Midlothian ISD Standards Based Report Card Rubric: Kindergarten Mathematics

Report Card Section	I Can Statement from Report Card	TEK, as written	Learning Progression			
			Area of Concern- Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
FIRST REPORTING PERIOD						
Numbers and Counting	**K.2A**, I can count by 1's forward and backward up to 20, reciting them orally. (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2A**- count forward and backward to at least 20 with and without objects.	Student counts forward **up to 5** with **AND** without objects **with teacher assistance.**	Student counts forward **up to 5** with **AND** without objects.	Student counts forward **AND** backward **up to 5** with **OR** without objects.	Student counts forward **AND** backward **to at least 5** with **AND** without objects.
	K.2B, I can read, write, and represent whole numbers from 0 - 20 (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2B**- Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures ***Note:** Writing numbers with reverse digits is accepted as long as it does not make a new number. (Ex. 21 for 12 vs. a backwards 3)	Student **reads** whole numbers up to **5** with **AND** without objects OR pictures **with teacher assistance**.	Student **reads** whole numbers up to **5** with **AND** without objects OR pictures.	Student **reads, writes, OR represents** whole numbers up to **5** with **AND** without objects OR pictures.	Student **reads, writes, AND represents** whole numbers from **0 to at least 5** with **AND** without objects OR pictures.
	K.2E, I can make a set using concrete or pictorial models that shows a number that is more than, less than, and equal to any number up to 20 (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2E**- Generate a set using concrete and pictorial models that represent s a number that is more than, less than, and equal to a given number up to 20.	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **OR** equal to a given number **up to 4 with teacher assistance.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **OR** equal to a given number **up to 4.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **AND** equal to a given number **up to 4.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **AND** equal to a given number **up to at least 5.**
	K.2G, I can use comparative language to describe two numbers up to 20. (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2G**- Compare sets of objects up to at least 20 in each set using comparative language *Examples of comparative language includes: "Set A is greater than Set B." "Set A contains more than Set B." "Set A is less than Set B" "Set A contains fewer than Set B." "Set A is equal to Set B." "Set A is the same as Set B."	Student **compares** sets of objects **up to 3** in each set using comparative language **with teacher assistance.**	Student **compares** sets of objects **up to 3** in each set using comparative language.	Student **compares** sets of objects **up to 4** in each set using comparative language.	Student **compares** sets of objects **up to at least 5** in each set using comparative language.
	K.5A, I can count by 1's to 100 (1st nine weeks-25, 2nd nine weeks-50, 3rd nine weeks-75, 4th nine weeks-100)	**K.5A**- recite numbers up to at least 100 by ones and tens beginning with any given number	Student counts **numbers up to 15** by ones **beginning with any given number with teacher assistance.**	Student counts **numbers to 15** by ones **beginning with any given number.**	Student counts **numbers to 24** by ones **beginning with any given number.**	Student counts **numbers to 25** by ones **beginning with any given number.**
Geometry and Measurement	**K.6B,** I can identify three-dimensional solids (cylinders, cones, spheres, cubes)	**K.6B,** Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in real world.	Student identifies at least 1 three-dimensional shape **by pointing or by name or with teacher assistance**.	Student identifies **2** three-dimensional solids, (cylinder, cone, sphere, or cube) in real world. **by name**.	Student identifies **3** three-dimensional solids, (cylinder, cone, sphere, or cube) in real world. **by name**.	Student identifies **all 4** three-dimensional solids, (cylinders, cones, spheres, and cubes) in real world. **by name**.
	K.7A, I can give an example of a measurable attribute of an object (length, weight, capacity)	**K.7A**, Give an example of a measurable attribute of a given object, including length, capacity, and weight	Student identifies **a measureable attribute** for a variety of objects (using length, capacity and/or weight) **with teacher assistance.**	Student identifies **a measureable attribute** for a variety of objects (using length, capacity and/or weight) (Ex. Here is a cup, a piece of paper, and a phone. What could you use to measure any one of these items?)	Student identifies **a measureable attribute** for **a given object** (using length, capacity and/or weight) (Ex. How could you measure this object?)	Student identifies **multiple measureable attributes** for a **given object** (using length, capacity and/or weight) (Ex. What are the ways I can measure this object?)
