

Kindergarten Math Report Card Rubric – Fourth 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 50.	The student can recite to at least 100 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 50.	The student can recite to at least 100 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 20 with 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 up to 10 with and without objects.	The student can count backward from 20 with 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 20 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 <u>0 to 10</u> when shown in order.	The student identifies (names) all numbers <u>0 to 20</u> when shown in order.	The student identifies (names) all numbers <u>0 to 20</u> 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 <u>0 to 10</u> with concrete and pictorial models.	The student can represent the numbers <u>0 to 15</u> with concrete and pictorial models.	The student can represent the numbers <u>0 to 20</u> 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)	<p>The student does not accurately count a set of objects to at least 10</p> <p>or</p> <p>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.</p>	<p>The student accurately counts a set of objects to at least 20</p> <p>and</p> <p>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.</p>	<p>The student accurately counts a set of objects to at least 20</p> <p>and</p> <p>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.</p>	<p>The student accurately counts a set of objects beyond 20</p> <p>and</p> <p>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.</p>
I can instantly recognize a quantity of at least 10 objects. (K.2D)	<p>The student does not instantly recognize quantities of grouped objects up to 5 in organized arrangements.</p>	<p>The student instantly recognizes quantities of grouped objects up to 10 in organized arrangements.</p> <p>and</p> <p>The student does can describe how he/she knows.</p>	<p>The student instantly recognizes quantities of grouped objects up to 10 in organized and random arrangements.</p> <p>and</p> <p>The student can describe how he/she knows.</p>	<p>The student instantly recognizes quantities of grouped objects beyond 10 in organized and random arrangements.</p> <p>and</p> <p>The student can describe how he/she knows.</p>

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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 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 10 using 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 (greater than, more than, less than, fewer than, equal to, same as) to compare 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 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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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 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 15 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 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)	<p>The student does not compose (combine) and decompose (take apart) numbers up to at least 5 using objects and pictures.</p> <p>and</p> <p>The student does not recognize number pattern combinations for quantities to 3 while using strategies and/or objects and pictures.</p> <p><i>Ex: 1 object combined with 2 objects is the same as 2 objects combined with 1 object</i></p>	<p>The student can compose (combine) and decompose (take apart) numbers up to at least 10 using objects and pictures.</p> <p>and</p> <p>The student recognizes number pattern combinations for quantities up to at least 3 while using strategies, objects and pictures.</p>	<p>The student can compose (combine) and decompose (take apart) numbers up to at least 10 using objects and pictures.</p> <p>and</p> <p>The student recognizes number pattern combinations for quantities up to at least 5 while using strategies, objects, and pictures.</p>	<p>The student can compose (combine) and decompose (take apart) numbers beyond 10 using objects and pictures.</p> <p>and</p> <p>The student recognizes number pattern combinations for quantities 6-10.</p>

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Developing an Understanding of Addition and Subtraction				
I can explain strategies used to solve addition problems. (K.3A and K.3C)	The student does not model the action of joining (addition) using objects and pictures for sums up to 5.	<p>The student can model the action of joining (addition) using objects and pictures for sums up to 5.</p> <p>and</p> <p>The student can explain what strategies he or she uses to solve the problem (spoken words, objects and pictures, and numbers) with or without teacher support.</p>	<p>The student can model the action of joining (addition) using objects and pictures for sums up to 10</p> <p>and</p> <p>The student can explain what strategies he or she uses to solve the problem (spoken words, objects and pictures, and numbers).</p>	<p>The student can model the action of joining (addition) using objects and pictures for sums up to 20</p> <p>and</p> <p>The student can explain what strategies he or she uses to solve the problem (spoken words, objects and pictures, numbers, and the part-part-whole strategy).</p>
I can explain strategies used to solve subtraction problems. (K.3A and K.3C)	The student does not model the act of separating (subtraction) using objects and pictures for differences up to 5.	<p>The student can model the act of separating (subtraction) using objects and pictures for differences up to 5.</p> <p>and</p> <p>The student can explain what strategies he or she uses to solve the problem (spoken words, objects and pictures, and numbers) with or without teacher support.</p>	<p>The student can model the act of separating (subtraction) using objects and pictures for differences up to 10</p> <p>and</p> <p>The student can explain what strategies he or she uses to solve the problem (spoken words, objects and pictures, and numbers).</p>	<p>The student can model the action of joining (addition) using objects and pictures for sums up to 20</p> <p>and</p> <p>The student can explain what strategies he or she uses to solve the problem (spoken words, objects and pictures, numbers, and the part-part-whole strategy).</p>

