

Kindergarten ELA Standards

St. Clair County Schools is dedicated to ensuring our students receive high quality instruction on all grade level standards found in the Alabama English Language Arts Course of Study. Critical standards have been identified as the standards necessary to ensure success in first grade and beyond. These standards are critical, foundational standards and student progress towards mastery will be reported each grading period. Mastery or exceeding is essential to the promotion of kindergarten students to first grade.

Standard	Rubrics
<p>2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.</p> <p>3. Actively participate in teacher-led choral and shared reading experiences.</p>	<ul style="list-style-type: none"> R.K.2/3 I can participate in whole group activities such as discussions with peers.
<p>4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.</p>	<ul style="list-style-type: none"> R.K.4 I can ask and answer questions to seek help and/or get and clarify information.
<p>6. Uses spatial and temporal concepts correctly</p>	<ul style="list-style-type: none"> R.K.6 I can use positional words correctly.
<p>8. Point to words using one-to-one correspondence, noting that words are separated by spaces</p>	<ul style="list-style-type: none"> R.K.8 I can point to words one at a time knowing they are separated by spaces.
<p>9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words. (overall standard)</p>	<ul style="list-style-type: none"> R.K.9d I can blend, count and segment syllables. R.K.9f I can identify initial, final and medial sounds. R.K.9g I can blend and segment words with three to four sounds (phonemes). R.K.9h I can determine the difference between common sounds.
<p>10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. (overall standard)</p>	<ul style="list-style-type: none"> R.K.10a I can identify letter sounds. R.K.10b I can identify the vowel in short vowel words. R.K.10c I can decode consonant-vowel-consonant words in text and isolation. R.K.10d I can identify the long vowel in an open syllable word. R.K.10i I can read common high frequency words with accuracy and automaticity.
<p>11. Recognize and name all upper- and lower-case letters in non-sequential order with accuracy and automaticity. (overall standard).</p>	<ul style="list-style-type: none"> R.K.11 I can say all upper and lowercase letter names out of order with automaticity.
<p>12. Arrange and name letters of the alphabet in sequential order from a to z , with accuracy and automaticity. (overall standard)</p>	<ul style="list-style-type: none"> R.K.12 I can order letters of the alphabet with accuracy and automaticity.
<p>16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity. (overall standard)</p>	<ul style="list-style-type: none"> R.K.16 I can read tricky words with accuracy and automaticity.
<p>17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.</p>	<ul style="list-style-type: none"> LA.K.17 I can speak using grade-level vocabulary.
<p>27. Identify and describe the main story elements in a literary text. (overall standard)</p>	<ul style="list-style-type: none"> R.K.27 I can identify and describe the main story elements in a text.
<p>29. With prompting and support, identify the main topic and key details in an informational text.</p>	<ul style="list-style-type: none"> R.K.29 I can identify the main topic and key details in informational text.
<p>34. Print legibly, using proper pencil grip</p>	<ul style="list-style-type: none"> LA.K.34a I can print uppercase and lowercase letters using proper strokes, letter formation, and line placement. LA.K.34b I can print my first and last name with proper letter formation and uppercase letters at the beginning only. LA.K.34c I can write using mostly lowercase letters and uppercase letters only when appropriate.

35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately. (overall standard)

- LA.K.35 I can spell words that follow the vowel-consonant pattern and the consonant-vowel-consonant pattern.

Kindergarten Rubrics for ELA

These rubrics are designed to help parents understand exactly what their student can and cannot do related to the standards being taught. The scores to the left of each grid correspond to the grades receive on the report card:

Level 4: Meets or Exceeds grade level end of year standards

Level 3: Progressing towards grade level end of year standards (on-track)

Level 2: Limited Progress towards grade level end of year standards

Level 1: Insufficient Progress towards grade level end of year standards

K.2/3. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn. Activity participate in teacher-led choral and shared reading experiences.