	K.7B, I can describe and compare objects by their attributes (size, shape, number of sides)	**K.7B**, Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	Student **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **by pointing with teacher assistance.**	Student **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **by pointing.**	Student **verbally compares** two objects with a common measurable attribute to see which object has **more of/less of** the attribute.	Student verbally **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **and describe the difference.**
SECOND REPORTING PERIOD						

Midlothian ISD Standards Based Report Card Rubric: Kindergarten Mathematics

Report Card Section	I Can Statement from Report Card	TEK, as written	Learning Progression			
			Area of Concern- Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
Numbers and Counting	**K.2A**, I can count by 1's forward and backward up to 20, reciting them orally. (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2A**- count forward and backward to at least 20 with and without objects.	Student counts forward **AND** backward **up to 5** with **AND** without objects **with teacher assistance.**	Student counts forward **AND** backward **up to 5** with **AND** without objects.	Student counts forward **AND** backward **up to 9** with **AND** without objects.	Student counts forward **AND** backward **to at least 10** with **AND** without objects.
	K.2B, I can read, write, and represent whole numbers from 0 - 20 (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2B**- Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures *Note: Writing numbers with reverse digits is accepted as long as it does not make a new number. (Ex. 21 for 12 vs. a backwards 3)	Student **reads, writes, and represents** whole numbers up to **5** with **AND** without objects OR pictures **with teacher assitance.**	Student **reads, writes, and represents** whole numbers up to **5** with **AND** without objects OR pictures.	Student **reads, writes, and represents** whole numbers up to **9** with **AND** without objects OR pictures.	Student **reads, writes, and represents** whole numbers from 0 to at least **10** with **AND** without objects OR pictures.
	K.2E, I can make a set using concrete or pictorial models that shows a number that is more than, less than, and equal to any number up to 20 (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2E**- Generate a set using concrete and pictorial models that represent s a number that is more than, less than, and equal to a given number up to 20.	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **OR** equal to a given number **up to 5 with teacher assistance.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **OR** equal to a given number **up to 5.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **AND** equal to a given number **up to 9.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **AND** equal to a given number **up to at least 10.**
	K.2G, I can use comparative language to describe two numbers up to 20. (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2G**- Compare sets of objects up to at least 20 in each set using comparative language *Examples of comparative language includes: "Set A is greater than Set B." "Set A contains more than Set B." "Set A is less than Set B" "Set A contains fewer than Set B." "Set A is equal to Set B." "Set A is the same as Set B."	Student **compares** sets of objects **up to 5** in each set using comparative language **with teacher assistance.**	Student **compares** sets of objects **up to 5** in each set using comparative language.	Student **compares** sets of objects **up to 9** in each set using comparative language.	Student **compares** sets of objects **up to at least 10** in each set using comparative language.
	K.5A, I can count by 1's to 100 (1st nine weeks-25, 2nd nine weeks-50, 3rd nine weeks-75, 4th nine weeks-100)	**K.5A**- recite numbers up to at least 100 by ones and tens beginning with any given number	Student counts **numbers up to 25** by ones **beginning with any given number with teacher assistance**	Student counts **numbers to 25** by ones **beginning with any given number**	Student counts **numbers to 49** by ones **beginning with any given number**.	Student counts **numbers to 50** by ones **beginning with any given number.**
Computations and Algebraic Relationships	**K.3A, K.3C**, I can model and explain the action of joining to represent addition up to 10	**K.3A**- Model the action of joining to represent addition ~~and the action of separating to represent subtraction~~ **K.3C**, Explain the strategies used to solve problems involving adding ~~and subtracting~~ within 10 using spoken words, concrete and pictorial models, and number sentences.	Student **demonstrates** the action of joining to represent **addition with teacher assistance.**	Student **demonstrates** the action of joining to represent **addition. (Student shows understanding of addition by taking two sets to make a larger set).**	Student **demonstrates or explains** the action of joining to represent **addition** up to **5**.	Student **demonstrates AND explains** the action of joining to represent **addition** up to **5**. (Student shows and explains the understanding of addition by taking two sets to make a larger set, and correctly saying the sum up to 5.).
