



ADW Academic Standards
Report Card Guide Sheets

Grade: Kindergarten Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Counts, using one-to-one correspondence.		
Learning Targets by Quarter			
1	2	3	4
I can: Count objects using one-to-one correspondence from zero to 10.	I can: Count objects using one-to-one correspondence from zero to 20.	I can: Count objects using one-to-one correspondence from zero to 25.	I can: Count objects using one-to-one correspondence in order from zero to 31.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Use counters and counts one by one through 10.	Student can: Use objects to count to numbers between zero and 20, counting one by one.	Student can: Use objects to count to numbers between zero and 25, counting one by one.	Student can: Use objects to count to numbers between zero and 31, counting one by one.



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Report Card Standard	<u>Number Sense</u> Recognizes and names numbers up to and including 31.		
Learning Targets by Quarter			
1	2	3	4
I can: Name and recognize numbers zero to 10 in and out of sequence.	I can: Name and recognize numbers zero to 20 in and out of sequence.	I can: Name and recognize numbers zero to 25 in and out of sequence.	I can: Name and recognize numbers zero to 31 in and out of sequence.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Identify and name numbers zero to 10 in and out of sequence.	Student can: Identify and name numbers zero to 20 in and out of sequence.	Student can: Identify and name numbers zero to 25 in and out of sequence.	Student can: Identify and name numbers zero to 31 in and out of sequence.



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Report Card Standard	<u>Number Sense</u> Finds the number that is more than or less than any whole number up to 31.		
Learning Targets by Quarter			
1	2	3	4
	I can: Identify whole numbers that are more or less than a number between zero and 20.	I can: Identify whole numbers that are more or less than a number between zero and 25.	I can: Identify whole numbers that are more or less than a number between zero and 31.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Determine values greater or less than when looking at a problem (i.e. a bag of 11 apples and a bag of 19 apples).	Student can: Determine values greater or less than when looking at a problem (i.e. a bag of 20 apples and a bag of 25 apples).	Student can: Determine values greater or less than when looking at a problem (i.e. a bag of 4 apples and a bag of 31 apples).



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Report Card Standard	<u>Number Sense</u> Compares sets of up to ten objects and identifies whether one set is equal to, more than, or less than another.		
Learning Targets by Quarter			
1	2	3	4
I can: Identify equal sets of objects up to ten.	I can: Identify and compare sets to tell which one contains more.	I can: Identify and compare sets to tell which one contains less.	I can: Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Examine two sets of objects, up to ten, and identify equal sets.	Student can: Examine two sets of objects, up to ten, and identify which set contains more.	Student can: Examine two sets of objects, up to ten, and identify which set contains less.	Student can: Examine two sets of up to ten objects and identify whether one set is equal to, more than, or less than another.



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Report Card Standard	<u>Computation</u> Demonstrates an understanding of addition by joining sets of objects.		
Learning Targets by Quarter			
1	2	3	4
		I can: Demonstrate joining sets of objects that add up to a sum less than 10 and tell the sum.	I can: Demonstrate joining sets of objects that add up to 10 and tell the sum.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Count objects in two boxes and add them together to get a sum less than 10 .	Student can: Use two sets of objects to tell how many are altogether.



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Report Card Standard	<u>Computation</u> Demonstrates an understanding of subtraction by removing objects from sets.		
Learning Targets by Quarter			
1	2	3	4
		I can: Demonstrate the difference by removing objects from sets up to and including 10.	I can: Demonstrate the difference by removing objects from sets up to and including 10.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Count objects in box remove set number and give the difference.	Student can: Complete a subtraction problem and explain the reasoning behind their answer.



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Report Card Standard	<u>Algebra</u> Identifies, sorts, and classifies objects using multiple attributes.		
Learning Targets by Quarter			
1	2	3	4
I can: Identify common shapes, such as squares, circles, triangles, and rectangles.	I can: Sort shapes using one or more attributes.	I can: Sort shapes based upon sizes: small, medium, and large.	I can: Classify shapes by name, size, and color, and distinguish between them in a collection of various shapes.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Identify common shapes such as square, circle, triangle, and rectangle based upon attributes of sides.	Student can: Identify shapes and their color.	Student can: Identify shapes of various sizes and put them into groups.	Students can: Sort objects by size, color, name, and sides, and explain why they belong in each group.