- **K.2/3 I can participate in whole group activities such as discussions with peers.**

Score	1 st nine weeks	2 nd nine weeks	3rd nine weeks	4 th nine weeks
4	Student can participate in whole group activities such as discussions with peers.			
3	Student actively participates and engages in whole group activities most of the time.			
2	Student activity participates and engages in whole group activities some of the time.			
1	Student does not participate or engage in whole group activities.			

K.4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.

- **K.4 I can ask and answer questions to seek help and/or get and clarify information.**

Score	1 st nine weeks	2 nd nine weeks	3rd nine weeks	4 th nine weeks
4	Student can ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.			
3	Student can ask and answer questions to seek help, get information, or clarify information most of the time.			
2	Student can ask and answer questions to seek help, get information, or clarify information some of the time.			
1	Student does not ask and answer questions to seek help, get information, or clarify information.			

K.6. Uses spatial and temporal concepts correctly

- **K.6 I can use positional words correctly.**

Score	1 st nine weeks	2 nd nine weeks	3rd nine weeks	4 th nine weeks
4	Student can use all positional words correctly.			
3	Student can use the positional words top/bottom, up/down, under/over, above/below correct most of the time.	Student can use the positional words upside down/inside out, beginning/middle/end, and first/next/last, in addition to previous words, correct most of the time.		
2	Student can use the positional words top/bottom, up/down, under/over, above/below correct some of the time.	Student can use the positional words upside down/inside out, beginning/middle/end, and first/next/last, in addition to previous words, correct some of the time.		
1	Student cannot use positional words correctly.	Student cannot use positional words correctly.		

K.8e. Point to words using one-to-one correspondence, noting that words are separated by spaces

- **K.8e I can point to words one at a time knowing they are separated by spaces.**

Score	1 st nine weeks	2 nd nine weeks	3rd nine weeks	4 th nine weeks
4	Student can point to words one at a time knowing they are separated by spaces.			
3			Student can point to words and track with minimal errors.	
2			Student can point to words but not track correctly.	
1			Student cannot point to words or track correctly.	

K.9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.

- **K.9d I can blend, count and segment syllables.**

Score	1 st nine weeks	2 nd nine weeks	3rd nine weeks	4 th nine weeks
4	Student demonstrates early phonological awareness to basic phonemic awareness in spoken words by blending, counting and segmenting syllables.			
3		Student can segment words into syllables independently and accurately.	Student can segment and count syllables independently and accurately.	Student can demonstrate two of the three following skills: segment, count, or blend syllables independently and accurately.
2		Student can segment words into syllables with support from the teacher.	Student can segment words into syllables independently and accurately.	Student can segment, count, or blend syllables with support from the teacher.
1		Student cannot segment words into syllables	Student cannot segment words into syllables.	Student can segment or count syllables with support.

- **K.9f I can identify initial, final and medial sounds.**

Score	1 st nine weeks	2 nd nine weeks	3rd nine weeks	4 th nine weeks
4	Student demonstrates early phonological awareness to basic phonemic awareness in spoken words by identifying initial, final, and medial sounds.			
3	Student can identify initial sounds independently and accurately.	Student can identify final sounds independently and accurately.	Student can identify initial and final sounds independently and accurately.	Student can demonstrate two of the three following skills: identifying initial, medial or final sounds independently and accurately.
2	Student can identify initial sounds with support from the teacher.	Student can identify final sounds with support from the teacher.	Student can identify initial and final sounds with support from the teacher.	Student can demonstrate two of the three following skills: identifying initial, medial or final sounds with support from the teacher.
1	Student is unable to identify initial sounds.	Student cannot identify final sounds.	Student cannot identify initial or final sounds.	Student can identify initial sounds only.

- **K.9g I can blend and segment words with three to four sounds (phonemes).**

Score	1 st nine weeks	2 nd nine weeks	3rd nine weeks	4 th nine weeks
4	Student demonstrates early phonological awareness to basic phonemic awareness in spoken words by blending and segmenting words with 3-4 sounds (phonemes).			
3	Student can segment words with 3 sounds.	Student can segment words with 4 sounds.	Student can blend words with 3 sounds.	Student can demonstrate three of the four following skills:

				segment 3 or 4 sounds; blend 3 or 4 sounds independently and accurately.
2	Student can segment words with 2 sounds.	Student can segment words with 3 sounds.	Student can blend words with 2 sounds.	Student can segment or blend words with 4 sounds.
1	Student is unable segment words with 2 sounds.	Student can segment words with 2 sounds.	Student is unable blend words with 2 sounds.	Student can blend words with 2 sounds.