	K. 3A, **K.3C**, I can model and explain the action of separating to represent subtraction up to 10	**K.3A**- Model ~~the action of joining to represent addition and~~ the action of separating to represent subtraction **K.3C,** Explain the strategies used to solve problems involving ~~adding and~~ subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.	Student **demonstrates or explains** the action of separating to represent **subtraction** up to **5 with teacher assistance.**	Student **demonstrates or explains** the action of separating to represent **subtraction. (Student shows understanding of taking items away from a larger set to get a smaller set).**	Student **demonstrates or explains** the action of separating to represent **subtraction** up to **5**.	Student **demonstrates AND explains** the action of separating to represent **subtraction** up to **5**.
	K.6A, I can identify two-dimensional shapes	**K.6A**, Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles	Student identifies at least 1 shape **by pointing or by name or with teacher assistance**.	Student identifies **2** shapes (circles, triangles, retangles, and squares as special rectangles) **by name**.	Student identifies **3** shapes (circles, triangles, retangles, and squares as special rectangles) **by name**.	Student identifies **all 4** shapes (circles, triangles, retangles, and squares as special rectangles) **by name**.

Midlothian ISD Standards Based Report Card Rubric: Kindergarten Mathematics						
Report Card Section	**I Can Statement from Report Card**	**TEK, as written**	**Learning Progression**			
			Area of Concern- Scored 1	**Limited Progress - Scored 2**	**Approaching Standard - Scored 3**	**Mastery of Standard- Scored 4**
Geometry and Measurement	**K.6B,** I can identify three-dimensional solids (cylinders, cones, spheres, cubes)	**K.6B,** Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in real world.	Student identifies at least 1 three-dimensional shape **by pointing or by name or with teacher assistance**.	Student identifies **2** three-dimensional solids, (cylinder, cone, sphere, or cube) in real world. **by name**.	Student identifies **3** three-dimensional solids, (cylinder, cone, sphere, or cube) in real world. **by name**.	Student identifies **all 4** three-dimensional solids, (cylinders, cones, spheres, and cubes) in real world. **by name**.
	K.7A, I can give an example of a measurable attribute of an object (length, weight, capacity)	**K.7A**, Give an example of a measurable attribute of a given object, including length, capacity, and weight	Student identifies **a measureable attribute** for a variety of objects (using length, capacity and/or weight) **with teacher assistance.**	Student identifies **a measureable attribute** for a variety of objects (using length, capacity and/or weight) (Ex. Here is a cup, a piece of paper, and a phone. What could you use to measure any one of these items?)	Student identifies **a measureable attribute** for **a given object** (using length, capacity and/or weight) (Ex. How could you measure this object?)	Student identifies **multiple measureable attributes** for a **given object** (using length, capacity and/or weight) (Ex. What are the ways I can measure this object?)
	K.7B, I can describe and compare objects by their attributes (size, shape, number of sides)	**K.7B**, Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	Student **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **by pointing with teacher assistance.**	Student **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **by pointing.**	Student **verbally compares** two objects with a common measurable attribute to see which object has **more of/less of** the attribute.	Student verbally **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **and describe the difference.**
THIRD REPORTING PERIOD						
Computations and Algebraic Relationships	**K.3A, K.3C**, I can model and explain the action of joining to represent addition up to 10	**K.3A**- Model the action of joining to represent addition ~~and the action of separating to represent subtraction~~ **K.3C**, Explain the strategies used to solve problems involving adding ~~and subtracting~~ within 10 using spoken words, concrete and pictorial models, and number sentences.	Student **demonstrates** the action of joining to represent **addition with teacher assistance.**	Student **demonstrates** the action of joining to represent **addition. (Student shows understanding of addition by taking two sets to make a larger set).**	Student **demonstrates or explains** the action of joining to represent **addition** up to **5**.	Student **demonstrates AND explains** the action of joining to represent **addition** up to **5**. (Student shows and explains the understanding of addition by taking two sets to make a larger set, and correctly saying the sum up to 5.).
