

# Kindergarten Benchmarks

## Math

### *Counting and Cardinality*

Has 1:1 correspondence when counting to 20

Marking Period	1	2	3	4
<b>Dec.</b>	Student is unable or rarely able to count sets through 20.	. Student is unable or rarely able to count sets through 20.	Student can consistently count sets through 20.	Student can consistently count sets beyond 20.
<b>March</b>	Student is unable or rarely able to count sets through 20.	Student is unable or rarely able to count sets through 20.	Student can consistently count sets through 20.	Student can consistently count sets beyond 20.
<b>June</b>	Student is unable or rarely able to count sets through 20.	Student can sometimes count sets through 20.	Student can consistently count sets through 20.	Student can consistently count sets beyond 20.

Represents numbers 0-20 with objects

Marking Period	1	2	3	4
<b>Dec.</b>	Student is unable or rarely able to represent numbers from 0-20 using objects.	Student can sometimes represent numbers from 0-20 using objects.	Student can consistently represent numbers from 0-20 using objects	Student can consistently represent numbers beyond 20 using objects.
<b>March</b>	Student is unable or rarely able to represent numbers from 0-20 using objects.	Student can sometimes represent numbers from 0-20 using objects.	Student can consistently represent numbers from 0-20 using objects.	Student can consistently represent numbers beyond 20 using objects.
<b>June</b>	Student is unable or rarely able to represent numbers from 0-20 using objects.	Student can sometimes represent numbers from 0-20 using objects.	Student can consistently represent numbers from 0-20 using objects.	Students can consistently represent numbers beyond 20 using objects.

### Compares numbers and groups of objects

Marking Period	1	2	3	4
<b>Dec.</b>	Student is unable to compare numbers /groups of objects and describe using proper math vocabulary. (greater than/less than)	Student can sometimes compare numbers/groups of objects and describe using proper math vocabulary. (greater than/less than)	Student can consistently compare numbers/groups of objects and describe using proper math vocabulary. (greater than/less than)	
<b>March</b>	Student is unable to compare numbers /groups of objects and describe using proper math vocabulary. (greater than/less than)	Student can sometimes compare numbers/groups of objects and describe using proper math vocabulary. (greater than/less than)	Student can consistently compare numbers/groups of objects and describe using proper math vocabulary. (greater than/less than)	
<b>June</b>	Student is unable to compare numbers /groups of objects and describe using proper math vocabulary. (greater than/less than)	Student can sometimes compare numbers/groups of objects and describe using proper math. (greater than/less than)	Student can consistently compare numbers/groups of objects and describe using proper math vocabulary. (greater than/less than)	

### Counts to 50 /100 from a higher number

Marking Period	1	2	3	4
<b>Dec.</b>	Student counts to 19 or less.	Student counts to 29 or less from a given number.	Student consistently counts to 30 from a given number independently.	Student consistently counts to 50 or beyond from a given number independently.
<b>March</b>	Student counts to 30 or less.	Student counts to 49 or less from a given number.	Student consistently counts to 50 from a given number independently.	Student consistently counts to 100 from a given number independently.
<b>June</b>	Student counts to 30 or less.	Student counts to 50 or less from a given number.	Student consistently counts to 100 from a given number independently.	Student consistently counts beyond 100 from a given number independently.

## Counts by 10's to 100

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student is unable to count by 10's to 100.	Student can sometimes count by 10's to 100 (with support/visual).	Student consistently counts by 10's to 100 independently.	Student consistently counts by 10's beyond 100 independently.
June	Student is unable to count by 10's to 100.	Student can sometimes count by 10's to 100 (with support/visual).	Student consistently counts by 10's to 100 independently.	Student consistently counts by 10's beyond 100 independently.

## Counts by 2's to 20

Marking Period	1	2	3	4
Dec.	Not Assessed	Not assessed	Not assessed	Not assessed
March	Not Assessed	Not assessed	Not assessed	Not assessed
June	Student is unable to count by 2's to 20.	Student can sometimes count by 2's to 20 with support (visual prompt).	Student can consistently count by 2's to 20 independently.	Student can consistently count by 2's beyond 20 independently.

## Counts by 5's to 50

Marking Period	1	2	3	4
Dec,	Not Assessed	Not assessed	Not assessed	Not assessed
March	Student is unable to count by 5's to 50.	Student can sometimes count by 5's to 50 with support (visual prompt).	Student can consistently count by 5's to 50 independently.	Student can consistently count by 5's to 100 independently
June	Student is unable to count by 5's to 50.	Student can sometimes count by 5's to 50 with support (visual prompt).	Student can consistently count by 5's to 50 independently.	Student can consistently count by 5's to 100 independently.