• **K.9h I can determine the difference between common sounds.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can determine the difference between common sounds.			
3		Student can distinguish between t/d sounds with minimal error.	Student can distinguish between t/d, p/b, f/v, k/g, s/z (voiced and unvoiced) sounds with minimal error.	Student can distinguish between all previous taught common sounds as well as ch/j, sh/ch, and th (voiced and unvoiced) sounds with minimal error.
2		Student can distinguish between t/d sounds with several errors.	Student can distinguish between t/d, p/b, f/v, k/g, s/z (voiced and unvoiced) sounds with several errors.	Student can distinguish between all previous taught common sounds as well as ch/j, sh/ch, and th (voiced and unvoiced) sounds with several errors.
1		Student cannot distinguish between t/d sounds.	Student can distinguish between t/d sounds with minimal error.	Student can distinguish between t/d, p/b, f/v, k/g, sounds with several errors.

K.10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.

• **K.10a I can identify letter sounds.** (*by end of 2nd nine weeks ALL letter sounds have been introduced)

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can identify all letter sounds.			
3	Student can identify all the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/ with no errors.	Student can identify all letter sounds with less than 5 errors.	Student can identify all letter sounds with less than 4 errors	Student can identify all letter sounds with less than 3 errors
2	Student can identify half of the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/.	Student can identify all the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/ with no errors.	Student can identify half of the letter sounds with less than 5 errors.	Student can identify half of the letter sounds with less than 3 errors.
1	Student can identify less than half of the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/.	Student can identify half of the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/.	Student can identify all the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/ with less than 2 errors.	Student can identify all the letter sounds /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/ with no errors.

• **K.10b I can identify the vowel in short vowel words.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently identifies the vowel in short vowel words.			

3	Student can identify the short vowels a, o, and i.	Student can identify the vowels e and u.	Student can identify the vowel in short vowel words with minimal error.	
2	Student can identify 2 of the 3 short vowels a, o, and i.	Student can identify the vowels e OR u.	Student can identify all vowels.	Student can identify 3 of the 5 vowels in short vowel words.
1	Student cannot identify the vowels a, o, or i.	Student can identify 2 of the 3 short vowels a, o, and i.	Student can identify the short vowels a, o, and i.	Student can identify the vowels e OR u.

- K.10c I can decode consonant-vowel-consonant words in text and isolation.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can decode consonant vowel consonant words in text and isolation.			
3		Student decodes CVC words in isolation independently.	Student decodes CVC words in text independently.	
2		Student decodes CVC words in isolation with support from the teacher.	Student decodes CVC words in isolation independently.	Student decodes CVC words in text with support from the teacher.
1		Student cannot decode CVC words in isolation.	Student cannot decode CVC words in isolation.	Student decodes CVC words in isolation with support from the teacher.

- K.10d I can identify the long vowel in an open syllable word. **Will need to be explicitly taught between Skills 6 and 7.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can identify the long vowel in an open syllable word.			
3			Student can identify long E and O in open syllable words with minimal error.	Student can identify 4 out of 5 long vowel sounds in open syllable words with minimal errors.
2			Student can identify long E and O in open syllable words with several errors.	Student can identify 3 out of 5 long vowel sounds in open syllable words with minimal errors.
1			Student cannot identify long E or O in open syllable words.	Student can identify less than 2 long vowel sounds in open syllable words.