	K. 3A, **K.3C**, I can model and explain the action of separating to represent subtraction up to 10	**K.3A**- Model ~~the action of joining to represent addition and~~ the action of separating to represent subtraction **K.3C,** Explain the strategies used to solve problems involving ~~adding and~~ subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.	Student **demonstrates or explains** the action of separating to represent **subtraction** up to **5 with teacher assistance.**	Student **demonstrates or explains** the action of separating to represent **subtraction. (Student shows understanding of taking items away from a larger set to get a smaller set).**	Student **demonstrates or explains** the action of separating to represent **subtraction** up to **5**.	Student **demonstrates AND explains** the action of separating to represent **subtraction** up to **5**.
	K. 3B, I can solve word problems using objects or drawings to find sums and differences up to 10	**K.3B,** Solve word problems using objects and drawings to find sums up to 10 and differences within 10	Student **explains** whether the word problem is combining or separating (may use **formal or informal** mathematical language) with **teacher assistance.**	Student **explains** whether the word problem is combining or separating (may use **formal or informal** mathematical language).	Student **solves**, **demonstrates OR explains** word problems using objects and drawings to find **sums** up to **5 OR differences** within **5.**	Student **solves**, **demonstrates OR explains** word problems using objects and drawings to find **sums** up to **5 AND differences** within **5.**
Data Analysis and Personal Financial Literacy	**K. 8B**, I can use data to create real-object and picture graphs	**K.8B**- Use data to create real-object and picture graphs	Student uses data to create real-object **OR** picture graphs with 2 categories **with teacher assistance.**	Student uses data to create real-object **OR** picture graphs with 2 categories.	Student uses data to create real-object **OR** picture graphs with 3 or more categories.	Student uses data to create real-object **AND** picture graphs with 3 or more categories.
	K.8C, I can draw conclusions from real-object and picture graphs	**K.8C**- Draw conclusions from real-object and picture graphs	Student draws conclusions from real-object **OR** picture graphs with data values **when asked question prompts with teacher assistance.**	Student draws conclusions from real-object **OR** picture graphs with data values **when asked question prompts.**	Student draws conclusions from real-object **AND** picture graphs with data values **when asked question prompts.**	Student draws conclusions **on their own** from real-object **AND** picture graphs with data values.

Midlothian ISD Standards Based Report Card Rubric: Kindergarten Mathematics

Report Card Section	I Can Statement from Report Card	TEK, as written	Learning Progression			
			Area of Concern- Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
Geometry and Measurement	**K.6A**, I can identify two-dimensional shapes	**K.6A**, Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles	Student identifies at least 1 shape **by pointing or by name or with teacher assistance**.	Student identifies **2** shapes (circles, triangles, retangles, and squares as special rectangles) **by name**.	Student identifies **3** shapes (circles, triangles, retangles, and squares as special rectangles) **by name**.	Student identifies **all 4** shapes (circles, triangles, retangles, and squares as special rectangles) **by name**.
	K.6B, I can identify three-dimensional solids (cylinders, cones, spheres, cubes)	**K.6B,** Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in real world.	Student identifies at least 1 three-dimensional shape **by pointing or by name or with teacher assistance**.	Student identifies **2** three-dimensional solids, (cylinder, cone, sphere, or cube) in real world. **by name**.	Student identifies **3** three-dimensional solids, (cylinder, cone, sphere, or cube) in real world. **by name**.	Student identifies **all 4** three-dimensional solids, (cylinders, cones, spheres, and cubes) in real world. **by name**.
