

KINDERGARTEN By the end of the year: p. 1 of 2				
Assessment	Below Grade Level	Basic	Proficient	Advanced
Counting Objects				
#1 Counting Objects: Task 1: Counting a Pile	Unable to count a pile of 12 objects accurately	•Counts a pile of up to 12 objects •Able to count up to 21 objects but not always accurate	Counts a pile of objects of 21 or more with ease and accuracy	Counts a variety of piles of up to 32 or more with ease and accuracy
#1 Counting Objects: Task 2: Counting Out a Quantity	Unable to count out a quantity of up to 9 objects	Counts out a quantity of up to 9 objects	Counts out a quantity of up to 18 objects	Counts out quantities beyond 18 with ease and accuracy
#1 Counting Objects: Task 3: One More/One Less	When presented numbers in sequence: Is unable to tell how many when 1 is added to numbers to 8 without counting	When presented numbers in sequence: Knows 1 more and 1 less without counting for numbers to 8	When presented numbers in sequence: Knows 1 more without counting for numbers to 12 and 1 less without counting for numbers 8 and less	When presented numbers in sequence: Knows 1 more without counting for numbers to 21 or more and 1 less without counting for numbers from 21 and beyond
#1 Counting Objects: Task 4: One More/One Less	When presented numbers out of sequence: Is unable to tell how many when 1 is added to numbers to 8 without counting	When presented numbers out of sequence: Knows 1 more and 1 less without counting for numbers to 8	When presented numbers out of sequence: Knows 1 more without counting for numbers to 12 and 1 less without counting for numbers 8 and less	When presented numbers out of sequence: Knows 1 more without counting for numbers to 21 or more and 1 less without counting for numbers from 21 and beyond
Number Relationships				
#2: Changing Numbers	When working with numbers to 10: Is unable to change one number to another; may make a new pile (instead of changing 5 to 8, makes a second pile of 8) or may add on a pile (adds 8 more to the pile of 5)	When working with numbers to 10: Changes one number to another by counting all and adding one at a time or counting all and removing the extras	When working with numbers to 6: Is able to change the number without counting all; describes how many added or taken away When working with numbers to 10: Changes one number to another by counting all and adding on or removing extras	When working with numbers to 10 or beyond: •Changes a number to another larger number by counting (adding) on; tells how many added with ease •Changes a number to a smaller number by removing the extras; tells how many taken away with ease

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#3: More/Less Trains	<p>When working with numbers to 12 when the groups are lined up:</p> <ul style="list-style-type: none"> •Unable to use the number of one train to determine the number of another train •Unable to tell how many more or less; may tell the amount in the larger group <p>When working with numbers to 9 when the groups are not lined up:</p> <p>Unable to compare groups not lined up</p>	<p>When working with numbers to 12 when the groups are lined up:</p> <ul style="list-style-type: none"> •Uses one train to figure out another if the second train is longer and the difference is 1 •Can tell how many more or less when the difference is 1 and the groups are lined up <p>When working with numbers to 9 when the groups are lined up:</p> <p>Unable to compare groups not lined up</p>	<p>When working with numbers to 12 when the groups are lined up:</p> <ul style="list-style-type: none"> •Uses one train to figure out another if the second train is longer and the difference is 1, 2 or 3 and the groups are lined up •Can tell how many less for differences of 1 or 2 <p>When working with numbers to 9 when the groups are not lined up:</p> <p>Can use counters to figure out the differences between 2 unorganized piles if no more than 9 in larger group</p>	<p>When working with numbers to 12 when the groups are lined up:</p> <ul style="list-style-type: none"> •Uses one train to figure out another if the second train is longer •Can tell how many less for differences of 1 or 2 <p>When working with numbers to 9 or more when the groups are not lined up:</p> <p>Can use counters to figure out the differences between 2 unorganized piles if no more than 9 in larger group</p>
# 4: Number Arrangements	Counts all for numbers more than 2 or 3	Recognizes some arrangements of groups of numbers to 5 instantly	<ul style="list-style-type: none"> • Recognizes groups of numbers to 5 instantly • Can identify groups of 3 or 4 as part of larger group • Knows number combinations to 4 or 5 	<ul style="list-style-type: none"> • Recognizes groups of numbers to 5 instantly • Can identify groups of 3 or 4 or 5 as part of larger group • Knows number combinations to at least 6
#6: Hiding Assessment	Unable to tell missing parts of 4 or larger	Able to figure out missing parts for 4 or more	Knows missing parts of 4, can figure out parts of 5 or more	Knows parts of 5 or more; can figure out parts of number to 7 or more