Grade: Kindergarten			
Domain	**Cluster**	**Standard**	**Associated Goal Stems**
(**CC**) Counting and Cardinality Kindergarten, Standard 1	Know number names and the count sequence.	Count to 100 by ones and by tens.	***K.CC.1 Count to 100 by Ones*** <STUDENT> will count to 100 by ones <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			K.CC.1 Count to 100 by Tens <STUDENT> will count to 100 by tens <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**CC**) Counting and Cardinality Kindergarten, Standard 2	Know number names and the count sequence.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	***K.CC.2 Count Forward a Given Number*** <STUDENT> will count forward beginning from a given number within a known sequence <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**CC**) Counting and Cardinality Kindergarten, Standard 3	Know number names and the count sequence.	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).	***K.CC.3 Write and Represent with Objects 0-10*** <STUDENT> will write and represent a number of objects with a written numeral 0-10 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			K.CC.3 Write and Represent with Objects 0-20 <STUDENT> will write and represent a number of objects with a written numeral 0-20 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.

Grade: Kindergarten			
Domain	**Cluster**	**Standard**	**Associated Goal Stems**
(**CC**) Counting and Cardinality Kindergarten, Standard 4	Count to tell the number of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	***K.CC.4 Pair Number Names with Quantities*** When counting objects, <STUDENT> will demonstrate understanding of the relationship between numbers and quantities by saying number names in standard order and pairing each number name with one object <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. ***K.CC.4 Count to Tell Number of Objects and Successive Number*** <STUDENT> will demonstrate understanding that the last number name said tells the number of objects counted and that each successive number refers to the quantity that is one larger <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**CC**) Counting and Cardinality Kindergarten, Standard 5	Count to tell the number of objects.	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.	***K.CC.5 Count Objects: Tell 1-20*** <STUDENT>, when given a number from one to 20, will count out that many objects <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. ***K.CC.5 Count Objects: Answer "How Many" 1-20*** <STUDENT> will count to answer, "How many?" when given as many as 20 things arranged in a line, rectangular array, and /or circle, or as many as 10 things in a scattered configuration <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.

Grade: Kindergarten			
Domain	**Cluster**	**Standard**	**Associated Goal Stems**
(**CC**) Counting and Cardinality Kindergarten, Standard 6	Compare numbers.	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.	***K.CC.6 Compare Two Groups of Objects*** Given two groups of objects up to <#>, <STUDENT> will identify whether the number of objects is one group is greater than, less than, or equal to the objects in the other group <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**CC**) Counting and Cardinality Kindergarten, Standard 7	Compare numbers.	Compare two numbers between 1 and 10 presented as written numerals.	***K.CC.7 Compare Two Numbers between 1-5*** <STUDENT> will compare two numbers between 1 and 5 presented as written numerals <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			K.CC.7 Compare Two Numbers between 1-10 <STUDENT> will compare two numbers between 1 and 10 presented as written numerals <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**OA**) Operations and Algebraic Thinking Kindergarten, Standard 1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	***K.OA.1 Represent Addition with Objects, Drawings, Equations*** <STUDENT> will represent addition with objects, fingers, drawings, sounds, acting out situations, verbal explanations, expressions, or equations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			K.OA.1 Represent Subtraction with Objects, Drawings, Equations <STUDENT> will represent subtraction with objects, fingers, drawings, sounds, acting out situations, verbal explanations, expressions, or equations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.

Grade: Kindergarten			
Domain	**Cluster**	**Standard**	**Associated Goal Stems**
(**OA**) Operations and Algebraic Thinking Kindergarten, Standard 2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	***K.OA.2 Solve Addition Word Problems Within 10*** <STUDENT> will solve <#> addition word problems, and add two numbers up to a sum of 10 by using objects or drawings to represent the problem <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. ***K.OA.2 Solve Subtraction Word Problems Within 10*** <STUDENT> will solve <#> subtraction word problems, and subtract from a total number no greater than 10 by using objects or drawings to represent the problem <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**OA**) Operations and Algebraic Thinking Kindergarten, Standard 3	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	***K.OA.3 Decompose Numbers 10 or Less*** <STUDENT> will decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings to each decomposition by a drawing or equation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**OA**) Operations and Algebraic Thinking Kindergarten, Standard 4	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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.	***K.OA.4 Find the Number that Makes 10*** For any number 1 to 9, <STUDENT> will find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.