	K.7A, I can give an example of a measurable attribute of an object (length, weight, capacity)	**K.7A**, Give an example of a measurable attribute of a given object, including length, capacity, and weight	Student identifies **a measureable attribute** for a variety of objects (using length, capacity and/or weight) **with teacher assistance.**	Student identifies **a measureable attribute** for a variety of objects (using length, capacity and/or weight) (Ex. Here is a cup, a piece of paper, and a phone. What could you use to measure any one of these	Student identifies **a measureable attribute** for **a given object** (using length, capacity and/or weight) (Ex. How could you measure this object?)	Student identifies **multiple measureable attributes** for a **given object** (using length, capacity and/or weight) (Ex. What are the ways I can measure this object?)
	K.7B, I can describe and compare objects by their attributes (size, shape, number of sides)	**K.7B**, Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	Student **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **by pointing with teacher assistance.**	Student **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **by pointing.**	Student **verbally compares** two objects with a common measurable attribute to see which object has **more of/less of** the attribute.	Student verbally **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **and describe the difference.**
s and Counting	**K.2A**, I can count by 1's forward and backward up to 20, reciting them orally. (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2A**- count forward and backward to at least 20 with and without objects.	Student counts forward **AND** backward **up to 10** with **AND** without objects **with teacher assistance.**	Student counts forward **AND** backward **up to 10** with **AND** without objects.	Student counts forward **AND** backward **up to 14** with **AND** without objects.	Student counts forward **AND** backward **to at least 15** with **AND** without objects.
	K.2B, I can read, write, and represent whole numbers from 0 - 20 (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2B**- Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures * **Note:** Writing numbers with reverse digits is accepted as long as it does not make a new number. (Ex. 21 for 12 vs. a backwards 3)	Student **reads, writes, and represents** whole numbers **up to 5** with **AND** without objects OR pictures **with teacher assitance.**	Student **reads, writes, and represents** whole numbers **up to 10** with **AND** without objects OR pictures.	Student **reads, writes, and represents** whole numbers **up to 14** with **AND** without objects OR pictures.	Student **reads, writes, and represents** whole numbers from 0 to **at least 15** with **AND** without objects OR pictures.
	K.2E, I can make a set using concrete or pictorial models that shows a number that is more than, less than, and equal to any number up to 20 (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2E**- Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **OR** equal to a given number **up to 5 with teacher assistance.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **OR** equal to a given number **up to 10.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **AND** equal to a given number **up to 14.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **AND** equal to a given number **up to at least 15.**

Midlothian ISD Standards Based Report Card Rubric: Kindergarten Mathematics

Report Card Section	I Can Statement from Report Card	TEK, as written	Learning Progression			
			Area of Concern- Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
Number	**K.2G**, I can use comparative language to describe two numbers up to 20. (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2G**- Compare sets of objects up to at least 20 in each set using comparative language *Examples of comparative language includes: "Set A is greater than Set B." "Set A contains more than Set B." "Set A is less than Set B" "Set A contains fewer than Set B." "Set A is equal to Set B." "Set A is the same as Set B."	Student **compares** sets of objects **up to 10** in each set using comparative language **with teacher assistance.**	Student **compares** sets of objects **up to 10** in each set using comparative language.	Student **compares** sets of objects **up to 13** in each set using comparative language.	Student **compares** sets of objects **up to at least 15** in each set using comparative language.
	K.5A, I can count by 1's to 100 (1st nine weeks-25, 2nd nine weeks-50, 3rd nine weeks-75, 4th nine weeks-100)	**K.5A**- recite numbers up to at least 100 by ones and tens beginning with any given number	Student counts **numbers up to 50** by ones **beginning with any given number with teacher assistance.**	Student counts **numbers up to 50** by ones **beginning with any given number.**	Student counts **numbers up to 74** by ones **beginning with any given number.**	Student counts **numbers to 75** by ones beginning with any given number.