- K.10i I can read common high frequency words with accuracy and automaticity.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can read the following common high frequency words with accuracy and automaticity (am, at, did, got, it, an, and, can, get, had, him, hot, if, its, in, on, not, sit, ten, ask, big, but, cut, let, ran, red, run, six, us, up, yes, as, best, fast, has, help, his, is, jump, just, must, stop, went).			
3		Student can read 13-19 words with no error.	Student can read 20-30 words with no error.	Student can read 31-40 words with no error.
2		Student can read 9-12 words with no error.	Student can read 11-19 words with no error.	Student can read 20-30 words with no error.
1		Student can read 8 or less words with no error.	Student can read 10 or less words with no error.	Student can read 19 or less words with no error.

K.11. Recognize and name all upper- and lower-case letters in non-sequential order with accuracy and automaticity.

- K.11 I can say all upper and lowercase letter names out of order with automaticity.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently masters naming uppercase and lowercase letters out of order.			
3		Student names most uppercase and lowercase letters out of order.		
2		Student names half of uppercase and lowercase letters out of order.		
1		Student cannot name uppercase and lowercase letters.		

K.12. Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.

- **K.12 I can order letters of the alphabet with accuracy and automaticity.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently masters naming and placing the alphabet in sequential order with accuracy and automaticity.			
3		Student names and places the alphabet in sequential order with minimal errors.	Student names and places the alphabet in sequential order with minimal errors.	Student names and places the alphabet in sequential order with minimal errors.
2		Student names and places the alphabet in sequential order with major errors.	Student names and places the alphabet in sequential order with major errors.	Student names and places the alphabet in sequential order with major errors.
1		Student cannot name and place alphabet in sequential order.	Student cannot name and place alphabet in sequential order.	Student cannot name and place alphabet in sequential order.

K.16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity.

- **K.16 I can read tricky words with accuracy and automaticity.** (COS defines accurate as reading the word three times in a row on different days)

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can read the following grade-level appropriate high frequency words with accuracy and automaticity (one, two, three, the, and, a, blue, yellow, look, I, are, little, down, out, of, funny, all, from, was)			
3			Student can read 7-9 tricky words with no error.	Student can read 15-20 tricky words with no error.
2			Student can read 4-6 tricky words with no error.	Student can read 4-6 tricky words with no error.
1			Student can read 3 or less tricky words with no error.	Student can read 3 or less tricky words with no error.

K.17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.

- **K.17 I can speak using grade-level vocabulary.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can use grade-level vocabulary and relate new words to prior knowledge.			
3	Student can recognize and recall content-specific, grade-level vocabulary with guidance and support.			
2	Student has a partial understanding of content-specific, grade-level vocabulary with guidance and support.			
1	Student cannot use content-specific, grade-level vocabulary with guidance and support.			

K.27. Identify and describe the main story elements in a literary text.

- **K.27 I can identify and describe the main story elements in a text.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4		Student can consistently identify and describe literary elements of both main characters and setting in a text independently.	Student can consistently identify and describe literary elements of both main characters and setting in a text independently.	Student can consistently identify and describe literary elements of both main characters and setting in a text independently.

3		Student can independently identify the main characters of a story.	Student can independently identify the main characters & setting of a story.	Student can independently identify and describe the main character or setting of a story.
2		With support, the student can identify the main characters of a story.	Student can independently identify the main character of a story.	Student can independently identify the main character and the setting of a story.
1		Student cannot identify main characters of a story.	Student cannot identify main characters or setting of a story.	Student cannot identify main characters or setting of a story.

K.29. With prompting and support, identify the main topic and key details in an informational text.

- **K.29 I can identify the main topic and key details in informational text.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can identify the main topic and key details in informational text with guidance and support.			
3	Student will consistently identify the main topic and details using pictures.		Student will consistently identify the main topic and details using pictures and words.	
2	Student will inconsistently identify the main topics and details using pictures.		Student will inconsistently identify the main topics and details using pictures and words.	
1	Student is unable to identify the main topics and key details with support.			

K.34. Print legibly, using proper pencil grip.

- **K.34a I can print uppercase and lowercase letters using proper strokes, letter formation, and line placement.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently masters printing uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.			
3	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with minimal errors.			
2	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with major errors.			
1	Student cannot print uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.			