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Developing an Understanding of Addition and Subtraction (cont.)				
I can solve word problems to find sums. (K.3B)	The student does not solve word problems using objects and drawings to find sums within 5.	The student can solve word problems using objects and drawings to find sums within 5.	The student can solve word problems using objects and drawings to find sums within 10.	The student can solve word problems using objects and drawings to find sums beyond 10. and The student begins analyze when reading the problem if it is a joining or separating problem to help determine if he or she should add or subtract to solve.
I can solve word problems to find differences. (K.3B)	The student does not solve word problems using objects and drawings to find differences within 5.	The student can solve word problems using objects and drawings to find differences within 5.	The student can solve word problems using objects and drawings to find differences within 10.	The student can solve word problems using objects and drawings to find sums and differences beyond 10. and The student begins analyze when reading the problem if it is a joining or separating problem to help determine if he or she should add or subtract to solve.

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Identifying and Using Attributes of Two-Dimensional Shapes and Three-Dimensional Solids				
I can identify 2-D shapes and their attributes. (K.6A, K.6D)	<p>The student does not recognize (point to) or identify (name) basic two-dimensional shapes (circle, triangle, rectangle, and square) and at least 1 less common shape (hexagon, trapezoid, and rhombus).</p> <p>or</p> <p>The student is unable to identify (name) at least 1 attribute of basic two-dimensional shapes using informal geometric language such as size, shape, and number of sides.</p>	<p>The student can recognize (point to) or identify (name) basic two-dimensional shapes (circle, triangle, rectangle, and square) and at least 1 less common shape (hexagon, trapezoid, and rhombus).</p> <p>and</p> <p>The student can identify (name) at least 1 attribute of basic two-dimensional shapes using informal geometric language such as size, shape, and number of sides.</p>	<p>The student can identify (name) basic two-dimensional shapes (circle, triangle, rectangle, and square) and less common shapes (hexagon, trapezoid, and rhombus) regardless of size or orientation.</p> <p>and</p> <p>The student can identify (name) and compare attributes of basic two-dimensional shapes using informal and formal geometric language.</p>	<p>The student can identify (name) regular and less typical circles, squares, rectangles, triangles, hexagons, rhombi, and trapezoids regardless of size or orientation.</p> <p>and</p> <p>The student can identify (name) and compare attributes using formal geometric language and use the attributes to begin to make generalizations about how to identify the shapes.</p>
I can identify 3-D shapes and their 2-D components. (K.6B, K.6C)	<p>The student does not recognize (point to) or identify (name) at least 2 basic three-dimensional shapes (cylinder, cone, sphere, cubes) in the real world</p>	<p>The student can identify (name) basic three-dimensional shapes (cylinder, cone, sphere, cubes) in the real world</p>	<p>The student can identify (name) basic three-dimensional shapes (cylinder, cone, sphere, cubes) in the real world.</p> <p>and</p> <p>The student can identify (name) the two-dimensional shapes that make up the three-dimensional shapes.</p> <p><i>Ex: A cube is made up of squares.</i></p>	<p>The student can recognize identify (name) basic three-dimensional shapes (cylinder, cone, sphere, cubes) in the real world and identify its attributes using informal geometric language.</p> <p>and</p> <p>The student can compose (combine) and decompose (take apart) three-dimensional shapes using its two-dimensional components and begin to make generalizations about how to identify the shapes.</p>

