Kindergarten Mathematics Number

Curricular Outcome	Outcome in "I Can" Statements	Possible Evidence of Learning -Proficiency-
NK.1 Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0.	I can say numbers in order from 0-10 starting at any number. I can say numbers in order from 10-0 starting at any number.	I can say numbers in order from 0-10. I can say numbers in order from 10-0. I can count forward starting from any number from 0-10 with or without a visual aid. I can count backward starting from any number from 10-0 with or without a visual aid. I can say the number that comes before or after a given number from 1-10. (mastery evidence)
NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures.	I can, at a glance, recognize familiar arrangements of 1-5 objects, dots, or pictures.	I can quickly identify arrangements of 1-5 objects, without counting, and say the number it represents.
NK.3 Relate a numeral, 0 to 10, to its respective quantity.	I can count a set of 0-10 objects and match the numeral to the quantity.	I can create or draw a set of objects using a given number. I can say the number of objects in a set. I can show a number using my fingers. I can match numbers to a picture set using numbers from 0-10.

NK.4 Represent the partitioning of whole numbers (1 to 10) concretely and pictorially.	I can show a whole number from 1-10 using two parts by drawing a picture or using objects.	I can show a number from 1-10 in two parts and <u>name the number in each part</u>. (<u>mastery evidence</u>)
NK.5 Compare quantities, 0 to 10, using one-to-one correspondence.	I can compare sets of objects, from 0-10, by matching them one-to-one.	I can create a set that shows: • more than, • fewer than, • **or** as many as in a given set of objects. I can compare and describe two sets.

**Division math rubrics, located on the ILD website, should be used to assess math in kindergarten.

Kindergarten Mathematics Patterns and Relations

Curricular Outcome	Outcome in "I Can" Statements	Possible Evidence of Learning -Proficiency-
PK.1 Demonstrate an understanding of repeating patterns (two or three elements) by: • identifying, • reproducing, • extending, • creating patterns using manipulatives, sounds, and actions.	I can: • identify • reproduce • extend • create a pattern using manipulatives, sounds and actions.	I can identify repeating and non-repeating patterns and tell which part repeats. I can copy and describe a repeating pattern. I can extend a repeating pattern by 2 more repetitions. I can create and describe my own repeating pattern.

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Kindergarten Mathematics Shape and Space

Curricular Outcome	Outcome in "I Can" Statements	Possible Evidence of Learning -Proficiency-
SSK.1 Use direct comparison to compare two objects based on a single attribute, such as: • length, including height, • mass, • volume, • and capacity.	I can compare two objects by a single attribute, like: • length • height • mass • volume, or • capacity.	I can compare the length or height of 2 objects. I can compare the mass of 2 objects. . I can compare the volume or capacity of 2 objects.
SSK.2 Sort 3-D objects using a single attribute.	I can sort 3-D objects.	I can sort 3-D objects by a single attribute and <u>explain</u> my sorting rule. (<u>mastery evidence</u>) I can identify the sorting rule between two pre-sorted sets.
SSK.3 Build and describe 3-D objects.	I can build and describe 3-D objects.	I can create a model of a 3-D object and compare my object to the original 3-D object. I can describe 3-D objects by <u>using shape words</u>. (<u>mastery evidence</u>)

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