USE Rubric in CKLA for additional information on this standard

- **K.34b I can print my first and last name with proper letter formation and uppercase letters at the beginning only.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can print first and last name with proper letter formation and uppercase letters at the beginning only.			
3		Student can write first name with proper letter formation and uppercase letter at the beginning with minimal error.	Student can write first and last name with proper letter formation and uppercase letter at the beginning with minimal error.	
2		Student can write first name with proper letter formation and uppercase letter at the beginning with prompting from teacher.	Student can write first and last name with proper letter formation and uppercase letter at the beginning with prompting from teacher.	
1		Student cannot write first name with proper letter formation and uppercase letter at the beginning.	Student can write first name with proper letter formation and uppercase letter at the beginning with prompting from teacher.	Student can write first name with proper letter formation and uppercase letter at the beginning with minimal error.

- **K.34c I can write using mostly lowercase letters and uppercase letters only when appropriate.**

Score	1 st nine weeks	2 nd nine weeks	3rd nine weeks	4 th nine weeks
4	Student can write using mostly lowercase letters and uppercase letter when appropriate.			
3		Student can write the lowercase letters m, a, t, d, o, c, g, i with minimal error.	Student can write the lowercase letters n, g, s, f, v, z, p, e and all letters from previous instruction with minimal error.	Student can write all lowercase letters in context of words or sentences using capital letters when appropriate with minimal error.
2		Student can write the lowercase letters m, a, t, d, o, c, g, i with several errors.	Student can write the lowercase letters n, g, s, f, v, z, p, e and all letters from previous instruction with several errors.	Student can write all lowercase letters in context of words or sentences using capital letters when appropriate with several errors.
1		Student cannot write lowercase letters even with support from teacher.		

K.35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.

- **K.35 I can spell words that follow the vowel-consonant pattern and the consonant-vowel-consonant pattern.**

Score	1 st nine weeks	2 nd nine weeks	3rd nine weeks	4 th nine weeks
4	Student can spell words that follow the vowel-consonant pattern and they consonant-vowel-consonant pattern			
3	Student can write the correct symbol for the following sounds m, a, t, d, o, c, g, i with minimal errors.	Student can encode at the word level (vowel-consonant) using the following sounds n, h, s, v, x, f, z, p, e, k, b, L, r, u, w, j, and y while the teacher segments out sounds with minimal errors.	Student can encode at the word level (v-c and c-v-c) using the all letter sounds while the teacher segments out sounds with minimal errors.	Student can encode at the word level (v-c and c-v-c) using the all letter sounds, including the -ck spelling at the end of words, while the teacher segments out sounds with minimal errors.
2	Student can write the correct symbol for at least half of the following sounds m, a, t, d, o, c, g, i with minimal errors.	Student can write the correct symbol for following sounds n, h, s, v, x, f, z, p, e, k, b, L, r, u, w, j, and y at the phoneme level with minimal errors.	Student can encode at the word level (vowel-consonant) using the following sounds n, h, s, v, x, f, z, p, e, k, b, L, r, u, w, j, and y while the teacher segments out sounds with minimal errors.	
1	Student can write the correct symbol for less than half of the following sounds m, a, t, d, o, c, g, i with minimal errors.	Student cannot write the correct symbol for following sounds n, h, s, v, x, f, z, p, e, k, b, L, r, u, w, j, and y at the phoneme level	Student cannot write the correct symbol for letters at the phoneme level.	

