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| **Name** | **Grading Period** | | | | | |
|  | * 1st | * 2nd | * 3rd | * 4th | * 5th | * 6th |

| **Report. Cat # 1** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | K.1.A use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects; |  |  |  |  | K.2.A use language such as before or after to describe relative position in a sequence of events or objects; and |  |  |  |  |
| K.1.C use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions. |  |  |  |  | K.2.B name the ordinal positions in a sequence such as first, second, third, etc. |  |  |  |  |
| K.1.B use sets of concrete objects to represent quantities given in verbal or written form (through 20) |  |  |  |  | K.3.A share a whole by separating it into two equal parts\* |  |  |  |  |
| K.3.B explain why a given part is half of the whole\* |  |  |  |  | **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |
| K.4 model and create addition and subtraction problems in real situations with concrete objects |  |  |  |  |

| **Report. Cat # 2** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | K.5 identify, extend, and create patterns of sounds, physical movement, and concrete objects\* |  |  |  |  | K.6.A use patterns to predict what comes next, including cause-and-effect relationships |  |  |  |  |
| K.6.B count by ones to 100 |  |  |  |  | **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |

| **Report. Cat # 3** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | K.8.B compare two objects based on their attributes |  |  |  |  | K.7.A describe one object in relation to another using informal language such as over, under, above, and below; and |  |  |  |  |
| K.8.C sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted |  |  |  |  | K.7.B place an object in a specified position. |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | K.8.A describe and identify an object by its attributes using informal language; |  |  |  |  |
| K.9.A describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures\* |  |  |  |  |
| K.9.B recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures\* |  |  |  |  |
| K.9.C describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle)\* |  |  |  |  |

| **Report. Cat # 4** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | K.10.A compare and order two or three concrete objects according to length (longer/shorter than, or the same)\* |  |  |  |  | K.10.B compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same); |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | K.10.C compare two containers according to capacity (holds more, holds less, or holds the same); |  |  |  |  |
| K.10.D compare two objects according to weight/mass (heavier than, lighter than or equal to); and |  |  |  |  |
| K.10.E compare situations or objects according to relative temperature (hotter/colder than, or the same as). |  |  |  |  |
| K.11.A compare events according to duration such as more time than or less time than; |  |  |  |  |
| K.11.B sequence events (up to three); and |  |  |  |  |
| K.11.C read a calendar using days, weeks, and months |  |  |  |  |

| **Report. Cat # 5** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | K.12.B use information from a graph of real objects or pictures in order to answer questions\* |  |  |  |  | K.12.A construct graphs using real objects or pictures in order to answer questions\* |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | |

| **Process Standards (Underlying Processes and Mathematical Tools)** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- |
| K.13.A identify mathematics in everyday situations; |  |  |  |  |
| K.13.B solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness |  |  |  |  |
| K.13.C select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and |  |  |  |  |
| K.13.D use tools such as real objects, manipulatives, and technology to solve problems. |  |  |  |  |
| K.14.A communicate mathematical ideas using objects, words, pictures, numbers, and technology; and |  |  |  |  |
| K.14.B relate everyday language to mathematical language and symbols. |  |  |  |  |
| K.15 justify his or her thinking using objects, words, pictures, numbers, and technology. |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |