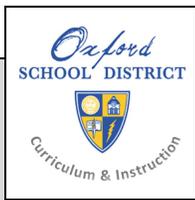
Describe multiple attributes of an object which can be measured such as length, weight, capacity, and height.

When given two objects the student will use vocabulary to describe which one is longer/shorter, heavier/lighter, and/or which one can hold more or less.

I am a level 2 progressing toward grade level when I:

Identify the attribute of objects using length, weight capacity, and height.

The student will point or identify which object is longer/shorter, heavier/lighter, and/or which one can hold more or less



Standard:

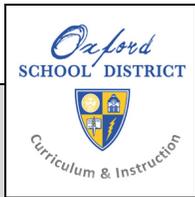
K.MD. 3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

I am a level 3 when I can:

Sort items by all given categories such as: color, shape, **and** size.

I am a level 2 progressing toward grade level when I:

Sort items by 2 of the 3 given categories such as: color, shape, **or** size.



Standard:

K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

I am a level 3 when I can:

Identify shapes in the environment consistently using all of the correct positional words listed:
above, below, beside, in front of, behind, and next to.



Student will say 'The triangle is above the square house.'

I am a level 2 progressing toward grade level when I:

Identify shapes in the environment using 3 of the 6 positional words listed in the level 3.

The student must be able to use 3 of these words to describe where a shape is located:
above
below
beside
in front of
behind
next to





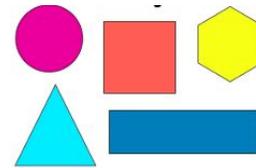
Standard:

K.G.2 Correctly name shapes regardless of their orientations or overall size.

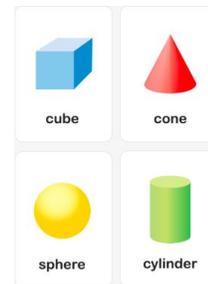
I am a level 3 when I can:

- (2.1)- Identify a square, triangle, hexagon, circle, and rectangle regardless of the orientation or size.
- (2.2)- Identify a sphere, cone, cube, or cylinder regardless of the orientation or size.

(2.1)



(2.2)



I am a level 2 progressing toward grade level when I:

- (2.1)- Point to a square, triangle, hexagon, circle, and rectangle directed by the teacher.
- (2.2)- Point to a sphere, cone, cube, or cylinder directed by the teacher.

(2.1) The teacher will say to the student "point to a square".

(2.2) The teacher will say to the student "point to a cube".



Standard:

K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

I am a level 3 when I can:

Identify two dimensional and three dimensional shapes by using the terms 2D (flat) and 3D (solid) shapes.

I am a level 2 progressing toward grade level when I:

Sort two dimensional and three dimensional shapes.

The student will be given a group of shapes and then sort them by two dimensional and three dimensional shapes.



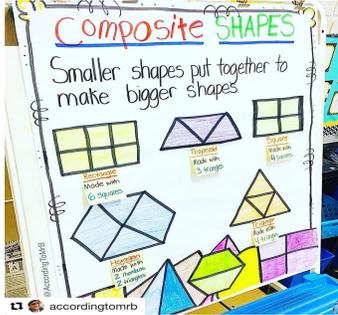
Standard:

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 am a level 3 when I can:

Combine smaller flat shapes to form one larger recognizable flat shape.

The student will make a rhombus using 2 triangles or a rectangle using 2 squares.



I am a level 2 progressing toward grade level when I:

Combine smaller flat shapes to form one larger recognizable flat shape **with prompting and support.**

The teacher will give the student a set of smaller shapes to make a larger shape. The teacher will prompt students with verbal directions to manipulate the shapes.