Kindergarten Math Standards

Standard	Rubrics
1. Count forward orally from 0 to 100 by ones.	<ul style="list-style-type: none"> MA.K.1 I can count to 100 by ones.
2. Count to 100 by ones beginning with any given number between 0 and 99.	<ul style="list-style-type: none"> MA.K.2 I can count to 100 from any number between 0 and 99.
4 Connect counting to cardinality using a variety of concrete objects. (to 20) a. Say the number names in consecutive order when counting objects. b. Indicate that the last number name said tells the number of objects counted in a set. c. Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted.	<ul style="list-style-type: none"> MA.K.4a I can say the number names in order when counting objects. MK.K.4b I can explain that the last number said tells how many are in a set. MA.K.4c I can explain that sets have the same number of objects regardless of what they look like.
5. Count to answer "how many?" questions. a. Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle. b. Count using no more than 10 concrete objects in a scattered configuration. c. Draw the number of objects that match a given numeral from 0 to 20.	<ul style="list-style-type: none"> MA.K.5a I can count up to 20 items when organized and up to 10 items when scattered. MA.K.5b I can draw a picture with objects that matches a numeral 0 to 20.
6. Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.	<ul style="list-style-type: none"> MA.K.6 I can compare two groups of items up to 10 using words like greater/more than, less/fewer than, or equal/the same as.
7 Compare two numbers between 0 and 10 presented as written numerals.	<ul style="list-style-type: none"> MA.K.7 I can compare two numbers between 0 and 10.
8a Represent addition up to 10	<ul style="list-style-type: none"> MA.K.8 I can solve addition problems to 10 by counting all or counting on and represent the problems using objects or drawings.
8b Represent subtraction up to 10	<ul style="list-style-type: none"> MA.K.8b I can solve subtraction problems to 10 by counting back and represent the problems using objects or drawings.
9a Solve addition word problems within 10, by using concrete objects or drawings.	<ul style="list-style-type: none"> MA.K.9a I can solve 'add to' or 'put together' word problems within 10 using objects or drawings.
9b Solve subtraction word problems within 10, by using concrete objects or drawings.	<ul style="list-style-type: none"> MA.K.9b I can solve 'take apart' or 'take from' word problems within 10 using objects or drawings.
10 Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation.	<ul style="list-style-type: none"> MA.K.10 I can break numbers less than or equal to 10 apart into pairs of numbers and records pairs of numbers with a drawing or equation.
11 For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.	<ul style="list-style-type: none"> MA.K.11 I can make combinations of 10 when given one number.
12. Fluently add and subtract within 5 using counting on, counting all, +1/-1, or any other strategy. (no timed tests)	<ul style="list-style-type: none"> MA.K.12a I can add within five fluently. MA.K.12b I can subtract within five fluently.
14 Compose and decompose numbers from 11-19 using concrete objects or drawings while using vocabulary of ten ones and more ones. (This is introduced at the end of the 3rd 9 weeks so no assessing will be done until 4th 9 weeks)	<ul style="list-style-type: none"> MA.K.14a I can break numbers 11-19 into a group of ten ones and more ones. MA.K.14b I can illustrate numbers by combining a group of ten ones and more ones.
17 Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute and describe the difference.	<ul style="list-style-type: none"> MA.K.17 I can compare two objects and describe attributes of length, width, height, and weight to determine more or less.

Math Standard/Assessment Alignment

All kindergarten math standards can be assessed using the following items:

- Checklists documenting progress/mastery
- Anecdotal notes
- envision End of Topic Assessments
- Counting Collections
- Performance based tasks

Kindergarten Rubrics for Math

MA.K.1. Count forward orally from 0 to 100 by ones.

- MA.K.1 I can count to 100 by ones.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can count forward orally from 0 to 100 by ones.			
3	Can accurately count forward orally from 0 to 20 by ones	Can accurately count forward orally from 0 to 50 by ones	Can accurately count forward orally from 0 to 80 by ones	Can accurately count forward orally from 0 to 90 by ones
2	Can count forward orally from 0 to 20 by ones with less than 2 errors.	Can count forward orally from 0 to 50 by ones with less than 2 errors.	Can count forward orally from 0 to 80 by ones with less than 2 errors.	Can count forward orally from 0 to 90 by ones with less than 2 errors.
1	Can count forward orally from 0 to 20 by ones with more than 2 errors.	Can count forward orally from 0 to 50 by ones with more than 2 errors.	Can count forward orally from 0 to 80 by ones with more than 2 errors.	Can count forward orally from 0 to 90 by ones with more than 2 errors.