Grade: Kindergarten			
Domain	**Cluster**	**Standard**	**Associated Goal Stems**
(**OA**) Operations and Algebraic Thinking Kindergarten, Standard 5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Fluently add and subtract within 5.	***K.OA.5 Fluently Add 2 Numbers Up to Sum of 5*** <STUDENT> will fluently add 2 numbers up to a sum of 5 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			K.OA.5 Fluently Subtract from a Total of 5 or Less <STUDENT> will fluently subtract from a total number no greater than 5 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**NBT**) Number and Operations in Base Ten Kindergarten, Standard 1	Work with numbers 11–19 to gain foundations for place value.	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 (e.g., 18= 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	***K.NBT.1 Compose and Decompose Numbers 11-19*** <STUDENT> will compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings and record each composition (e.g., 10 + 8 = 10) or decomposition (e.g., 18= 10 + 8) with a drawing or equation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**MD**) Measurement & Data Kindergarten, Standard 1	Describe and compare measurable attributes.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	***K.MD.1 Describe Measureable Attributes of Objects*** <STUDENT> will describe a given object in terms of its measurable attributes, such as length or weight <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.

Grade: Kindergarten			
Domain	**Cluster**	**Standard**	**Associated Goal Stems**
(**MD**) Measurement & Data Kindergarten, Standard 2	Describe and compare measurable attributes.	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.2 Compare 2 Objects with Common Attributes*** <STUDENT> will directly compare two objects with a measurable attribute in common to see which object has "more of/less of" the attribute, and will describe the difference between the two objects <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**MD**) Measurement & Data Kindergarten, Standard 3	Classify objects and count the number of objects in each category.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	***K.MD.3 Classify Objects into Given Categories*** <STUDENT> will classify a set of <#> objects into categories, count the number of objects in each category and sort the categories by count <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**G**) Geometry Kindergarten, Standard 1	Identify and describe shapes.	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*.	***K.G.1 Describe Objects Using Names of Shapes*** <STUDENT> will describe objects in the environment using names of shapes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. ***K.G.1 Describe Relative Positions of Objects*** <STUDENT> will describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**G**) Geometry Kindergarten, Standard 2	Identify and describe shapes.	Correctly name shapes regardless of their orientations or overall size.	***K.G.2 Name Shapes Regardless of Orientation or Size*** <STUDENT> will correctly name shapes regardless of their orientations or overall size <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.

Grade: Kindergarten			
Domain	**Cluster**	**Standard**	**Associated Goal Stems**
(**G**) Geometry Kindergarten, Standard 3	Identify and describe shapes.	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	***K.G.3 Identify Shapes as 2- or 3- Dimensional*** <STUDENT> will identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**G**) Geometry Kindergarten, Standard 4	Analyze, compare, create, and compose shapes.	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	***K.G.4 Analyze and Compare 2- and 3- Dimensional Shapes*** <STUDENT> will compare two- and three-dimensional shapes in different sizes and orientations and describe their similarities, differences, parts, and other attributes using informal language <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**G**) Geometry Kindergarten, Standard 5	Analyze, compare, create, and compose shapes.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	***K.G.5 Draw or Build Shapes from Components*** <STUDENT> will draw shapes and/or build shapes from components <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(**G**) Geometry Kindergarten, Standard 6	Analyze, compare, create, and compose shapes.	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle*?"	***K.G.6 Compose Simple Shapes to Form Larger Shapes*** <STUDENT> will compose simple shapes to form larger shapes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.