## Can write numbers 0-20

Marking Period	1	2	3	4
Dec.	Student is unable or rarely able to write numerals from 0 to 10.	Student can write numerals from 0-15.	Student can consistently write numerals from 0-20.	Student can write numerals 0 to 50+ independently.
March	Student is unable or rarely able to write numerals from 0 to 10.	Student can write numerals from 0-15.	Student can consistently write numerals from 0-20.	Student can write numerals 0 to 50+ independently.
June	Student is unable or rarely able to write numerals from 0 to 10.	Student can write numerals from 0-15.	Student can consistently write numerals from 0-20.	Student can write numerals 0 to 50+ independently.

### Can identify numbers 0 – 50

Marking Period	1	2	3	4
<b>Dec.</b>	Student can identify numbers from 0-10	Student can identify numbers through 19	Students can identify numbers from 0-20 consistently	Students can identify numbers beyond 20 consistently
<b>March</b>	Student can identify numbers from 0-20	Student can identify numbers from 0-30	Students can identify numbers from 0-50 consistently	Students can identify numbers from 0-100 consistently
<b>June</b>	Student can identify numbers from 0-20	Student can identify numbers from 0-30	Students can identify numbers from 0-50 consistently	Students can identify numbers from 0-100 consistently

### Can identify ordinal positions

Marking Period	1	2	3	4
<b>Dec.</b>	Student is unable or rarely able to use ordinal numbers correctly to indicate position	Student sometimes uses ordinal numbers correctly to indicate position	Student consistently uses ordinal numbers correctly to indicate position. 1 <sup>st</sup> -10 <sup>th</sup>	Student consistently uses ordinal numbers correctly to indicate position beyond 10 <sup>th</sup>
<b>March</b>	Student is unable or rarely able to use ordinal numbers correctly to indicate position	Student sometimes uses ordinal numbers correctly to indicate position	Student consistently uses ordinal numbers correctly to indicate position. 1 <sup>st</sup> -10 <sup>th</sup>	Student consistently uses ordinal numbers correctly to indicate position beyond 10 <sup>th</sup>
<b>June</b>	Student is unable or rarely able to use ordinal numbers correctly to indicate position	Student sometimes uses ordinal numbers correctly to indicate position	Student consistently uses ordinal numbers correctly to indicate position. 1 <sup>st</sup> – 10 <sup>th</sup>	Student consistently uses ordinal numbers correctly to indicate position beyond 10 <sup>th</sup> .

## Operations and Algebraic Thinking

Progressing in +/- with manipulatives

Marking Period	1	2	3	4
<b>Dec.</b>	<b>Not Assessed</b>			
<b>March</b>	Student is unable or rarely able to solve addition and subtraction problems using a variety of manipulatives	Student can sometimes solve addition and subtraction problems using a variety of manipulatives	Student consistently solves addition and subtraction problems using a variety of manipulatives independently	
<b>June</b>	Student is unable or rarely able to solve addition and subtraction problems using a variety of manipulatives	Student can sometimes solve addition and subtraction problems using a variety of manipulatives	Student consistently solves addition and subtraction problems using a variety of manipulatives independently	

Can solve +/- word problems

Marking Period	1	2	3	4
<b>Dec.</b>	<b>Not Assessed</b>	<b>Not assessed</b>	<b>Not assessed</b>	<b>Not assessed</b>
<b>March</b>	Not Assessed	Not assessed	Not assessed	Not assessed
<b>June</b>	Student is unable to use strategies to solve problems	Student is limited in the number of strategies he/she can use to solve problems	Student uses a variety of manipulatives, paper and pencil, and appropriate math language to solve problems.	Student uses a variety of manipulatives, paper and pencil, and appropriate math language to solve problems. Student uses logical reasoning to solve problems and explain answer

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Fluently +/- up to 5

Marking Period	1	2	3	4
Dec.	Not Assessed	Not assessed	Not assessed	Not assessed
March	Not assessed	Not assessed	Not assessed	Not assessed
June	Student is unable to add/subtract up to 5 fluently	Student can sometimes add/subtract up to 5 fluently	Student can consistently add/subtract up to 5 fluently	Student can consistently add/subtract up to 10 fluently

***Number and Operation in Base 10***

Breaks apart numbers 11-19 into tens and ones

Marking Period	1	2	3	4
Dec.	Not Assessed	Not assessed	Not assessed	Not assessed
March	Student is unable to compose and decompose numbers 11-19	Student can sometimes compose and decompose numbers 11-19	Student can sometimes compose and decompose numbers 11-19	Student can consistently compose and decompose numbers from 20-99.
June	Student is unable to compose and decompose numbers 11-19	Student can sometimes compose and decompose numbers 11-19	Student can consistently compose and decompose numbers 11 -19	Student can consistently compose and decompose numbers from 20-99.