MA.K.2. Count to 100 by ones beginning with any given number between 0 and 99.

- MA.K.2 I can count to 100 from any number between 0 and 99.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can consistently count to 100 by ones from any given number between 0 and 99.			
3	Can accurately count forward from any given number to 10.	Can accurately count forward from any given number to 20.	Can accurately count forward from any given number to 50.	Can accurately count forward from any given number to 90.
2	Can count forward from any given number to 10 with less than 2 errors.	Can count forward from any given number to 20 with less than 2 errors.	Can count forward from any given number to 50 with less than 2 errors.	Can count forward from any given number to 90 with less than 2 errors.
1	Can count forward from any given number to 10 with more than 2 errors.	Can count forward from any given number to 20 with more than 2 errors.	Can count forward from any given number to 50 with more than 2 errors.	Can count forward from any given number to 90 with more than 2 errors.

MA.K.4. Connect counting to cardinality using a variety of concrete objects up to 20

- MA.K.4a I can say the number names in order when counting objects.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can connect counting to cardinality by saying number names in order up to 20.			
3	Student can count forward orally from 0 to 20.	Students can say number names in order when counting to 5 with no errors.	Students can say number names in order when counting to 10 with no errors.	Students can say number names in order when counting to 15 with no errors.
2	Student can count forward orally from 0 to 10.	Students can say number names in order when counting to 5 with one error.	Students can say number names in order when counting to 10 with one error.	Students can say number names in order when counting to 15 with one error.
1	Student cannot count forward orally from zero.	Student cannot say number names to 5 when counting.	Student cannot say number names to 10 when counting.	Student cannot say number names to 15 when counting.

- MA.K.4B I can explain that the last number said tells how many are in a set.

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
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4	Student can explain that the last number said when counting tells how many are in a set of 20 objects.			
3	Student can explain last number said in the set tells how many are in the set of up to 5 objects with minimal support.	Student can explain last number said in the set tells how many are in the set of up to 10 objects with minimal support.	Student can explain last number said in the set tells how many are in the set of up to 15 objects with minimal support.	Student can explain last number said in the set tells how many are in the set of up to 15 objects with no support.
2	Student can explain last number said in the set tells how many are in the set of up to 5 objects with maximum support.	Student can explain last number said in the set tells how many are in the set of up to 5 objects with maximum support.	Student can explain last number said in the set tells how many are in the set of up to 10 objects with maximum support.	Student can explain last number said in the set tells how many are in the set of up to 10 objects with maximum support.
1	Student is unable to explain last number said in counting tells how many are in the set.	Student is unable to explain last number said in counting tells how many are in the set.	Student is unable to explain last number said in counting tells how many are in the set.	Student is unable to explain last number said in counting tells how many are in the set.

• **MA.K.4c I can explain that sets have the same number of objects regardless of what they look like.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student can consistently and independently explain that sets contain the same number of objects regardless of placement of objects.			
3	Student can consistently explain that sets contain the same number of objects regardless of placement of objects with minimal support.			
2	Student can consistently explain that sets contain the same number of objects regardless of placement of objects with maximum support.			
1	Student is unable to explain that sets contain the same number of objects regardless of placement of objects.			

MA.K.5. Count to answer “how many?” questions.

• **MA.K.5a I can count up to 20 items when organized and up to 10 items when scattered.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently counts to 20 items when organized in a line or rectangle and up 10 items when scattered.			
3	Student can count up to 5 items when organized in a line independently.	Student can count up to 10 items when organized in a line independently.	Student can count up to 10 items when organized in a line OR up to 10 items when scattered.	Student can count up to 15 items when organized in a line AND up to 10 items when scattered.
2	Student can count up to 5 items when organized in a line with support.	Student can count up to 5 items when organized in a line independently.	Student can count up to 10 items when organized in a line independently.	Student can count up to 10 items when organized in a line OR up to 10 items when scattered.
1	Student cannot count up organized or scattered.	Student cannot count up items organized or scattered.	Student can only count up to 10 items in an organized pattern	Student can only count up to 10 items in an organized pattern

• **MA.K.5b I can draw a picture with objects that matches a numeral 0 to 20.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently draws pictures with objects that match all numerals 0 to 20.			

