

# KINDERGARTEN KID-FRIENDLY MATH STANDARDS

Standards Being Tested	KINDERGARTEN-MATH	Check for Progress 1	Check for Progress 2	Check for Progress 3	Check for Progress 4	Check for Progress 5
	By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns.					
	<b>NUMBER SENSE</b>					
<b>1.0</b>	<b><i>Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):</i></b>					
1.1	<ul style="list-style-type: none"> <li>• I can tell if there are the same number of things in each group.</li> <li>• If one group has more things in it, I can tell which one it is.</li> </ul>					
1.2	<ul style="list-style-type: none"> <li>• I can count up to 30 things.</li> <li>• I can use the right number word to tell "How many?"</li> <li>• I can make a group (of up to 30 things) if I am told what number of things to show.</li> <li>• I know which group it is if I know the number of things (up to 30) in it. (When we are talking about several different groups of things.)</li> <li>• I can put groups in number order so a group with few things comes before a group with many things (up to 30 things).</li> </ul>					
1.3	<ul style="list-style-type: none"> <li>• I know that using the name of a large number to tell "how many?" means there are more things in the group.</li> <li>• I know that using the name of a small number to tell "how many?" means there are fewer things in the group.</li> </ul>					
<b>2.0</b>	<b><i>Students understand and describe simple additions and subtractions:</i></b>					
2.1	<ul style="list-style-type: none"> <li>• I can use counting things as tools to answer adding questions (for two groups, each less than 10).</li> <li>• I can use counting things as tools to answer subtracting questions (for two groups, each less than 10).</li> </ul>					
<b>3.0</b>	<b><i>Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:</i></b>					
3.1	<ul style="list-style-type: none"> <li>• I know if a number guess could be close to the real number or not.</li> </ul>					
	<b>ALGEBRA AND FUNCTIONS</b>					
<b>1.0</b>	<b><i>Students sort and classify objects:</i></b>					
1.1	<ul style="list-style-type: none"> <li>• I know the names for common ways to describe things. (Examples: colors, sizes, types of things, and more.)</li> <li>• I can decide if a thing belongs to a certain group.</li> <li>• I can put things that belong together in groups.</li> <li>• If there is a thing that does not belong to a group, I know it.</li> <li>• If there is a thing that does not belong to a group, I can tell why. (Example: all these balls are green, those are red.)</li> </ul>					

\* Key standards (*Mathematics Framework for California Public Schools, chapter 3*) comprise a minimum of 70% of the test

\*\* Fractional values indicate rotated standards (e.g.,  $\frac{1}{2}$ =rotated every two years;  $\frac{1}{3}$ =rotated every three years)

