**Grade Level: K      Competency/Proficiency Analysis by Assessment      v. 8-23-17**

| Code | Competency Statement/Proficiency Scale Statement | MM1 | EM1 | EM2 | MM3 | EM3 | MM4 | EM4 | Exit Tickets | MM5 | EM5 | Exit Tickets | EM6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Counting and Cardinality - K.CC.A** | Content Competency: Students will know number names and the count sequence. | | | | | | | | | | | | |
| Number Names - K.NBNM.2A | I can count to 100 by ones and tens. (K.CC.A.1) | | | | | | | | 1, 2, 3, 4, 5, 15, 18 | | 9, 11 | | |
| Number Names - K.NBNM.2B | I can write numbers from zero to 20. (K.CC.A.3) | 11, 12 | | | | | | | | | | | |
| Number Names - K.NBNM.3A | I can count forward beginning from a given number within the known sequence. (K.CC.A.2) | | 21, 22 | | | | | | 16, 17 | 4 | 10 | | |
| Number Names - K.NBNM.3B | I can represent a number of objects between 0 and 20 with a written numeral. (K.CC.A.3) | 12 | 14, 18 | | | | | | 19 | | | | |
| **Counting and Cardinality - K.CC.B** | Content Competency:  Students will count to tell the number of objects. | | | | | | | | | | | | |
| Counting - K.CNTG.2A | I can say the number names in standard order. (K.CC.B.4a) | 4 | 23, 26 | | | | | | | | | 4 | 2 |
| Counting - K.CNTG.2B | I can count objects by pairing one object with one number name. (K.CC.B.4a) | 5, 9 | 13, 24 | | | | | 10 | | | 5 | | |
| Counting - K.CNTG.2C | I can use the last number said (when counting) to determine the number of objects counted. (K.CC.B.4b) | 4, 6, 10 | 15, 16, 22, 25 | | | | | 11 | | | 6, 7 | | |
| Counting - K.CNTG.2D | I can explain that each successive number refers to a quantity that is one larger. (K.CC.B.4c) | 10 | 15, 19, 21, 22, 25 | | | | | | 11, 12 | 8 | | | |
| Counting - K.CNTG.3A | I can count groups of objects up to 20. (K.CC.B.5) | 5, 9 | 27 | | | | | | 10, 13 | | | | |
| Counting - K.CNTG.3B | Given a number from one to 20, I can count out that many objects. (K.CC.B.5) | | 13, 16, 20 | | | | | | 14 | 1, 2 | 12 | | |
| **Counting and Cardinality - K.CC.C** | Skill Competency:  Students will compare numbers. | | | | | | | | | | | | |
| Compare Numbers - K.CMNB.2A | I can identify sets of objects as greater than, less than, or equal to another set of objects using matching and counting strategies. (K.CC.C.6) | | | | | 12, 13, 14 | | | | | | | |

| | | MM1 | EM1 | EM2 | MM3 | EM3 | MM4 | EM4 | Exit Tickets | MM5 | EM5 | Exit Tickets | EM6 |
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| Compare Numbers - K.CMNB.3A | I can compare two numbers between one and 10 presented as written numerals. (K.CC.C.7) | | | | | 15 | | | | | | | |

