Kindergarten – MATH
Skills Based Report Card

Math Skills and Expectations	Standards	Students will be able to…..
Counting and Cardinality		
Counts to 100 by ones and tens	**K.CC.A.1.** Count to 100 by ones and by tens	Orally count by ones to 100. Orally count by tens to 100.
Counts forward beginning from a number greater than one	**K.CC.A.2.** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Count on from a designated number.
Counts objects and writes numbers 0 to 20	**K.CC.A.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).	Correctly count objects in a group up to 20. Form numerals up to 20.
Compares two numbers between 1 and 10 presented as written numerals	**K.CC.C.7.** Compare two numbers between 1 and 10 presented as written numerals.	Identify and compare two written numerals between 1 and 10.
Uses one to one correspondence (up to 20 items)	**K.CC.B.4.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. **K.CC.B.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.	Count up to 20 items, using one-to-one finger matching.
Identifies a group of objects as greater than, less than, or equal to another group of objects	**K.CC.C.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.	Compare groups, using terms like more than, less than, equal to or same as.

Geometry		
Identifies 2 dimensional shapes	**K.G.A.2.** Correctly name shapes regardless of their orientations or overall size. **K.G.A.3.** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Identify flat shapes such as circle, square, triangle, rectangle, rhombus, trapezoid, hexagon.
Identifies 3 dimensional shapes	**K.G.A.2.** Correctly name shapes regardless of their orientations or overall size. **K.G.A.3.** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Identify three-dimensional shapes such as cubes, cones, cylinders, and spheres.
Compares and contrasts two and three dimensional objects (number of sides, number of corners, sides with equal lengths)	**K.G.B.4.** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Compare three-dimensional shapes and talk about their differences, similarities, and parts.
Measurement and Data		
Compares and contrasts two objects (Length, height, sides, etc.)	**K.MD.A.1.** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **K.MD.A.2.** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter*.	Explain how two objects are the same and how two objects are different.
Classifies objects into categories	**K.MD.B.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Sort objects into groups and count the number of objects in each group.

Operations and Algebraic Thinking		
Adds with objects, fingers, mental images, and drawings	**K.OA.A.2.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Put two groups of objects together to give the sum.
Represents math facts up to 10	**K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Draw objects or write numerals to represent math fact to 10. Use manipulatives to show addition and subtraction math facts.
Adds and subtracts within 10	**K.OA.A.5.** Fluently add and subtract within 5. **K.OA.A.2.** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Develop strategies for addition and subtraction facts. Add within 5 fluently. Subtract within 5 fluently.
Represents the numbers 11-19 as a ten and some further ones	**K.NBT.A.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Understand that numbers 11-19 are made up of one ten and "some more".
Solves addition and subtraction word problems	**K.OA.A.2.** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Give a correct answer for a simple addition or subtraction problem, including objects, drawings, or oral word problem.