Colorado Extended Evidence Outcomes: Mathematics

Preschool

Counting & Cardinality: Know number names and the count sequence. P.CC.A	**1** Count up to at least 5 by ones. P.CC.A.1
Counting & Cardinality: Recognize the number of objects in a small set. P.CC.B	**2** Instantly recognize, without counting, small quantities of up to at least three objects and indicate the number. P.CC.B.2
Counting & Cardinality: Understand the relationship between numbers and quantities. P.CC.C	**3** Identify the number names in order when counting, pairing one number word that corresponds with one object, up to at least 5. P.CC.C.3
	4 Use the number name of the last object counted to answer "How many?" questions for up to at least 5 objects. P.CC.C.4
	5 Accurately count as many as three objects in a scattered configuration or out of a collection of more than four objects. P.CC.C.5
	6 Understand that each successive number name refers to a quantity that is one larger. P.CC.C.6
Counting & Cardinality: Compare numbers. P.CC.D	**7** Identify whether the number of objects in one group is more than, less than, or the same as the number objects in another group. P.CC.D.7 a Groups should be small and differences should be clear. P.CC.D.7.A b Example comparisons include 1 vs. 4, 5 vs. 2, and 3 vs. 3 (EE.K.CC.6). P.CC.D.7.B
	8 Identify and use numbers related to order or position from first to at least third. P.CC.D.8
Counting & Cardinality: Associate a quantity with written numerals up to 5 and begin to write numbers. P.CC.E	**9** Associate a number of objects within a written numeral up to at least 3. P.CC.E.9
	10 Recognize and, with support or assistive technology, write some numerals or an approximation of a numeral up to at least 3. P.CC.E.10
Op Th Skip to main content **addition as adding to**	**epresent addition and subtraction in different ways, such as fingers, objects, and rawings, to add "one more" or "take away one." (EE.K.OA.1).** P.OA.A.1

and understand subtraction as taking away from. P.0A.A	**2 Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least two, to or from, a given number to find a sum or difference up to at least 5.** P.0A.A.2 a Examples: "If you have one block and I give you one more, how many will you have?" "If you have three cookies and eat two, how many will you have left?" P.0A.A.2.A **3 Begin to use counting on (adding 1 or 2, for example) from the larger number for addition.** P.0A.A.3
Operations & Algebraic Thinking: Understand simple patterns. P.0A.B	**4 Recognize a simple pattern by touching, pointing, or saying the pattern in sequence without skipping elements.** P.0A.B.4 **5 Duplicate simple patterns in the same location as demonstrated.** P.0A.B.5 a Extend simple patterns. Example: Copy an ABAB pattern and extend it to ABABAB. P.0A.B.5.A **6 Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.** P.0A.B.6
Measurement & Data: Measure objects by their various attributes using standard and nonstandard measurement and use differences in attributes to make comparisons. P.MD.A	**1 Indicate an understanding of comparative language, such as shortest, heavier, biggest, or later.** P.MD.A.1 **2 Compare or order up to at least three objects based on their measurable attributes, such as height or weight.** P.MD.A.2 **3 Measure using the same unit, such as putting together snap cubes, to see how tall a book is.** P.MD.A.3
Geometry: Identify, describe, compare, and compose shapes. P.G.A	**1 Indicate an understanding (e.g., by naming or sorting) of differences of shapes in terms of length of sides, number of sides, and number of angles/corners.** P.G.A.1 **2 Identify basic shapes (circle, square, rectangle, triangle) having the same orientation and size.** P.G.A.2 **3 Sort two-and three-dimensional shapes and objects in different sizes based on a countable or measurable attribute (e.g., number of sides, corners).** P.G.A.3 **4 Compose simple shapes to form larger shapes.** P.G.A.4
Geometry: Explore the positions of objects in space. P.G.B	**5 Indicate an understanding of language related to directionality, order, and the position of objects, including up/down and in front/behind.** P.G.B.5 **6 Correctly follow directions involving their own position in space, such as "stand up" and "move forward."** P.G.B.6