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Report Card Standard	<u>Algebra</u> Identifies, copies, and makes simple patterns.		
Learning Targets by Quarter			
1	2	3	4
I can: Identify and create AB patterns.	I can: Identify and create AAB patterns.	I can: Identify and create ABB pattern.	I can: Identify and create an ABC pattern.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Create an AB pattern using two shapes and two colors.	Student can: Recognize and extend an AAB pattern by identifying a repeating color but recognizing the pattern is different from AB due to repeating "A."	Student can: Recognize and extend an ABB pattern by identifying the repeating color but recognizing the pattern is different due to the repeating "B."	Student can: Recognize and extend an ABC pattern by identifying the pattern consists of three colors (ABC) in a repeating sequence.



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Report Card Standard	<u>Geometry</u> Identifies and describes common geometric objects.		
Learning Targets by Quarter			
1	2	3	4
I can: Identify common geometric shapes.	I can: Identify and describe common shapes and apply knowledge to real world objects.	I can: Identify common geometric shapes including a cube.	I can: Identify and describe common geometric objects and describe their geometric features.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Identify common shapes such as a square, circle, triangle, and rectangle based upon attributes of sides.	Student can: Identify more two dimensional shapes based upon the attribute of sides.	Student can: Identify three dimensional shapes based upon attributes and explain that they are not flat but they can be made up of two dimensional shapes (i.e. cube is made up of squares).	Student can: Identify two and three dimensional shapes based on their attributes and be able to compare and sort them based upon those attributes.



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Report Card Standard	Geometry		
	Identifies and uses position words.		
Learning Targets by Quarter			
1	2	3	4
I can: Identify objects that are inside and outside.	I can: Identify objects that are above and below.	I can: Identify objects that are between other objects.	I can: Use position words; inside, outside, above, below and between, to describe where an object is located.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Use manipulatives to show where an object would be if it were located inside or outside of a given space.	Students can: Use manipulatives to show where an object would be if it were above or below a given object.	Student can: Use manipulatives to show where an object would be if it were between two given objects.	Students can: Use manipulatives to accurately demonstrate where an object would be if it were located inside, outside, above, below, and between something.



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Report Card Standard	<u>Measurement</u> Compares lengths, capacities, weights, and temperature of objects.		
Learning Targets by Quarter			
1	2	3	4
I can: Identify shapes or lines that are shorter or longer.	I can: Identify objects that are heavier or lighter.	I can: Observe containers and determine which holds more.	I can: Use a thermometer to tell how hot or cold something is and identify what we do when it is hot or cold.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Use nonstandard units of measurement – such as connecting cubes - to determine which objects are shorter or longer.	Student can: Use a balance scale to determine which objects are heavier or lighter, and visually identify what objects are heavier or lighter.	Student can: Use two different types of containers and determine which one holds more material.	Student can: Tell when it is hot or cold by using a thermometer and identifying 30, 60, and 90 degrees.



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Report Card Standard	<u>Measurement</u> Recognizes and uses concepts of time.		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <p>Identify activities that occur during the morning, afternoon, and evening.</p>	<p>I can:</p> <p>Identify the parts of a calendar.</p>	<p>I can:</p> <p>Identify the months of the year and the days of the week.</p>	<p>I can:</p> <p>Identify that clocks and calendars are tools to measure time.</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <p>Describe their daily routine.</p>	<p>Student can:</p> <p>Identify “Today is....” Tomorrow will be..., Yesterday was....</p> <p>Compare and contrast seasons.</p>	<p>Student can:</p> <p>Name the twelve months of the year and the seven days of the week.</p>	<p>Student can:</p> <p>Identify clocks and calendars and explain that a clock measures time and calendars measure the dates.</p>