\*\*\* Not assessable in a multiple-choice format

Embedded: Content of standard is embedded within items in other strands

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Standards Being Tested	KINDERGARTEN-MATH (cont)	Check for Progress 1	Check for Progress 1	Check for Progress 1	Check for Progress 1	Check for Progress 1
--	<b>MEASUREMENT AND GEOMETRY</b>					
--	<b>1.0</b> <i>Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:</i>					
--	<b>1.1</b> <ul style="list-style-type: none"> <li>• I can decide if I am shown two things, which one:               <ul style="list-style-type: none"> <li><input type="checkbox"/> is shorter.</li> <li><input type="checkbox"/> is longer.</li> <li><input type="checkbox"/> is taller.</li> <li><input type="checkbox"/> is lighter.</li> <li><input type="checkbox"/> is heavier.</li> <li><input type="checkbox"/> holds more.</li> </ul> </li> </ul>					
--	<b>1.2</b> <ul style="list-style-type: none"> <li>• I can show that I know what the parts of the day are:               <ul style="list-style-type: none"> <li><input type="checkbox"/> I know when morning is.</li> <li><input type="checkbox"/> I know when afternoon is.</li> <li><input type="checkbox"/> I know when evening is.</li> <li><input type="checkbox"/> I know when tomorrow is.</li> </ul> </li> <li>• I can show that I know how to talk about days and longer times:               <ul style="list-style-type: none"> <li><input type="checkbox"/> I know what we mean by the word today.</li> <li><input type="checkbox"/> I know when yesterday was.</li> <li><input type="checkbox"/> I know what a week is.</li> <li><input type="checkbox"/> I know what a year is.</li> </ul> </li> <li>• I understand that a clock is a tool that measures time (of day or night).</li> <li>• I understand that a calendar is a tool that we use to keep track of days of the week, days of the month, and the days of the year.</li> </ul>					
--	<b>1.3</b> <ul style="list-style-type: none"> <li>• I can say the names of the days of the week in order.</li> </ul>					
--	<b>1.4</b> <ul style="list-style-type: none"> <li>• I can say what the clock will show when it is time for everyday things to happen, such as: Examples:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Lunchtime is 12 o'clock in the daytime</li> <li><input type="checkbox"/> Bedtime is 8 o'clock at night</li> </ul> </li> <li>• I can tell what time the hour hand on the clock shows.</li> </ul>					
--	<b>2.0</b> <i>Students identify common objects in their environment and describe the geometric features:</i>					
--	<b>2.1</b> <ul style="list-style-type: none"> <li>• I can give the name for each of these shapes:               <ul style="list-style-type: none"> <li><input type="checkbox"/> circle, square, rectangle, cube, sphere, and cone</li> </ul> </li> <li>• I can tell what makes each one different from the others.</li> </ul>					
--	<b>2.2</b> <ul style="list-style-type: none"> <li>• I can use describing words to tell about a shape or object.</li> <li>• When I describe a shape or object, I know how to talk about:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Where it is; what the shape name is.</li> <li><input type="checkbox"/> How large or small it is (to name its size).</li> <li><input type="checkbox"/> How round or not-round it is.</li> <li><input type="checkbox"/> If it has corners, and how many corners it has.</li> </ul> </li> <li>• I can decide if one shape or object is different from another.</li> <li>• I can use the describing words to say why it is different.</li> </ul>					

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--		<b>STATISTICS, DATA ANALYSIS, AND PROBABILITY</b>					
--	<b>1.0</b>	<i>Students collect information about objects and events in their environment:</i>					
--	1.1	<ul style="list-style-type: none"> <li>• I can ask questions about things in my world.</li> <li>• I can understand the answers to my math questions.</li> <li>• I can keep track of the answers to my questions using:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Objects.</li> <li><input type="checkbox"/> Pictures.</li> <li><input type="checkbox"/> Picture graphs.</li> </ul> </li> </ul>					
--	1.2	<ul style="list-style-type: none"> <li>• I know if I see a pattern.</li> <li>• I can say what makes it a pattern.</li> <li>• I can say or show what the next thing should be in the pattern.</li> <li>• I use the right shape words to talk about a shape pattern.</li> <li>• I use the right size words to talk about a size pattern.</li> <li>• I use the right color words to talk about a color pattern.</li> </ul>					
--		<b>MATHEMATICAL REASONING</b>					
--	<b>1.0</b>	<i>Students make decisions about how to set up a problem:</i>					
--	1.1	If I see a number problem or another math problem: <ul style="list-style-type: none"> <li>• I can decide what kind of problem it is.</li> <li>• I can decide what tools or things I will need to find an answer.</li> <li>• I can tell different ways of how I might try to solve the problem.</li> <li>• I know how to start to find an answer.</li> </ul>					
--	1.2	<ul style="list-style-type: none"> <li>• I can use tools, such as things to move and count to solve problems.</li> <li>• I can use tools, such as drawings or graphs to solve problems.</li> <li>• I can decide which of these tools, or others, to use.</li> </ul>					
--	<b>2.0</b>	<i>Students solve problems in reasonable ways and justify their reasoning:</i>					
--	2.1	<ul style="list-style-type: none"> <li>• I can tell why I chose to solve a problem the way I did.</li> <li>• I can tell why I used things to move and count.</li> <li>• I can tell why and how I used a drawing or graph.</li> </ul>					
--	2.2	<ul style="list-style-type: none"> <li>• I can solve number or other math problems and get them right.</li> <li>• I know how to check if my answer makes sense.</li> <li>• I can tell if my answer fits when I look at the problem again.</li> </ul>					

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