

Kindergarten Benchmarks Mathematics

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1	Level 2	Level 3	Level 4	Level 5
<i>Counting and Cardinality:</i>					
Count to 100.	Counts to 100 by ones and tens with guidance.	Inconsistently counts to 100 by ones and tens; does not recognize many errors.	Counts to 100 by ones and tens with few errors; self-corrects many errors.	Independently counts to 100 by ones and tens.	In addition to Level 4 performance, consistently applies skill to real world problems.
Count forward from a given number.	Counts forward from a given number with guidance.	Inconsistently counts forward from a given number; does not recognize errors.	Counts forward from a given number with few errors; self-corrects many errors.	Independently counts forward from a given number.	In addition to Level 4 performance, consistently counts forward from a given number orally and in writing.
Write numbers from 0 to 20.	Writes numbers from 0 to 20 with guidance.	Inconsistently writes numbers from 0 to 20; motor control and planning often impede formation.	Writes numbers from 0 to 20 with minimal formation errors.	Independently writes numbers from 0 to 20 correctly and in order.	N/A
Relate number to quantity.	Represents a group of objects with a number (0 – 20) with guidance.	Inconsistently represents a group of objects with a number (0 – 20); evidences limited understanding of number representation.	Represents a group of objects with a number (0 – 20) with minimal representation errors.	Represents a group of objects with the correct number (0 – 20).	In addition to Level 4 performance, consistently applies skill using multiple strategies.

<i>Operations and Algebraic Thinking:</i>					
Add numbers with a sum up to 10; fluently	Adds numbers with a sum up to 5 with	Inconsistently adds numbers with a sum	Adds numbers with a sum up to 10 by	Independently adds numbers with a sum	In addition to Level 4 performance,

add numbers with a sum up to 5.	guidance.	up to 10 by counting objects, fingers, mental images, drawings, or sounds; does not recognize errors. Adds numbers with a sum up to 5 by counting.	counting objects, fingers, mental images, drawings, or sounds with some errors; self-corrects many errors. Fluently (mentally) adds numbers with a sum up to 5 with some errors.	up to 10 by counting objects, fingers, mental images, drawings, or sounds with minimal errors. Fluently (mentally) adds numbers with a sum up to 5 with minimal errors.	consistently applies skill with no errors.
Subtract numbers with a difference up to 10; fluently subtract numbers with a difference up to 5.	Subtracts numbers with a difference up to 5 with guidance.	Inconsistently subtracts numbers up to 10 by counting objects, fingers, mental images, drawings or sounds; does not recognize errors. Subtracts numbers up to 5 by counting.	Subtracts numbers up to 10 by counting objects, fingers, mental images, drawings or sounds with some errors; self-corrects many errors. Fluently (mentally) subtracts numbers up to 5 with some errors.	Independently subtracts numbers up to 10 by counting objects, fingers, mental images, drawings or sounds with minimal errors. Fluently (mentally) subtracts numbers up to 5 with minimal errors.	In addition to Level 4 performance, consistently applies skill with no errors.
Solve simple one-step addition and subtraction word problems.	Solves one-step addition and subtraction word problems with guidance.	Inconsistently solves one-step addition and subtraction word problems by using objects or drawings to represent the problem; does not recognize errors.	Solves one-step addition and subtraction word problems by using objects or drawings to represent the problem with some errors; self-corrects many errors.	Independently solves one-step addition and subtraction word problems by using objects or drawings to represent the problem with minimal errors.	In addition to Level 4 performance, creates and solves word problems.

<i>Measurement and Data:</i>					
Describe and compare object measurements.	Describes and compares objects with guidance.	Inconsistently describes and compares objects; recognizes visual rather than measurable attributes.	Describes objects by providing at least one measurable (i.e., length, width) attribute. Compares an attribute of two objects and describes	Independently describes objects by providing several measurable (i.e., length, width) attributes. Independently	In addition to Level 4 performance, consistently applies skill using appropriate and accurate comparative language.

			the difference.	compares a measurable attribute of two objects and describes the difference.	
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<i>Geometry:</i>					
Identify, describe and compare shapes.	Identifies, describes, and compares shapes with guidance.	Inconsistently identifies, describes, or compares shapes; identification, description or comparison are minimal.	Identifies most shapes as two-dimensional ("flat") or three-dimensional ("solid"); describes shapes by using names or relative position; compares some shapes using informal language to describe their similarities, differences, or parts.	Independently identifies shapes as two-dimensional ("flat") or three-dimensional ("solid"); describes shapes by using names and attributes; compares shapes using informal language to describe their similarities, differences, and parts.	In addition to Level 4 performance, consistently applies skill using appropriate and accurate comparative language.