	K.5A, I can count by 10's to 100	**K.5A**- recite numbers up to at least 100 ~~by ones~~ and tens beginning with any given number *Note: Starting with multiples of 10; (Ex. Starting with 40, keep counting by tens to 100.)	Student counts **numbers up to 50** by tens beginning with any given number **with teacher assistance.**	Student counts **numbers to 50** by tens beginning with any given number.	Student counts **numbers to 90** by tens beginning with any given number.	Student counts **numbers to 100** by tens **beginning with any given number.**
	K.2I, I can compose and decompose numbers up to 10	**K.2I-** Compose and decompose numbers up to 10 with objects and pictures	Student **composes** numbers **up to 3** with objects and pictures **with teacher assistance.**	Student **composes** numbers **up to 3** with objects and pictures.	Student **composes OR decomposes** numbers **up to 5** with objects and pictures.	Student **composes AND decomposes** numbers **up to 5** with objects and pictures.
FOURTH REPORTING PERIOD						
Computations and Algebraic Relationships	**K.3A, K.3C**, I can model and explain the action of joining to represent addition up to 10	**K.3A**- Model the action of joining to represent addition ~~and the action of separating to represent subtraction~~ **K.3C**, Explain the strategies used to solve problems involving adding ~~and subtracting~~ within 10 using spoken words, concrete and pictorial models, and number sentences.	Student **demonstrates or explains** the action of joining to represent **addition** up to **5 with teacher assistance.**	Student **demonstrates or explains** the action of joining to represent **addition** up to **5.**	Student **demonstrates or explains** the action of joining to represent **addition** up to **10**.	Student **demonstrates AND explains** the action of joining to represent **addition** up to **10**.
	K. 3A, **K.3C**, I can model and explain the action of separating to represent subtraction up to 10	**K.3A**- Model ~~the action of joining to represent addition and~~ the action of separating to represent subtraction **K.3C,** Explain the strategies used to solve problems involving ~~adding and~~ subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.	Student **demonstrates or explains** the action of separating to represent **subtraction** up to **5 with teacher assistance.**	Student **demonstrates or explains** the action of separating to represent **subtraction** up to **5**.	Student **demonstrates or explains** the action of separating to represent **subtraction** up to **10**.	Student **demonstrates AND explains** the action of separating to represent **subtraction** up to **10**.
	K. 3B, I can solve word problems using objects or drawings to find sums and differences up to 10	**K.3B,** Solve word problems using objects and drawings to find sums up to 10 and differences within 10	Student **solves**, **demonstrates OR explains** word problems using objects and drawings to find **sums** up to **10 OR differences** within **10 with teacher assistance.**	Student **solves**, **demonstrates OR explains** word problems using objects and drawings to find **sums** up to **10 OR differences** within **10.**	Student **solves**, **demonstrates OR explains** word problems using objects and drawings to find **sums** up to **10 AND differences** within **10.**	Student **solves**, **demonstrates AND explains** word problems using objects and drawings to find **sums** up to **10 and differences** within **10.**
Data Analysis and Personal Financial Literacy	**K.4A**, I can identify US coins by name (pennies, nickels, dimes, and quarters)	**K.4A**- Identify U.S. coins by name, including pennies, nickels, dimes, and quarters	Student identifies at least 1 coin **by pointing or by name or with teacher assistance**.	Student identifies **2** coins (penny, nickel, dime or quarter) **by name**.	Student identifies **3** coins (penny, nickel, dime or quarter) **by name**.	Student identifies **all 4** coins (penny, nickel, dime, and quarter) **by name**.
	K. 8B, I can use data to create real-object and picture graphs	**K.8B**- Use data to create real-object and picture graphs	Student uses data to create real-object **OR** picture graphs with 2 categories **with teacher assistance.**	Student uses data to create real-object **OR** picture graphs with 2 categories.	Student uses data to create real-object **OR** picture graphs with 3 or more categories.	Student uses data to create real-object **AND** picture graphs with 3 or more categories.