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Identifying and Using Attributes of Two-Dimensional Shapes and Three-Dimensional Solids				
I can classify and sort 2-D shapes and 3-D solids. (K.6E)	The student does not classify and sort regular 2- and 3-D figures regardless of orientation (which way it lays) or size (how big or small).	The student can classify and sort regular 2- and 3-D figures regardless of orientation (which way it lays) or size (how big or small).	The student can classify and sort a variety of regular and irregular 2- and 3-D figures regardless of orientation (which way it lays) or size (how big or small).	The student can classify and sort a variety of regular and irregular 2- and 3-D figures regardless of orientation (which way it lays) or size (how big or small). and The student can explain how he or she sorted the figures using informal geometric language.
I can compare measurable attributes (length, weight, capacity). (K.7A, K.7B)	The student does not identify the object in a group of up to 2 objects that has more or less of a common measurable attribute. or The student does not directly compare and order the objects by how many more or less of the specific attribute.	The student can identify the object in a group of up to 2 objects that has more or less of a common measurable attribute. and The student directly compares and orders the objects by how many more or less of the specific attribute and cannot describe the difference. <i>Ex: (When comparing size: student may put them small, smaller, smallest, but is not be able to describe the difference.)</i>	The student can identify the object in a group of up to 2 objects that has more or less of a common measurable attribute. and The student directly compares and orders the objects and can describe the difference. <i>Ex: (When comparing size: This is first because it is small, this is next because it is smaller, this is last because it is smallest).</i>	The student can identify the object in a group of at least 4 objects that has more or less of a common measurable attribute. and The student directly compares and orders the objects and can describe the difference using non-standard measurements. <i>Ex: This is 4 paper clips larger than this.</i>

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Data Analysis and Personal Financial Literacy				
I can identify coins. (K.4A)	The student does not correctly recognize (point to) or identify (name) at least two U.S. coins (penny, nickel, dime, quarter).	The student can correctly identify (name) at least three U.S. coins (penny, nickel, dime, quarter).	The student can correctly identify (name) U.S. coins (penny, nickel, dime, quarter).	The student can correctly identify (name) U.S. coins (penny, nickel, dime, quarter, half dollar). and The student can identify (name) the value of each coin and begin to make generalizations about their relationship to each other. <i>Ex: "I can use five pennies to make one nickel."</i>
I can identify ways to earn income. (K.9A, K.9B, K.9C)	The student does not identify ways to earn income (professional jobs or sale of goods i.e. lemonade stand, garage sale).	The student can identify multiple ways to earn income (professional jobs or sale of goods i.e. lemonade stand, garage sale).	The student can identify multiple ways to earn income (professional jobs or sale of goods i.e. lemonade stand, garage sale), as well as list simple skills required for jobs. and The student can differentiate between money received as income or as gifts.	The student can identify multiple ways to earn income (professional jobs or sale of goods i.e. lemonade stand, garage sale), as well as list simple skills required for jobs, differentiating between income and gifts. and The student begins to understand using income to purchase goods and services.

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Data Analysis and Personal Financial Literacy (cont.)				
I can distinguish between wants and needs. (K.9D)	The student does not distinguish between wants and needs.	The student can distinguish between wants and needs	The student can distinguish between wants and needs. and The student can identify income as a source to meet one's wants and needs.	The student can distinguish between wants and needs and identify income as a source to meet one's wants and needs. and The student begins to understand when to save and spend money earned.
I can collect, sort, and organize data. (K.8A and K.8B)	The student does not collect, sort or organize the data into at least 2 categories.	The student can collect, sort, and organize data into 2 or 3 categories.	The student can collect, sort, and organize data into 2 or 3 categories. and The student can use the data to create real-object and picture graphs.	The student can collect, sort, and organize data into more than 3 categories and can explain his/her categories. and The student can use the data to create real-object and picture graphs.