



I-SS Kindergarten Math Rubric for Report Cards & Grading

A variety of assessments are used to determine report card grades for Math, including: NC K-2 Math Assessments, classroom formative assessment tasks and student work samples, etc.

COUNTING & CARDINALITY	Q	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)
K.CC.1 Know number names and recognize patterns in the counting sequence by: <ul style="list-style-type: none"> Counting to 100 by ones. 	1, 2, 3	Does not count by ones correctly	Counts correctly at least half of the time.	Counts correctly consistently for a large majority of the time.
K.CC.1 Know number names and recognize patterns in the counting sequence by: <ul style="list-style-type: none"> Counting to 100 by tens. 	2,3,4	Does not count by tens correctly	Can count by tens correctly but may not be able to count by tens to 100.	Can consistently count by tens to 100 correctly
K.CC.2 Count forward beginning from a given number within the known sequence, instead of having to begin at 1.	1,2	Can not count forward beginning from a given number within the known sequence, Must start with one.	Can correctly count forward beginning from a given number within the known sequence at least half of the time.	Can consistently count forward beginning from a given number within the known sequence correctly.,
K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.	1,2	Can not write numbers from 0 to 20 or represent a number of objects with a written numeral 0-20.	Can write some of the numbers from 0 to 20 or represent a number of objects with a written numeral 0-20	Can write all of the numbers from 0 to 20 or represent a number of objects with a written numeral 0-20 correctly.
NC.K.CC.4 Understand the relationship between numbers and quantities. <ul style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one 	1,2	Can not use one to one correspondence when counting, does not recognize the last number tells the total number of objects counted, does not count in order, and/or state the number of items in a group less than 5 without counting the objects	Can do one or more of these things correctly, but not all of them correctly. (1) Count in order (2) Can use one to one correspondence (3) identify the total number of objects count	Can consistently do all of these things correctly: (1) Count in order (2) Use one to one correspondence (3) Identify total number of objects counted

<p>and only one number name and each number name with one</p> <ul style="list-style-type: none"> • and only one object (one-to-one correspondence). • Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). • State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing). 			<p>(4) Name the number of objects in a group less than 5 without counting it</p>	<p>(4) Name the number of objects in a group less than 5 without counting it</p>
<p>K.CC.5 Count to answer “How many?” in the following situations:</p> <ul style="list-style-type: none"> • Given a number from 1–20, count out that many objects. • Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. • Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. • Given 10 objects in a 	<p>1,2,3</p>	<p>Can not do these things:</p> <ol style="list-style-type: none"> (1) count out objects 1-20 (2) recognize the quantity in in a group of 20 is one more than another (3) identify how many objects within 20 there are if they are arranged in a rectangular array (4) identify how many objects within 10 there are if they are in a scattered arrangement 	<p>Can do one or more of these things correctly:</p> <ol style="list-style-type: none"> 1. count out objects 1-20 2. recognize the quantity in in a group of 20 is one more than another 3. identify how many objects within 20 there are if they are arranged in a rectangular array 4. identify how many objects within 10 there are if they are in a scattered arrangement 	<p>Can consistently do all 4 of these things correctly.:</p>

<p>scattered arrangement, identify how many.</p>				
<p>K.CC.6 Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.</p>	<p>2,3,4</p>	<p>When comparing two groups within 10, student is not able to identify if a group is greater than, less than, or equal to the other group.</p>	<p>When comparing two groups within 10, student is able to identify if a group is (1)greater than, (2)less than, or (3) equal to the other group May not be able to do all 3.</p>	<p>Must consistently be able to compare groups all 3 ways correctly.</p>
<p>K.CC.7 Compare two numbers, within 10, presented as written numerals.</p>	<p>3</p>	<p>Can not compare 2 written numbers between 1-10</p>	<p>Can compare 2 written numbers between 1 and 10 correctly at least half of the time.</p>	<p>Can consistently compare 2 written numbers between 1 and 10 correctly.</p>

GEOMETRY	Q	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)
<u>NC.K.G.1</u> locate and identify shapes in their environment.	1,2	Can correctly locate and identify shapes in the environment less than half of the time.	Can correctly locate and identify shapes in the environment at least half of the time.	Can correctly locate and identify shapes in the environment consistently the majority of the time.
<u>NC.K.G.2</u> understand that certain attributes define what a shape is called (number of sides, number of angles, etc.) and that other attributes do not (color, size, orientation).	2	Can understand that certain attributes define what a shape is called and that other attributes do not less than half of the time.	Can understand that certain attributes define what a shape is called and that other attributes do not at least half of the time.	Consistently understands that certain attributes define what a shape is called and that other attributes do not.
<u>NC.K.G.3</u> identify, analyze, sort, describe, and compare shapes that are two-dimensional and three-dimensional. Students should be able to differentiate between shapes that are flat (2 dimensional) or solid (3 dimensional) and use the terms two-dimensional and three-dimensional as they discuss the properties of various shapes	1	Can correctly identify, analyze, sort, describe, and compare shapes that are two-dimensional and three-dimensional less than half of the time .	Can correctly identify, analyze, sort, describe, and compare shapes that are two-dimensional and three-dimensional at least half of the time .	Can correctly identify, analyze, sort, describe, and compare shapes that are two-dimensional and three-dimensional consistently.
<u>NC.K.G.4</u> can sort, compare, and analyze two-dimensional and three-dimensional shapes to note similarities and differences using informal language	2	Can sort, compare, and analyze two-dimensional and three-dimensional shapes to note similarities and differences using informal language less than half of the time..	Can correctly sort, compare, and analyze two-dimensional and three-dimensional shapes to note similarities and differences using informal language at least half of the time.	Can consistently and correctly sort, compare, and analyze two-dimensional and three-dimensional shapes to note similarities and differences using informal language..
<u>NC.K.G.5</u> apply their understanding of geometric attributes of shapes in order to create given shapes	2	Can not correctly apply their understanding of geometric attributes of shapes in order to create given shapes.	Can apply their understanding of geometric attributes of shapes in order to create given shapes at least half of the time.	Can consistently apply their understanding of geometric attributes of shapes in order to create given shapes.
<u>NC.K.G.6</u> move beyond identifying and classifying two-dimensional shapes to manipulating two or more shapes to	2	Can not move beyond identifying and classifying two-dimensional shapes to manipulating two or more shapes to create larger shapes and pictures.	Can move beyond identifying and classifying two-dimensional shapes to manipulating two or more shapes to create larger shapes and pictures at least half of the time.	Can consistently move beyond identifying and classifying two-dimensional shapes to manipulating two or more shapes to create larger shapes and