	K.8C, I can draw conclusions from real-object and picture graphs	**K.8C**- Draw conclusions from real-object and picture graphs	Student draws conclusions from real-object **OR** picture graphs with data values **when asked question prompts with teacher assistance.**	Student draws conclusions from real-object **OR** picture graphs with data values **when asked question prompts.**	Student draws conclusions from real-object **AND** picture graphs with data values **when asked question prompts.**	Student draws conclusions **on their own** from real-object **AND** picture graphs with data values.

Midlothian ISD Standards Based Report Card Rubric: Kindergarten Mathematics

Report Card Section	I Can Statement from Report Card	TEK, as written	Learning Progression			
			Area of Concern- Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
Geometry and Measurement	**K.6A**, I can identify two-dimensional shapes	**K.6A**, Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles	Student identifies at least 1 shape **by pointing or by name or with teacher assistance**.	Student identifies **2** shapes (circles, triangles, retangles, and squares as special rectangles) **by name**.	Student identifies **3** shapes (circles, triangles, retangles, and squares as special rectangles) **by name**.	Student identifies **all 4** shapes (circles, triangles, retangles, and squares as special rectangles) **by name**.
	K.6B, I can identify three-dimensional solids (cylinders, cones, spheres, cubes)	**K.6B,** Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in real world.	Student identifies at least 1 three-dimensional shape **by pointing or by name or with teacher assistance**.	Student identifies **2** three-dimensional solids, (cylinder, cone, sphere, or cube) in real world. **by name**.	Student identifies **3** three-dimensional solids, (cylinder, cone, sphere, or cube) in real world. **by name**.	Student identifies **all 4** three-dimensional solids, (cylinders, cones, spheres, and cubes) in real world. **by name**.
	K.6E, I can classify and sort a variety of two-dimensional and three-dimensional figures	**K.6E**, Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size	Student classifies (explain attributes) **OR** sort a variety of regular and irregular **two-dimensional** figures regardless of orientation or size **with teacher assistance.**	Student classifies (explain attributes) **OR** sort a variety of regular and irregular **two-dimensional** figures regardless of orientation or size.	Student classifies (explain attributes) **OR** sort a variety of regular and irregular two- and **three-dimensional** figures regardless of orientation or size.	Student classifies (explain attributes) **AND** sort a variety of regular and irregular two- and **three-dimensional** figures regardless of orientation or size.
	K.7A, I can give an example of a measurable attribute of an object (length, weight, capacity)	**K.7A**, Give an example of a measurable attribute of a given object, including length, capacity, and weight	Student identifies **a measureable attribute** for a variety of objects (using length, capacity and/or weight) **with teacher assistance.**	Student identifies **a measureable attribute** for a variety of objects (using length, capacity and/or weight) (Ex. Here is a cup, a piece of paper, and a phone. What could you use to measure any one of these items?)	Student identifies **a measureable attribute** for **a given object** (using length, capacity and/or weight) (Ex. How could you measure this object?)	Student identifies **multiple measureable attributes** for a **given object** (using length, capacity and/or weight) (Ex. What are the ways I can measure this object?)
	K.7B, I can describe and compare objects by their attributes (size, shape, number of sides)	**K.7B**, Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	Student **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **by pointing with teacher assistance.**	Student **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **by pointing.**	Student **verbally compares** two objects with a common measurable attribute to see which object has **more of/less of** the attribute.	Student verbally **compares** two objects with a common measurable attribute to see which object has more of/less of the attribute **and describe the difference.**
Numbers and Counting	**K.2A**, I can count by 1's forward and backward up to 20, reciting them orally. (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2A**- count forward and backward to at least 20 with and without objects.	Student counts forward **AND** backward **up to 10** with **AND** without objects **with teacher assistance.**	Student counts forward **AND** backward **up to 15** with **AND** without objects.	Student counts forward **AND** backward **up to 19** with **AND** without objects.	Student counts forward **AND** backward **to at least 20** with **AND** without objects.
