

### Kindergarten Colorado Academic Standards for Mathematics

Your child is developing skills in multiple areas of mathematics. The skills listed below reflect the Colorado Academic Standards for each child in kindergarten. They are introduced and then practiced in many forms and within problem-solving situations before mastery is reached and should be secure by the end of the year.

B	D	S	Baseline Assessment
			1. Count to 100 by 1's (1.1a)
			2. Count objects to 20 (1.1b)
			3. Identify small groups of objects fewer than 5 without counting (1.1c)
			4. Identify numbers out of order from 0 to 20 (1.1c)
			5. Describe the relative position of objects using terms: <i>above, below, beside, in front of, behind, next to</i> (4.1a)
			6. Name 2D shapes: <i>circle, triangle, square, rectangle, hexagon</i> (4.1a)
			7. Order objects by length, height, weight, price (4.2a)

B	D	S	Midyear Assessment
			8. Count forward beginning from a given number without starting at 1 (1.1a)
			9. Count to 100 by 10's (1.1a)
			10. Sequence numbers to 20 (1.1a)
			11. Comparing two numbers as less than/greater than up to 10 (1.1c)
			12. Model shapes in the world by building shapes from components and drawing shapes. (4.1b)
			13. Use simple shapes to make larger shapes (4.1b)
			14. Describe measurable attributes (length, weight) (4.2a)

B	D	S	End-of-Year Assessment
			15. Write numbers from 0 to 20 (1.1a)
			16. Represent a number of objects with a written numeral 0-20 (1.1a)
			17. Identify whether the number of objects in one group is greater than, less than, equal to the number of objects in another group (1.1c)
			18. Decompose numbers less than or equal to 10 in more than one way (i.e.: $5=2+3$ or $4+1$ ) (1.2a)
			19. Represent and solve addition word problems with sums to 10 using objects to model as desired by student(1.2a)
			20. For any number from 1-9 find the number that makes 10 when added to a given number (1.2a)
			21. Represent and solve subtraction within 10 using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations (1.2a)
			22. Fluently add and subtract numbers within 5 (1.2b)
			23. Show that numbers 11-19 are equal to ten and some more (i.e.: $17=10+7$ ) (1.2c)
			24. Identify 3D shapes: <i>cube, cone, cylinder, sphere</i> (4.1a)
			25. Identify shapes as 2D and 3D: <i>cube, cone, cylinder, sphere</i> (4.1a)
			26. Analyze and compare similarities and attributes of 2D and 3D shapes: <i>circle, triangle, square, rectangle, hexagon, cube, cone, cylinder, sphere</i> (4.1b)

**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.