

Student Baseline and Post-Instruction Checklist
Common Core Essential Elements and Instructional Achievement Level Descriptors
Mathematics Grade Kindergarten

Student Name: _____
 Teacher: _____

Student Grade: _____
 Date: _____

Common Core State Standard: K.CC.1. Count to 100 by ones and by tens.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.CC.1. Starting with one, count to 10 by ones.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Starting with any number greater than one, count to 10 by ones. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Starting with one, count to 10 by ones. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Starting with one, count by ones to five. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Count with teacher from one to two. 	___Y ___N

Common Core State Standard: K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at one).

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.CC.2. N/A		Indicate Yes or No

Common Core State Standard: K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.CC.3. N/A		Indicate Yes or No

Common Core State Standard: K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.CC.4. Demonstrate one-to-one correspondence pairing each object with one and only one number and each name with only one object.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Demonstrates one-to-one correspondence with more than one. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Demonstrate one-to-one correspondence pairing each object with one and only one number and each name with only one object. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Demonstrate one object's correspondence with one object. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, count one object. 	___Y ___N

Common Core State Standard: K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.CC.5. Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Counts five objects out of a group of more than five objects. Counts a given set of five objects, pairing each object with one and only one number name and when asked, "how many", says five without recounting.	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Counts either one or two objects out of a group of five objects. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify one object out of a group of objects. 	___Y ___N

Common Core State Standard: K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.CC.6. Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify whether the number of objects in one group is 	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
	more or less than or equal to the number of objects in another group.	
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify whether the number of objects in one group is more or less (when the quantities are clearly different) or equal to the number of objects in another group. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Given two groups of dramatically different quantities of objects, identify which group has more. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Explore groups that have more and less. 	___Y ___N

Common Core State Standard: KK.CC.7. Compare two numbers between 1 and 10 presented as written numerals.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.CC.7. N/A		Indicate Yes or No

Common Core State Standard: K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.OA.1. Represent addition as “putting together” or subtraction as “taking from” in everyday activities.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3:	

¹ Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
	<ul style="list-style-type: none"> Represent addition as “putting together” and subtraction as “taking from” with quantities to 10. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Represent addition as “putting together” or subtraction as “taking from” in everyday activities. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Follow directions to “put together” by adding one or “take from” by taking one. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> “Put together” or “take from” with teacher. 	___Y ___N

Common Core State Standard: K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.OA.2. N/A		Indicate Yes or No

Common Core State Standard: K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.OA.3. N/A		Indicate Yes or No

Common Core State Standard: K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

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EEK.OA.4. N/A		Indicate Yes or No

Common Core State Standard: K.OA.5. Fluently add and subtract within 5.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.OA.5. N/A		Indicate Yes or No

Common Core State Standard: K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.NBT.1. N/A (See EEK.NBT.1.4 and EEK.NBT.1.6)		Indicate Yes or No

Common Core State Standards: K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.²

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.MD.1-3. Classify objects according to attributes (big/small, heavy/light).		Indicate Yes or No

² Limit category counts to be less than or equal to 10.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Order objects according to attributes (big/smaller/smallest, heavy/lighter/lightest). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Classify objects according to attributes (big/small, heavy/light). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Using a model or a template, sort objects by one attribute (big/small or heavy/light). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Match objects by attribute big and small. 	___Y ___N

Common Core State Standard: K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.G.1. Identify words of proximity to describe the relative position.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use words referring to frames of reference or demonstrate relative position. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify words of proximity to describe the relative position. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Respond to spatial words that describe relative position of an object using position terms (e.g., on, in, off). 	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Repeat positional words during an activity or lesson in which the teacher demonstrates the relative position of an object. 	___Y ___N

Common Core State Standard: K.G.2. Correctly name shapes regardless of their orientations or overall size.

K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”; or three-dimensional, “solid”).

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEK.G.2-3. Match two-dimensional shapes (circle, square, triangle).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Match two-dimensional shapes that vary in size (circle, square, triangle). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Match two-dimensional shapes (circle, square, triangle). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Match a shape to its duplicate. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Repeat a model to match shapes. 	___Y ___N