create larger shapes and pictures.				pictures at least half of the time.
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MEASUREMENT, DATA, & PROBABILITY	Q	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)
NC.K.MD.1 describe an object's measurable attributes such as length, weight, and size.	1,2	Can not describe an object's measurable attributes such as length, weight, and size.	Can correctly describe an object's measurable attributes such as length, weight, and size at least half the time.	Can correctly describe an object's measurable attributes such as length, weight, and size consistently.
NC.K.MD.2 make direct comparisons of attributes that can be measured, such as length, weight, and size.	1,2	Can not make direct comparisons of attributes that can be measured, such as length, weight, and size.	Can make direct comparisons of attributes that can be measured, such as length, weight, and size at least half of the time.	Can consistently make direct comparisons of attributes that can be measured, such as length, weight, and size.
NC.K.MD.3 identify similarities and differences between objects, such as size, color, shape.	1,2	Can not identify similarities and differences between objects, such as size, color, shape.	Can identify similarities and differences between objects, such as size, color, shape at least half of the time.	Can consistently identify similarities and differences between objects, such as size, color, shape.

NUMBER & OPERATIONS	Q	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)
NC.K.NBT.1 explore numbers 11-19 using representations, such as manipulatives or drawings.	4	Can not explore numbers 11-19 using representations, such as manipulatives or drawings.	Can explore numbers 11-19 using representations, such as manipulatives or drawings at least half of the time.	Can consistently explore numbers 11-19 using representations, such as manipulatives or drawings.

OPERATIONS & ALGEBRAIC THINKING	Q	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)

<p><u>NC.K.OA.1</u> demonstrate understanding of how objects can be put together (composed) and taken apart (decompose) by modeling addition and subtraction of up to 10 objects in various ways.</p>	3,4	<p>Can not demonstrate understanding of how objects can be put together and taken apart by modeling addition and subtraction in various ways.</p>	<p>Correctly demonstrates understanding of how objects can be put together and taken apart by modeling addition and subtraction in various ways at least half of the time.</p>	<p>Consistently demonstrates an understanding of how objects can be put together and taken apart by modeling addition and subtraction in various ways.</p>
<p><u>NC.K.OA.2</u> solve addition and subtraction problems involving a variety of situations. Structures:</p> <ul style="list-style-type: none"> ● Add to result unknown ● Take from result unknown ● Put together/take apart total unknown ● Put together/take apart addends unknown 	3,4	<p>Can not solve addition and subtraction problems using the math structures.</p>	<p>Correctly solve addition and subtraction problems using the math structures at least half of the time.</p>	<p>Consistently solve addition and subtraction problems using the math structures correctly..</p>
<p><u>NC.K.OA.3</u> understanding of part-whole relationships as they recognize that a given group of objects (up to 10) can be decomposed into sub-groups while remaining equivalent to the total amount.</p>	3,4	<p>Can not understanding of part-whole relationships as they recognize that a given group of objects can be decomposed into sub-groups while remaining equivalent to the total amount.</p>	<p>Can understanding of part-whole relationships as they recognize that a given group of objects can be decomposed into sub-groups while remaining equivalent to the total amount at least half of the time.</p>	<p>Consistently demonstrates understanding of part-whole relationships as they recognize that a given group of objects can be decomposed into sub-groups while remaining equivalent to the total amount.</p>
<p><u>NC.K.OA.4</u> developed an understanding that a number, less than or equal to 10, can be decomposed into parts.</p>	3,4	<p>Demonstrates no developed an understanding that a number, less than or equal to 10, can be decomposed into parts.</p>	<p>Demonstrates an understanding that a number, less than or equal to 10, can be decomposed into parts at least half of the time.</p>	<p>Consistently demonstrates an understanding that a number, less than or equal to 10, can be decomposed into parts.</p>
<p><u>NC.K.OA.5</u> show they are fluent in addition and subtraction. Students are fluent when they display accuracy (correct answer), efficiency (a reasonable amount of steps in about 3-5 seconds without resorting to counting), and flexibility (using</p>	4	<p>Is not fluent in addition and subtraction. Does not display accuracy, efficiency, and flexibility.</p>	<p>Demonstrates some fluency in addition and subtraction. Does not display accuracy, efficiency, and flexibility. May display one of the three.</p>	<p>Consistently demonstrates fluency in addition and subtraction. Does display accuracy, efficiency, and flexibility.</p>

strategies such as the distributive property).				
<p>NC.K.OA.6 conceptually subitize a group of objects (up to 5). Conceptual subitizing involves recognizing a number pattern as a group composed of subgroups.</p>	3,4	<p>Does not conceptually subitize a group of objects (up to 5). Conceptual subitizing involves recognizing a number pattern as a group composed of subgroups.</p>	<p>Can conceptually subitize a group of objects (up to 5) at least half of the time.</p>	<p>Consistently demonstrates conceptually subitize a group of objects (up to 5).</p>