Kindergarten Math Report Card Rubric – First Nine Weeks

Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards Kindergarten State Standards	3 = Meets Kindergarten State Standards	4 = Understanding Goes Beyond Kindergarten State Standards
Developing an Understanding of Whole Numbers				
I can recite to 100 by ones. (K.5A)	The student does not recite numbers by ones up to 10.	The student can recite to at least 20 by ones beginning at 0.	The student can recite to at least 100 by ones from any given number.	The student can recite to at least 120 by ones from any given number.
I can recite to 100 by tens. (K.5A)	The student does not recite numbers by tens to 20.	The student can recite to at least 50 by tens beginning at 0.	The student can recite to at least 100 by tens from any given number.	The student can recite to at least 120 by tens from any given number.
I can count forward to 20. (K.2A)	The student does not count forward up to 10 with and without objects.	The student can count forward up to 10 with and without objects.	The student can count forward to at least 20 with and without objects.	The students can count forward to 100 with and without objects.
I can count backward from 20. (K.2A)	The student does not count backward from 10 with and without objects.	The student can count backward from 10 with and without objects.	The student can count backward from at least 20 with and without objects.	The students can count backward from 100 with and without objects.
I can write numbers to at least 20. (K.2B)	The student does not write all numbers 0 to 10 with objects or pictures.	The student can write all numbers 0 to 10 with objects or pictures.	The student can write all numbers 0 to at least 20 with and without objects or pictures.	The student can write all numbers 0 to 100 with and without objects or pictures.
I can identify numbers up to 20. (K.2B)	The student does not identify (name) all numbers 0 to 10 when shown in order.	The student identifies (names) all numbers 0 to 10 when shown in order.	The student identifies (names) all numbers 0 to 20 when shown in random order.	The student identifies (names) all numbers to at least 100 when shown in random order.
I can represent numbers up to 20. (K.2B)	The student cannot represent the numbers 0 to 10 with concrete and pictorial models.	The student can represent the numbers 0 to 10 with concrete and pictorial models.	The student can represent the numbers 0 to 20 with concrete and pictorial models.	The student can represent numbers to at least 100 with concrete and pictorial models.

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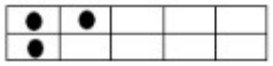
Developing an Understanding of Whole Numbers (cont.)				
I can count sets of at least 20 objects. (K.2C)	The student does not accurately count a set of objects to at least 10 or The student does not recognize the last number said tells the number of objects in the set and does not self-correct or recount to check accuracy **with** teacher support.	The student accurately counts a set of objects to at least 10 and The student recognizes the last number said tells the number of objects in the set and may self-correct or recount to check accuracy **with** teacher support.	The student accurately counts a set of objects to at least 20 and The student recognizes the last number said tells the number of objects in the set and may self-correct or recount to check accuracy without teacher support.	The student accurately counts a set of objects beyond 20 and The student recognizes the last number said tells the number of objects in the set and may self-correct or recount to check accuracy without teacher support.
I can instantly recognize a quantity of at least 10 objects. (K.2D)	The student does not instantly recognize quantities of grouped objects up to 5 in organized arrangements.	The student instantly recognizes quantities of grouped objects up to 5 in organized arrangements i.e. ten frames, rekenreks, dice). *Ex: When shown a ten frame (below) student knows it is three without counting each circle.* 	The student instantly recognizes quantities of grouped objects up to 10 in organized and random arrangements. and The student can describe how he/she knows.	The student instantly recognizes quantities of grouped objects beyond 10 in organized and random arrangements. and The student can describe how he/she knows.

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Developing an Understanding of Whole Numbers (cont.)				
I can generate a set with one more, one less, and equal to a given a number. (K.2E)	The student does not generate a set that is equal to a given number up to at least 10 using concrete and pictorial models.	The student generates a set that is more than, less than, or equal to a given number up to at least 10 using concrete and pictorial models.	The student generates a set that is more than, less than, or equal to a given number up to 20 using concrete and pictorial models.	The student generates a set that is more than, less than, or equal to a given number beyond 20 using concrete and pictorial models. and The student begins to recognize patterns of ten (base-ten system) when creating the sets.
I can generate a number one more or one less to a given number. (K.2F)	The student does not generate a number one more or one less to a given a number up to at least 5 with supporting tools such as a number line, hundreds chart, or manipulatives.	The student can generate a number one more or one less to a given number up to at least 5 with or without supporting tools such as a number line, hundreds chart, or manipulatives.	The student can generate a number one more or one less to a given number up to at least 20 without tools.	The student can generate a number one more or one less to a given number up to at least 99 without tools.
I can compare objects using comparative language. (K.2G)	The student does not use comparative language to compare sets of objects up to at least 10 in each set.	The student can use comparative language (greater than, more than, less than, fewer than, equal to, same as) to compare sets of objects up to at least 10 in each set.	The student can use comparative language to compare sets of objects up to at least 20 in each set.	The student can use comparative language to compare sets of objects beyond 20 in each set.

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Developing an Understanding of Whole Numbers (cont.)				
I can compare numbers using comparative language. (K.2H)	The student does not use comparative language (greater than, more than, less than, fewer than, equal to, same as) to compare numbers up to at least 5 in each set.	The student can use comparative language (greater than, more than, less than, fewer than, equal to, same as) to compare sets of numbers up to at least 10 in each set.	The student can use comparative language (greater than, more than, less than, fewer than, equal to, same as) to describe two numbers up to 20 in written form.	The student can use comparative language (greater than, more than, less than, fewer than, equal to, same as) to describe two numbers beyond 20 in written form.
I can compose and decompose numbers using objects and pictures to at least 10. (K.2I)	The student does not compose (combine) and decompose (take apart) numbers up to at least 5 using objects and pictures. and The student does not recognize number pattern combinations for quantities to 3 while using strategies and/or objects and pictures. *Ex: 1 object combined with 2 objects is the same as 2 objects combined with 1 object.*	The student can compose (combine) and decompose (take apart) numbers up to at least 5 using objects and pictures. and The student recognizes number pattern combinations for quantities to up to at least 3 while using strategies, objects, and pictures.	The student can compose (combine) and decompose (take apart) numbers up to at least 10 using objects and pictures. and The student recognizes number pattern combinations for quantities up to at least 5 while using strategies, objects, and pictures.	The student can compose (combine) and decompose (take apart) numbers beyond 10 using objects and pictures. and The student recognizes number pattern combinations for quantities 6-10.