	K.2B, I can read, write, and represent whole numbers from 0 - 20 (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2B**- Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures ***Note:** Writing numbers with reverse digits is accepted as long as it does not make a new number. (Ex. 21 for 12 vs. a backwards 3)	Student **reads, writes, and represents** whole numbers up to **10** with **AND** without objects OR pictures **with teacher assitance.**	Student **reads, writes, and represents** whole numbers up to **15** with **AND** without objects OR pictures.	Student **reads, writes, and represents** whole numbers up to **19** with **AND** without objects OR pictures.	Student **reads, writes, and represents** whole numbers from **0 to at least 20** with **AND** without objects OR pictures.
	K.2E, I can make a set using concrete or pictorial models that shows a number that is more than, less than, and equal to any number up to 20 (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2E**- Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **OR** equal to a given number **up to 10 with teacher assistance.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **OR** equal to a given number **up to 15.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **AND** equal to a given number **up to 19.**	Student **generates** a set using concrete and pictorial models that represents a number that is more than, less than, **AND** equal to a given number **up to at least 20.**
	K.2G, I can use comparative language to describe two numbers up to 20. (1st nine weeks-5, 2nd nine weeks-10, 3rd nine weeks-15, 4th nine weeks-20)	**K.2G**- Compare sets of objects up to at least 20 in each set using comparative language *Examples of comparative language includes: "Set A is greater than Set B." "Set A contains more than Set B." "Set A is less than Set B" "Set A contains fewer than Set B." "Set A is equal to Set B." "Set A is the same as Set B."	Student **compares** sets of objects **up to 10** in each set using comparative language **with teacher assistance.**	Student **compares** sets of objects **up to 15** in each set using comparative language.	Student **compares** sets of objects **up to 19** in each set using comparative language.	Student **compares** sets of objects **up to at least 20** in each set using comparative language.

Midlothian ISD Standards Based Report Card Rubric: Kindergarten Mathematics						
Report Card Section	**I Can Statement from Report Card**	**TEK, as written**	**Learning Progression**			
			Area of Concern- Scored 1	**Limited Progress - Scored 2**	**Approaching Standard - Scored 3**	**Mastery of Standard- Scored 4**
	K.5A, I can count by 1's to 100 (1st nine weeks-25, 2nd nine weeks-50, 3rd nine weeks-75, 4th nine weeks-100)	**K.5A**- recite numbers up to at least 100 by ones ~~and tens~~ beginning with any given number	Student counts **numbers up to 49** by ones beginning with any given number **OR** beginning with one **with teacher assistance.**	Student counts **numbers to 75** by ones **beginning with any given number.**	Student counts **numbers to 99** by ones **beginning with any given number.**	Student counts **numbers to 100** by ones **beginning with any given number.**
	K.5A, I can count by 10's to 100	**K.5A**- recite numbers up to at least 100 ~~by ones~~ and tens beginning with any given number *Note: Starting with multiples of 10; (Ex. Starting with 40, keep counting by tens to 100.)	Student counts **numbers up to 50** by tens beginning with any given number **with teacher assistance.**	Student counts **numbers to 50** by tens beginning with any given number.	Student counts **numbers to 90** by tens beginning with any given number.	Student counts **numbers to 100** by tens **beginning with any given number.**
	K.2I, I can compose and decompose numbers up to 10	**K.2I-** Compose and decompose numbers up to 10 with objects and pictures	Student **composes AND decomposes** numbers **up to 5** with objects and pictures **with teacher assistance.**	Student **composes AND decomposes** numbers **up to 5s and 6s** with objects and pictures.	Student **composes AND decomposes** numbers **up to 6s 7s and 8s** with objects and pictures.	Student **composes AND decomposes** numbers **up to 9s and 10s** with objects and pictures.