KINDERGARTEN  By the end of the year:  p. 1 of 2

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Below Grade Level</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counting Objects</strong></td>
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<tr>
<td>#1 Counting Objects: Task 1: Counting a Pile</td>
<td>Unable to count a pile of 12 objects accurately</td>
<td>· Counts a pile of up to 12 objects&lt;br&gt; · Able to count up to 21 objects but not always accurate</td>
<td>Counts a pile of objects of 21 or more with ease and accuracy</td>
<td>Counts a variety of piles of up to 32 or more with ease and accuracy</td>
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<tr>
<td>#1 Counting Objects: Task 2: Counting Out a Quantity</td>
<td>Unable to count out a quantity of up to 9 objects</td>
<td>Counts out a quantity of up to 9 objects</td>
<td>Counts out a quantity of up to 18 objects</td>
<td>Counts out quantities beyond 18 with ease and accuracy</td>
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<tr>
<td>#1 Counting Objects: Task 3: One More/One Less</td>
<td>When presented numbers in sequence:&lt;br&gt; Is unable to tell how many when 1 is added to numbers to 8 without counting</td>
<td>When presented numbers in sequence:&lt;br&gt; Knows 1 more and 1 less without counting for numbers to 8</td>
<td>When presented numbers in sequence:&lt;br&gt; Knows 1 more without counting for numbers to 12 and 1 less without counting for numbers 8 and less</td>
<td>When presented numbers in sequence:&lt;br&gt; Knows 1 more without counting for numbers to 21 or more and 1 less without counting for numbers from 21 and beyond</td>
</tr>
<tr>
<td>#1 Counting Objects: Task 4: One More/One Less</td>
<td>When presented numbers out of sequence:&lt;br&gt; Is unable to tell how many when 1 is added to numbers to 8 without counting</td>
<td>When presented numbers out of sequence:&lt;br&gt; Knows 1 more and 1 less without counting for numbers to 8</td>
<td>When presented numbers out of sequence:&lt;br&gt; Knows 1 more without counting for numbers to 12 and 1 less without counting for numbers 8 and less</td>
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| Number Relationships | | | | |
| #2: Changing Numbers | When working with numbers to 10:<br> 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:<br> 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:<br> Is able to change the number without counting all; describes how many added or taken away | When working with numbers to 10 or beyond:<br> · Changes a number to another larger number by counting (adding) on; tells how many added with ease<br> · 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 | When working with numbers to 12 when the groups are lined up:  
• 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  
When working with numbers to 9 when the groups are not lined up:  
Unable to compare groups not lined up | When working with numbers to 12 when the groups are lined up:  
• 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  
When working with numbers to 9 when the groups are lined up:  
Unable to compare groups not lined up | When working with numbers to 12 when the groups are lined up:  
• 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  
When working with numbers to 9 when the groups are lined up:  
Can use counters to figure out the differences between 2 unorganized piles if no more than 9 in larger group | When working with numbers to 12 when the groups are lined up:  
• Uses one train to figure out another if the second train is longer  
• Can tell how many less for differences of 1 or 2  
When working with numbers to 9 or more when the groups are not lined up:  
Can use counters to figure out the differences between 2 unorganized piles if no more than 9 in larger group |

| #4: Number Arrangements | Counts all for numbers more than 2 or 3 | Recognizes some arrangements of groups of numbers to 5 instantly | 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  
• 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 |