

## Bridges/Washington Kindergarten Math Content Performance Expectations and Assessments (Note: Entries in parentheses are NOT to be entered in Educator Access.)

Assessment Type    RC = Re-Check for Continued Proficiency    F = Formative (Checking for developing understandings)    S = Summative (Checking for mastery of skills/concepts)

<b>NUMBERS</b>									
<b>WHOLE NUMBERS</b>									
<b>Performance Expectations</b>	<b>August/Sept.</b> Sess. 1–19 Shapes	<b>October</b> Sess. 20–33 Bugs	<b>November</b> Sess. 34–47 Butterflies	<b>December</b> Sess. 48–56 Ladybugs & Pennies	<b>January</b> Sess. 57–71 New Games	<b>February</b> Sess. 72–83 Sea Critters	<b>March</b> Sess. 84–94 Frogs & Toads	<b>April</b> Sess. 95–107 More Games	<b>May/June</b> Sess. 108–121 Story Problems
K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.		<b>Formative</b> Yearlong Assessment, Task 1		(Note: This skill will be rechecked monthly among students who scored below 50% on the first interview.)		<b>Formative</b> Yearlong Assessment, Task 1		<b>Summative</b> Yearlong Assessment, Task 1	
K.1.B Read aloud numerals from 0 to 31.		<b>Formative</b> Yearlong Assessment, Task 2		(Note: This skill will be rechecked monthly among students who scored below 50% on the first interview.) (Observational Checklist for Work Places 2A, 2C)		<b>Formative</b> Yearlong Assessment, Task 2		<b>Summative</b> Yearlong Assessment, Task 2	
K.1.C Fluently compose and decompose numbers to 5.		<b>Formative</b> Yearlong Assessment, Task 8				<b>Formative</b> Yearlong Assessment, Task 8		<b>Summative</b> Yearlong Assessment, Task 8	
K.1.D Order numerals from 1 to 10.						<b>Formative</b> Yearlong Assessment, Task 2		<b>Summative</b> Yearlong Assessment, Task 2	
K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.		<b>Formative</b> Yearlong Assessment, Task 3		<b>Formative</b> (Observational Checklist for Work Places 2A, 2C, 2D)		<b>Formative</b> Yearlong Assessment, Task 3		<b>Summative</b> Yearlong Assessment, Task 3	
K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set.		<b>Formative</b> Yearlong Assessment, Task 5		<b>Formative</b> (Observational Checklist for Work Places 2A, 2D)		<b>Formative</b> Yearlong Assessment, Task 5		<b>Summative</b> Yearlong Assessment, Task 5	
K.1.G Locate numbers from 1 to 31 on a number line.									
K.1.H Describe a number from 1 to 9 using 5 as a benchmark number.		<b>Formative</b> Yearlong Assessment, Task 9				<b>Formative</b> Yearlong Assessment, Task 9		<b>Summative</b> Yearlong Assessment, Task 9	

**OPERATIONS, ALGEBRA**

**PATTERNS AND OPERATIONS**

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K.2.A Copy, extend, describe, and create simple repetitive patterns.		<b>Formative</b> Yearlong Assessment, Task 6				<b>Formative</b> Yearlong Assessment, Task 6		<b>Summative</b> Yearlong Assessment, Task 6	
K.2.B Translate a pattern among sounds, symbols, movements, and physical objects.									
K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.				<b>Formative</b> (Observational Checklist for Work Places 2A, 2D)		<b>Formative</b> Yearlong Assessment, Task 10		<b>Summative</b> Yearlong Assessment, Task 10	
K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.						<b>Formative</b> Yearlong Assessment, Task 10		<b>Summative</b> Yearlong Assessment, Task 10	

**GEOMETRY**

**OBJECTS AND THEIR LOCATIONS**

<b>Performance Expectations</b>	<b>August/Sept.</b> Sess. 1–19 Shapes	<b>October</b> Sess. 20–33 Bugs	<b>November</b> Sess. 34–47 Butterflies	<b>December</b> Sess. 48–56 Ladybugs & Pennies	<b>January</b> Sess. 57–71 New Games	<b>February</b> Sess. 72–83 Sea Critters	<b>March</b> Sess. 84–94 Frogs & Toads	<b>April</b> Sess. 95–107 More Games	<b>May/June</b> Sess. 108–121 Story Problems.
K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.		<b>Formative</b> Yearlong Assessment, Task 4				<b>Formative</b> Yearlong Assessment, Task 4		<b>Summative</b> Yearlong Assessment, Task 4	
K.3.B Sort shapes using a sorting rule and explain the sorting rule.		<b>Formative</b> Yearlong Assessment, Task 7				<b>Formative</b> Yearlong Assessment, Task 7		<b>Summative</b> Yearlong Assessment, Task 7	
K.3.C Describe the location of one object relative to another object using words such as <i>in, out, over, under, above, below, between, next to, behind, in front of.</i>									

**GEOMETRY/MEASUREMENT**

**ADDITIONAL KEY CONTENT**

<b>Performance Expectations</b>	<b>August/Sept.</b> Sess. 1–19 Shapes	<b>October</b> Sess. 20–33 Bugs	<b>November</b> Sess. 34–47 Butterflies	<b>December</b> Sess. 48–56 Ladybugs & Pennies	<b>January</b> Sess. 57–71 New Games	<b>February</b> Sess. 72–83 Sea Critters	<b>March</b> Sess. 84–94 Frogs & Toads	<b>April</b> Sess. 95–107 More Games	<b>May/June</b> Sess. 108–121 Story Problems..
K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.									

**REASONING, PROBLEM SOLVING, AND COMMUNICATION**

<b>Performance Expectations</b>	<b>August/Sept.</b> Sess. 1–19 Shapes	<b>October</b> Sess. 20–33 Bugs	<b>November</b> Sess. 34–47 Butterflies	<b>December</b> Sess. 48–56 Ladybugs & Pennies	<b>January</b> Sess. 57–71 New Games	<b>February</b> Sess. 72–83 Sea Critters	<b>March</b> Sess. 84–94 Frogs & Toads	<b>April</b> Sess. 95–107 More Games	<b>May/June</b> Sess. 108–121 Story Problems..
K.5.A Identify the question(s) asked in a problem.						<b>Formative</b> Yearlong Assessment, Task 10		<b>Summative</b> Yearlong Assessment, Task 10	
K.5.B Identify the given information that can be used to solve a problem.						<b>Formative</b> Yearlong Assessment, Task 10		<b>Summative</b> Yearlong Assessment, Task 10	
K.5.C Recognize when additional information is required to solve a problem.									
K.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.						<b>Formative</b> Yearlong Assessment, Task 10		<b>Summative</b> Yearlong Assessment, Task 10	
K.5.E Answer the question(s) asked in a problem.						<b>Formative</b> Yearlong Assessment, Task 10		<b>Summative</b> Yearlong Assessment, Task 10	
K.5.F Describe how a problem was solved.									
K.5.G Determine whether a solution to a problem is reasonable.									