| | | MM1 | EM1 | EM2 | MM3 | EM3 | MM4 | EM4 | Exit Tickets | MM5 | EM5 | Exit Tickets | EM6 |
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| **Operations and Algebraic Thinking - K.OA.A** | Content Competency:  Students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | | | | | | | | | | | | |
| Addition and Subtraction - K.AS.2A | I can recognize symbols, such as +, −, and =. | | | | | | | | | | | | |
| Addition and Subtraction - K.AS.2B | I can represent addition and subtraction (for example, using objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions, or equations). (K.OA.A.1) | | 17 | | | | 2, 5, 6 | 7, 9, 11, 12, 13 | | | | | |
| Addition and Subtraction - K.AS.3A | I can solve addition and subtraction word problems. (K.OA.A.2) | | | | | | 3, 5 | 9 | | | | | |
| Addition and Subtraction - K.AS.3B | I can solve addition and subtraction within 10 (for example, using objects or drawings to represent problems). (K.OA.A.2) | | | | | | 5, 6 | 8, 15 | | | | | |
| Addition and Subtraction - K.AS.3C | I can fluently add and subtract within five. (K.OA.A.5) (Required Fluency for Kindergarten – Add and subtract within 5) | | | | | | 3 | | | | | | |
| **Number – Base Ten - K.NBT.A** | Content Competency:  Students will work with numbers 11–19 to gain foundations for place value. | | | | | | | | | | | | |
| Place Value - K.PV.2A | I can decompose numbers (less than or equal to 10) in more than one way (for example, using objects, drawings) and record using a drawing or equation. (K.OA.A.3) | 7 | | | | | 1, 4, 6 | 7, 9 | | | | | |
| Place Value - K.PV.2B | I can find the number that makes 10 when added to any number from one to 10 (for example, using objects or drawings) and record the answer with a drawing or equation. (K.OA.A.4) | | | | | | | 14, 15 | | | | | |
| Place Value - K.PV.3A | I can compose numbers from 11 to 19 into ten ones and further ones (for example, using objects or drawings). (K.NBT.A.1) | | | | | | | | 6, 7, 8, 9 | 1, 3 | | | |
| Place Value - K.PV.3B | I can decompose numbers from 11 to 19 into ten ones and further ones (for example, using objects or drawings). (K.NBT.A.1) | | | | | | | | 20, 23 | | 13 | | |
| Place Value - K.PV.3C | I can record compositions and decompositions using a drawing or equation. (K.NBT.A.1) | | | | | | | | 21, 22 | | 14 | | |

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| **Measurement and Data - K.MD.A** | Skill Competency: Students will describe and compare measureable attributes. | | | | | | | | | | | | |
| Measurement - K.MEAS.2A | I can describe several measurable attributes of an object (for example, length and weight). (K.MD.A.1) | | | | 1, 5, 8, 11 | 16 | | | | | | | |
| Measurement - K.MEAS.3A | I can compare and describe the difference between two objects with a measureable attribute in common. (K.MD.A.2) | | | | 2, 3, 4, 6, 7, 9, 10 | 16 | | | | | | | |
| **Measurement and Data - K.MD.B** | Content Competency: Students will classify objects and count the number of objects in categories. | | | | | | | | | | | | |
| Represent and Interpret Data - K.RIDT.2A | I can recognize the appropriate category for an object when given options. | 3 | | | | | | | | | | | |
| Represent and Interpret Data - K.RIDT.3A | I can classify and sort objects into given categories (each category should contain 10 or fewer objects). (K.MD.B.3) | 1, 2, 8 | | 11 | | | | | | | | | |
| **Geometry - K.G.A** | Content Competency: Students will identify and describe shapes. | | | | | | | | | | | | |
| Shapes - K.SHAP.2A | I can use the names of shapes to describe objects in the environment. (K.G.A.1) | | | 1, 5, 6 | | | | | | | | | |
| Shapes - K.SHAP.2B | I can describe the relative position of objects (for example, using terms such as above, below, beside, in front of, behind, next to). (K.G.A.1) | | | 4, 8 | | | | | | | | | |
| Shapes - K.SHAP.2C | I can name shapes regardless of orientation or size. (K.G.A.2) | | | 2 | | | | | | | | | |
| Shapes - K.SHAP.2D | I can identify shapes as two dimensional (lying in plane, flat) or three dimensional (solid). (K.G.A.3) | | | 9 | | | | | | | | | |
| Shapes - K.SHAP.2E | I can identify attributes of two- and three-dimensional shapes. | | | 10 | | | | | | | | | |
| Shapes - K.SHAP.3A | I can analyze and compare a variety of two- and three-dimensional shapes using informal language to describe similarities, differences, component parts (for example, number of sides and vertices/"corners") and other attributes (for example, having sides of equal length). (K.G.B.4) | | | 3, 7 | | | | | | | | | |
| **Geometry - K.G.B** | Skill Competency: Students will analyze, compare, create, and compose shapes. | | | | | | | | | | | | |

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| Compose and Decompose Shapes - K.CDSH.2A | I can model shapes in the real world by building shapes from components and drawing shapes. (K.G.B.5) | | | | | | | | | | | 1, 2, 3 | 1 |
| Compose and Decompose Shapes - K.CDSH.3A | I can compose simple shapes to form larger shapes (for example, joining two triangles to make a rectangle). (K.G.B.6) | | | | | | | | | | | 5, 6, 7 | 3 |