Nebraska State Assessment - Grade K
Math Crosswalk

MA 0.1	**NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**	
MA 0.1.1	**Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.**	**Legacy Standard**
MA 0.1.1.a	Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.	MA 1.1.1.a
MA 0.1.1.b	Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.	NONE
MA 0.1.1.c	Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.	MA 0.1.1.b
MA 0.1.1.d	Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.	NONE
MA 0.1.1.e	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.	MA 0.1.1.d
MA 0.1.1.f	Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.	MA 0.1.1.a
MA 0.1.1.g	Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., 14 = 10 + 4) to record each composition and decomposition.	NONE
MA 0.1.1.h	Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.	NONE
MA 0.1.1.i	Compare the value of two written numerals between 1 and 10.	MA 0.1.1.f
MA 0.1.2	**Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.**	
MA 0.1.2.a	Fluently (i.e. automatic recall based on understanding) add and subtract within 5.	NONE

MA 0.2	**ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**	
MA 0.2.1	**Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.**	
MA 0.2.1.a	Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., 7 = 4 + 3 and 7 = 1 + 6).	MA 0.1.1.e
MA 0.2.1.b	For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation.	NONE
MA 0.2.2	**Algebraic Processes: Students will apply the operational properties when adding and subtracting.**	
	No additional indicator(s) at this level.	
MA 0.2.3	**Applications: Students will solve real-world problems involving addition and subtraction.**	
MA 0.2.3.a	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).	MA 0.3.2.a
MA 0.3	**GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**	
MA 0.3.1	**Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.**	
MA 0.3.1.a	Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).	MA 0.2.1.a 3-D ALSO
MA 0.3.1.b	Identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”).	NONE
MA 0.3.1.c	Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number “corners”/vertices), and other attributes (e.g., sides of equal length).	NONE
MA 0.3.1.d	Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes.	NONE
MA 0.3.1.e	Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon).	NONE

MA 0.3.2	**Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.**	
MA 0.3.2	Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).	MA 0.2.4.a
MA 0.3.3	**Measurement: Students will perform and compare measurements and apply formulas.**	
MA 0.3.3.a	Describe measurable attributes of real-world objects (e.g., length or weight).	MA 0.2.5.d
MA 0.3.3.b	Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).	MA 0.2.5.d WEIGHT ALSO
MA 0.4	**DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**	
MA 0.4.1	**Representations: Students will create displays that represent data.**	
	No additional indicator(s) at this level.	
MA 0.4.2	**Analysis & Applications: Students will analyze data to address the situation.**	
MA 0.4.2.a	Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	MA 0.4.1.a MA 0.4.1.b MA 1.4.1.a
MA 0.4.3	**Probability: Students will interpret and apply concepts of probability.**	

No additional indicator(s) at this level.