Can count and find patterns on a number grid

Marking Period	1	2	3	4
Dec.	Not Assessed	Not assessed	Not assessed	Not assessed
March	Student is unable to locate, count and find patterns on number grid.	Student can sometimes locate, count and find patterns on number grid.	Student can consistently locate, count and find number patterns on number grid.	Student can consistently locate, count and find number patterns on number grid and quickly solve addition/subtraction problems using grid independently.
June	Student is unable to locate, count and find patterns on number grid.	Student can sometimes locate, count and find patterns on number grid.	Student can consistently locate, count and find number patterns on number grid.	Student can consistently locate, count and find number patterns on number grid and quickly solve addition/subtraction problems using grid independently.

***Measurement and Data***



Uses graphs to show and interpret data

Marking Period	1	2	3	4
Dec.	Not Assessed	Not assessed	Not assessed	Not assessed
March	Not Assessed	Not assessed	Not assessed	Not assessed
June	Student is unable or rarely able to read and interpret data on different types of graphs	Student can sometimes read and interpret data on different types of graphs	Student can consistently read and interpret data on different types of graphs.	Student can consistently read and interpret data on different types of graphs. Student can independently create graphs to represent data.

Can tell time to the hour and half hour

Marking Period	1	2	3	4
Dec.	Not Assessed	Not assessed	Not assessed	Not assessed
March	Student is unable or rarely able to tell time to the hour.	Student can sometimes identify time to the hour	Student can consistently identify time to the hour	Student can consistently identify time to the hour and half hour
June	Student is unable or rarely able to identify time to the hour and half hour.	Student can sometimes identify time to the hour and half hour	Student can consistently identify time to the hour and half hour	

Can identify coins by name and by value

Marking Period	1	2	3	4
Dec.	Not Assessed	Not assessed	Not assessed	Not assessed
March	Student is unable or rarely able to identify coins by name	Student can identify some (2-3) coins by name	Student can consistently identify all coins by name	Student can identify all coins and their values
June	Student is unable or rarely able to identify coins and their values	Student can identify some (2-3) coins and their values	Student can consistently identify all coins by name and value	Student can identify all coins, values, can trade coins for equal value, and count given money amounts

**Geometry**

Identifies 2D shapes

Marking Period	1	2	3	4
Dec.	Student is unable or rarely able to identify 1- and 2-dimensional shapes and their properties. Student is unable or rarely able to identify symmetrical shapes. (circle, square, rectangle, triangle, hexagon)	Student sometimes identifies 1-and 2-dimensional shapes and their properties. Student sometimes identifies symmetrical shapes. (circle, square, rectangle, triangle, hexagon)	Student consistently identifies 1-and 2-dimensional shapes and their properties. Student identifies symmetrical shapes. (circle, square, rectangle, triangle, hexagon)	
March	Student is unable or rarely able to identify 1- and 2-dimensional shapes and their properties. Student is unable or rarely able to identify symmetrical shapes.	Student sometimes identifies 1-and 2-dimensional shapes and their properties. Student sometimes identifies symmetrical shapes. (circle,	Student consistently identifies 1-and 2-dimensional shapes and their properties. Student identifies symmetrical shapes. (circle, square, rectangle,	

	(circle, square, rectangle, triangle, hexagon)	square, rectangle, triangle, hexagon)	triangle, hexagon)	
<b>June</b>	Student is unable or rarely able to identify 1- and 2-dimensional shapes and their properties. Student is unable or rarely able to identify symmetrical shapes. (circle, square, rectangle, triangle, hexagon)	Student sometimes identifies 1- and 2-dimensional shapes and their properties. Student sometimes identifies symmetrical shapes. (circle, square, rectangle, triangle, hexagon)	Student consistently identifies 1- and 2-dimensional shapes and their properties. Student identifies symmetrical shapes. (circle, square, rectangle, triangle, hexagon)	

