



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Number Sense</u> Demonstrates a basic understanding of one-to-one correspondence when counting objects.		
Learning Targets by Quarter			
1	2	3	4
I can:  Point to each object one at a time as I count from one to five.	I can:  Point to each object one at a time as I count from one to seven.	I can:  Point to each object one at a time as I count from one to 10.	I can:  Line up 10 objects one at a time as I count them individually.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Demonstrate one-to-one correspondence to five by counting with their fingers or objects.	Student can:  Demonstrate one-to-one correspondence to seven by counting with their fingers or objects.	Student can:  Demonstrate one-to-one correspondence to 10 by counting with their fingers or objects.	Student can:  Line up 10 bears in a row while counting each bear once.



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Number Sense</u> Uses whole numbers and match number symbols with amounts between 1 and 10.		
Learning Targets by Quarter			
1	2	3	4
I can:  Identify and match numbers one to five.	I can:  Identify and match numbers one to seven.	I can:  Identify and match numbers one to 10.	I can:  Identify and match numbers 1 through 10 and draw objects to match the numbers shown from 1 to 10.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Match and identify numbers one to five using objects and the corresponding number card.	Student can:  Match and identify numbers one to seven using objects and the corresponding number card.	Student can:  Match the number given from one to 10.	Student can:  Match the number given from one to 10 and draw corresponding objects.



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Number Sense</u> Demonstrates a basic understanding of math terms - e.g. first, last, half, and some.		
Learning Targets by Quarter			
1	2	3	4
I can:  Identify the first and last people in a line.	I can:  Give one-half of the objects when asked.	I can:  Give “all” objects when asked.  Give “some” and “the rest” when asked.	I can:  Identify “none” when given an empty box.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Identify the first and last people in a line.	Student can:  Demonstrate “all, some, and the rest” when given a set of objects.	Student can:  Demonstrate use of the word none.	Student can:  Identify one-half of a set of objects  Use first and last in situations other than lines of people.



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Computation</u> Demonstrates understanding of addition - how many in all - using objects.		
Learning Targets by Quarter			
1	2	3	4
I can:  Count two groups of objects.	I can:  Add “one more” object and tell “how many” in all up to five.	I can:  Start with a group no more than four and add “one more” then tell “how many in all.”	I can:  Add groups of objects that total five.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Roll two dice and count all the dots.	Student can:  Add “one more” to a group up to five.	Student can:  Add “one more” to a group of objects and tell “how many.”	Student can:  Add two groups of objects and tell “how many” up to five.



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Computation</u> Demonstrates understanding of subtraction - how many are left - using objects.		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can:  Take one object from a group of 5 and count how many are left.	I can:  Take away one to give objects from a group of 6 and tell how many are left.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can:  Count out five bears and take one away when prompted, and then count again to tell how many are left.	Student can:  Take away two or more from a group of five to tell how many are left.



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Algebra</u> Sorts and classifies objects and names the group of objects by common characteristics – E.g. size, color, shape.		
Learning Targets by Quarter			
1	2	3	4
I can:  Identify colors, sizes, and shapes.	I can:  Sort by color, size, and shape.	I can:  Sort objects in more than one way.	I can:  Identify when an object does not belong in a group and explain why.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Identify colors, sizes, and shapes.	Student can:  Sort objects by one attribute.	Student can:  Sort same set of objects by two attributes.	Student can:  Identify the car as not belonging because it isn't an animal - when shown a horse, chicken, sheep, and car.



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Algebra</u> Recognizes, copies, extends, and creates patterns with objects and drawings.		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:  Reproduce an AB pattern using concrete objects.	I can:  Reproduce an AB pattern using concrete objects.	I can:  Extend or create an AB pattern.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:  When shown a red and blue block pattern, create the same red and blue block pattern.	Student can:  When shown a blue and yellow block pattern, create the same pattern and extend it to ABABAB block pattern using blue and yellow blocks.	Student can:  Draw or create an AB pattern without having the example in front of them to copy.



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Geometry</u> Identifies and copies circles, squares, triangles, and rectangles.		
Learning Targets by Quarter			
1	2	3	4
I can:  Identify circles and squares.	I can:  Identify circles, square, rectangles, and triangles.	I can:  Identify and copy circles and squares.	I can:  Identify and copy circles, squares, rectangles and triangles.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Identify circles and squares.	Student can:  Identify circles, squares, rectangles, and triangles.	Student can:  Identify circles and squares.  Copy circles and squares.	Student can:  Identify and copy squares, circles, triangles, and rectangles.





**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Geometry</u> Uses position words to indicate where things are in space and follow directions to place an object in an indicated space – e.g. in, out, on, off.		
Learning Targets by Quarter			
1	2	3	4
		I can:  Follow directions using position words.	I can:  Use position words to indicate the location of an object.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can:  Place an object in an indicated space according to position terms. (“Put the ball in the box.”)	Student can:  Describe where something is using more than one position word.  (When asked where the crayon is, the student responds, “In the box, on the floor.”)



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Measurement</u> Follows steps in a routine and tells what activity comes first and what follows in sequence.		
Learning Targets by Quarter			
1	2	3	4
I can:  Follow the classroom’s daily routine when given what comes first and next – twosteps.	I can:  Follow a three-step routine	I can:  Put in correct order a threestep sequence to show first, next, and last.	I can:  Describe an event or activity in sequential order.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Recognize and follow the classroom’s daily routine.	Student can:  Follow the classroom’s daily routine and can identify the next activity.	Student can:  Identify first, next, and last in a sequence of three-steps when given sequence cards.	Student can:  Describe an event or activity (such as the snack time sequence).



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Measurement</u> Orders three objects by their size – e.g. small, medium, large.		
Learning Targets by Quarter			
1	2	3	4
I can:  Compare objects and label them as small, medium, or large.	I can:  Compare objects and identify them as smaller than or bigger than another object.	I can:  Sort a group of objects by size and name which ones are small, medium, and large.	I can:  Organize a group of objects by size (small to large or large to small).
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Identify an object as small, medium, or large.	Student can:  Use the terms smaller than or bigger than when comparing an object to another object or him/herself.	Student can:  Review a group of objects (larger than 3) and group small, medium, and large objects together.	Student can:  Line up a group of objects from small to large or large too small.



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten    Subject: Mathematics**

Report Card Standard	<u>Measurement</u> Compares two objects – e.g. hot, cold, short, and long.		
Learning Targets by Quarter			
1	2	3	4
I can:  Compare two like objects and distinguish them based on one characteristic.	I can:  Compare two objects and identify one difference between them.	I can:  Compare two like objects and identify two or more differences between them.	I can:  Compare objects in a group and sort them by characteristic.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  When given a prompt (i.e., which one is hot and which one is cold), identify opposite properties.	Student can:  Compare two like objects and name a single difference (e.g., this stick is long and this stick is short).	Student can:  When given two like items, express at least two differences among them (i.e., This stick is long and fat, and that stick is short and thin).	Student can:  Compare and sort objects in a group (given a group of vehicles, students can sort them by size and/or length, etc.).