Kindergarten Mathematics Indicators
Class Summary

Kindergarten

	Assessment	Type of Intervention
Number, Number Sense and Operations Standard		
Number and Number System		
1		
Compare and order whole numbers up to 10.		
2		
Explain rules of counting, such as each object should		
be counted once and that order does not change the		
number.		
3		
Count to twenty; e.g., in play situations or while		
reading number books.		
4		
Determine "how many" in sets (groups) of 10 or		
fewer objects.		
5		
Relate, read and write numerals for single-digit		
numbers (0-9).		
6		
Construct multiple sets of objects each containing		
the same number of objects.		
7		
Compare the number of objects in two or more sets		
when one set has one to two more, or one to two		
fewer objects.		

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	Assessment	Types of Intervention
Number, Number Sense and Operations Standard		
Number and Number System		
8		
Represent and use whole numbers in flexible ways,		
including relating, composing, and decomposing		
numbers; e.g., 5 marbles can be 2 red and 3 green		
or 1 red and 4 green .		
9		
Identify and state the value of a penny, nickel and dime.		
Meaning of Operations		
10		
Model and represent addition as combining sets and		
counting on, and subtraction as take-away, comparison.		
For ex:		
a) Combine and separate small sets of objects in		
contextual situations; e.g., add or subtract one,		
two, or another small amount.		
b) Count on (forward) and count back (backward) o		
on a number line between 1 and 10.		
11		
Demonstrate joining multiple groups of objects, each		
containing the same number of objects; e.g.,		
combining 3 bags of candy, each containing 2 pieces.		
12		
Partition or share a small set of objects into groups		
of equal size; e.g., sharing 6 stickers equally among		
3 children.		

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	Assessment	Types of Intervention																						
Computation and Estimation																								
13																								
Recognize the number of quantity of sets up to 5																								
without counting; e.g., recognize without counting the																								
dot arrangement on a domino as 5.																								
Measurement Standard																								
Measurement Units																								
1																								
Identify units of time (day, week, month, year) and																								
compare calendar elements; e.g.. weeks are longer																								
than days.																								
Use Measurement Techniques and Tools																								
2																								
Compare and order objects of different lengths, areas,																								
weights and capacities; and use relative terms, such as																								
longer, shorter, bigger, smaller, heavier, lighter,																								
more and less.																								
3																								
Measure length and volume (capacity using uniform																								
objects in the environment. Ex:																								
a) how many paper clips long is a pencil;																								
b) how many small containers it takes to fill one big																								
container using sand, rice, beans.																								
4																								
Order of events based on time. Ex:																								
a) activities that take a long or short time;																								
b) review what we do first, next, last;																								
c) recall what we did and plan to do yesterday, today,																								
tomorrow.																								

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	Assessment	Types of Intervention
Geometry and Spatial Sense Standard		
Characteristics and Properties		
1		
Identify and sort two-dimensional shapes and three-		
dimensional objects. Ex:		
a) Identify and describe two-dimensional figures and		
three-dimensional objects from the environment		
using the child's own vocabulary.		
b) Sort shapes and objects into groups based on		
student-defined categories.		
c) Select all shapes or objects on one type from a		
group.		
d) Build two-dimensional figures using paper shapes		
or tangrams; build simple three-dimensional objects		
using blocks.		
Spatial Relationship		
2		
Name and demonstrate the relative position of objects		
as follows:		
a) place objects over, under, inside, outside, on, beside,		
between, above, below, on top of, upside-down,		
behind, in back of, in front of;		
b) describe placement of objects with terms, such as		
on, inside, outside, above, below, over, under,		
beside, between, in front of, behind		
Patterns, Functions and Algebra Standard		
Use Patterns, Relations and Functions		
1		
Sort, classify and order objects by size, number and		
other properties. Ex:		

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	Assessment	Types of Intervention
1 - Cont.		
Sort, classify and order objects by size, number and		
other properties. Ex:		
a) Identify how objects are alike and different.		
b) Order three events or objects according to a given		
attribute, such as time or size.		
c). Recognize and explain how objects can be		
classified in more than one way.		
d) Identify what attributes was used to sort groups of		
2		
Identify, create, extend and copy sequence of sounds		
(such as musical notes), shapes (such as buttons,		
leaves or blocks), motions (such as hops or skips),		
and numbers from 1 to 10.		
3		
Describe orally the pattern of a given sequence.		
Use Algebraic Representations		
4		
Model a problem situation using physical materials.		
Data Analysis and Probability Standard		
Data Collection		
1		
Gather and sort data in response to questions posed by		
teacher and students; e.g., how many sisters and		
brothers, what color shoes.		

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	Assessment	Types of Intervention
Data Analysis and Probability Standard		
Data Collection		
2		
Arrange objects in a floor or table graph according to attributes; such as use, size, color or shape.		
Statistical Methods		
3		
Select the category or categories that have the most or fewest objects in a floor or table graph.		