

Name \_\_\_\_\_ School Year \_\_\_\_\_ Teacher \_\_\_\_\_

### Kindergarten Learning Goals for Mathematics

Your child is developing skills in multiple areas of mathematics. The skills listed below reflect goals we have for each child in kindergarten. These skills are introduced and then practiced in many forms and within problem-solving situations before mastery is reached. The shaded areas below indicate the targeted level of mastery expected by the end of that unit. If your child is marked in the shaded area or above, he/she is developing the skill as anticipated. **(It is possible that not all units will be covered within the school year.)**

B	D	S	Baseline Assessment Activities
			1. Performs rote counting to ____.
			2. Performs rational counting to ____.
			3. Recognizes numbers.
			4. Forms groups of 0 to 5.
			5. Recognizes geometric shapes.
			6. Recognizes coins.
			7. Understands concepts of first and last.
			8. Sorts and classifies objects.
			9. Compares sizes of objects.
B	D	S	Midyear Assessment Activities
			1. Counts forward to 70 and backward from 10 to 0.
			2. Counts on from any number 2-20+.
			3. Uses and writes numbers 0-15+.
			4. Understands “teen” numbers as 10 + a digit.
			5. Generates and continues a pattern.
			6. Identifies, describes, and uses pattern blocks.
			7. Sorts sets of mixed objects using various attributes.
			8. Participates in oral number stories.
			9. Compares weight.
			10. Counts with calculator using the repeat key.

B	D	S	Late-in-Year Assessment Activities
			1. Counts 20 or more objects
			2. Performs interrupted verbal counting beyond 100.
			3. Counts backward from 22 or higher.
			4. Counts by 2s beyond 30.
			5. Counts by 5s beyond 110.
			6. Counts by 10s beyond 110.
			7. Reads any number, 100 or less.
			8. Writes any number, 100 or less.
			9. Understands basic meanings of addition and subtraction in real situations, in children’s own number stories, in oral problems, with concrete objects, and on number lines.
			10. Understands 2-digit numbers in terms of 10s and 1s.
			11. Understands equivalent expressions as two or more different expressions of the same number.
			12. Recognizes many noncomputational uses of numbers through daily experiences.
			13. Knows the meaning of estimation.
			14. Identifies and uses measuring tools for linear, weight, and volume measures.
			15. Performs simple data collection and graphing.
			16. Has experience with basic geometry shapes and symmetry concepts; recognizes and names basic plane and solid figures.
			17. Knows the value of a penny, nickel, and dime; recognizes a quarter.
			18. Estimates times on an analog clock using only the hour hand.

**KEY:**

- **Beginning (B):** Children cannot complete the task independently. They show little understanding of the concept or skill.
- **Developing (D):** Children show some understanding. However, errors or misunderstandings still occur. Reminders, hints, and suggestions are incorporated with understanding.
- **Secure (S):** Children can apply the skill or concept correctly and independently.