Identifies 3D shapes

Marking Period	1	2	3	4
<b>Dec.</b>	<b>Not Assessed</b>	<b>Not assessed</b>	<b>Not assessed</b>	<b>Not assessed</b>
<b>March</b>	<b>Not assessed</b>	<b>Not assessed</b>	<b>Not assessed</b>	<b>Not assessed</b>
<b>June</b>	Student is unable or rarely able to identify 3-dimensional shapes and their properties. (Sphere, cube, cylinder, cone)	Student sometimes identifies 3-dimensional shapes and their properties. (Sphere, cube, cylinder, cone)	Student consistently identifies 3-dimensional shapes and their properties. (Sphere, cube, cylinder, cone)	

Compares shapes by attributes.

Marking Period	1	2	3	4
<b>Dec.</b>	Student is unable to compare shapes by attributes	Student can sometimes compare shapes by attributes	Student can consistently compare shapes by attributes	Student can consistently compare shapes by attribute and demonstrates understanding of length, height, width, and vertices
<b>March</b>	Student is unable to compare shapes by attributes	Student can sometimes compare shapes by attributes	Student can consistently compare shapes by attributes	. Student can consistently compare shapes by attribute and demonstrates understanding of length, height, width, and vertices
<b>June</b>	Student is unable to compare shapes by attributes	Student can sometimes compare shapes by attributes	Student can consistently compare shapes by attributes	Student can consistently compare shapes by attribute and demonstrates understanding of

				length, height, width, and vertices
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Applies knowledge of shapes in creative ways

Marking Period	1	2	3	4
Dec.	Not Assessed	Not assessed	Not assessed	Not assessed
March	Student is unable to apply knowledge of shapes in creative ways	Student can sometimes apply knowledge of shapes in creative ways	Student can consistently apply knowledge of shapes in creative ways	
June	Student is unable to apply knowledge of shapes in creative ways	Student can sometimes apply knowledge of shapes in creative ways	Student can consistently apply knowledge of shapes in creative ways	

Uses positional words

Marking Period	1	2	3	4
Dec.	Student is unable or rarely able to identify the position of objects using describing words	Student can sometimes identify the position of objects using describing words	Student can consistently identify the position of objects using describing words.	
March	Student is unable or rarely able to identify the position of objects Student is unable or rarely able to identify the position of objects using describing words	Student can sometimes identify the position of objects using describing words	Student can consistently identify the position of objects using describing words.	

<b>June</b>	Student is unable or rarely able to identify the position of objects using describing	Student can sometimes identify the position of objects using describing words	Student can consistently identify the position of objects using describing words.	
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Extends simple AB patterns and complex patterns

Marking Period	1	2	3	4
<b>Dec.</b>	Student is unable or rarely able to create AB patterns using concrete objects and by drawing pictures.	Student can sometimes create AB patterns using concrete objects and by drawing pictures.	Student is consistently able to create AB patterns using concrete objects and by drawing pictures.	Student is consistently able to create complex patterns with objects and drawings.
<b>March</b>	Student is unable or rarely able to create complex patterns using concrete objects and drawing pictures	Student can sometimes create complex patterns using concrete objects and drawing pictures	Student can consistently create complex patterns using concrete objects and drawing pictures	
<b>June</b>	Student is unable or rarely able to create complex patterns using concrete objects and drawing pictures	Student can sometimes create complex patterns using concrete objects and drawing pictures	Student can consistently create complex patterns using concrete objects and drawing pictures	

Identifies halves

Marking Period	1	2	3	4
<b>Dec.</b>	<b>Not Assessed</b>	<b>Not assessed</b>	<b>Not assessed</b>	<b>Not assessed</b>
<b>March</b>	Student is unable or rarely able to recognize equal parts of a whole or divide objects into halves.	Student will sometimes recognize equal parts of a whole and divide objects into halves.	Student will consistently recognize equal parts of a whole and divide objects into halves.	Student will consistently recognize equal parts of a halves. Student will recognize other fractional parts of a whole (thirds, quarters, etc.).
<b>June</b>	Student is unable or rarely able to recognize equal parts of a whole or divide objects into	Student will sometimes recognize equal parts of a whole and divide objects into	Student will consistently recognize equal parts of a whole and divide objects into	Student will consistently recognize equal parts of a halves.

	halves.	halves.	halves.	Student will recognize other fractional parts of a whole (thirds, quarters, etc.).
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