3	Student consistently draws pictures with objects that match numerals to 5.	Student consistently draws pictures with objects that match numerals to 10.	Student consistently draws pictures with objects that match numerals to 15.	Student consistently draws pictures with objects that match numerals to 18.
2	Student can draw pictures with objects that match numerals to 3.	Student consistently draws pictures with objects that match numerals to 5.	Student consistently draws pictures with objects that match numerals to 10.	Student consistently draws pictures with objects that match numerals to 15.
1	Student cannot draw pictures to match any numeral less than 3.	Student cannot draw pictures to match any numeral less than 5.	Student cannot draw pictures to match any numeral less than 10.	Student cannot draw pictures to match any numeral less than 15.

MA.K.6. Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.

- **MA.K.6 I can compare two groups of items up to 10.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently identifies whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.			
3	Compare two groups of objects up to 5 with no errors.		Compare two groups of objects up to 10 with one error.	
2	Compare two groups of objects up to 5 with one error.		Compare two groups of objects up to 10 with two errors.	
1	Cannot compare two groups of objects up to 5.		Cannot compare two groups of objects up to 10.	

MA.K.7. Compare two numbers between 0 and 10 presented as written numerals.

- **MA.K.7 I can compare two numbers between 0 and 10.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently compares two numbers between 0 and 10 when seen as written numerals.			
3	Compare two numbers up to 5 when presented as written numerals with no errors.		Compare two numbers up to 10 when presented as written numerals with one error.	
2	Compare two numbers up to 5 when presented as written numerals with one error.		Compare two numbers up to 10 when presented as written numerals with two errors.	
1	Cannot compare two numbers up to 5 when presented as written numerals.		Cannot compare two numbers up to 10 when presented as written numerals.	

MA.K.8. Represent addition up to 10

- **MA.K.8 I can solve addition problems to 10 by counting all or counting on and represent the problems using objects or drawings.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
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4	Student consistently solves addition problems to 10 by counting all or counting on and represents the problems using objects or drawings.			
3		Represent addition within 5 with objects independently.	Represent addition to 10 using concrete objects independently	Represent addition to 10 using concrete options and a drawing or verbal representation
2		Represent addition within 5 using concrete objects with support.	Represent addition to 10 using concrete objects with support	Represent addition to 10 with concrete objects only
1		Cannot represent addition within 5.	Cannot represent addition to 5.	Cannot represent addition to 10

MA.K.8. Represent subtraction up to 10

- **MA.K.8b I can solve subtraction problems to 10 by counting back and represent the problems using objects or drawings.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently solves subtraction problems to 10 by counting back and represents the problems using objects or drawings.			
3			Represent subtraction to 10 with objects independently	Represent subtraction to 10 using concrete options and a drawing or verbal representation
2			Represent subtraction within 5 using concrete objects with support.	Represent subtraction to 10 with concrete objects only
1			Cannot represent subtraction within 5 with objects.	Cannot represent subtraction to 10

MA.K.9. Solve addition word problems within 10, by using concrete objects or drawings.

- **MA.K.9a I can solve 'add to' or 'put together' word problems within 10 using objects or drawings.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently solves addition word problems of 'add to' and 'put together' with 10 using objects or drawings.			
3		Solve "put together" word problems using objects or drawings within 5 independently.	Solve "add to" word problems using objects or drawings within 5 independently.	Solve "add to" and "put together" word problems using objects and drawings within 10 independently.
2		Solve "put together" word problems using objects or drawings within 5 with support.	Solve "add to" word problems using objects or drawings within 5 with support.	Solve "add to" and "put together" word problems using objects and drawings within 10 with support.
1		Cannot solve "put together" word problems using objects or drawings within 5.	Cannot solve "add to" word problems using objects or drawings within 5.	Cannot solve "add to" and "put together" word problems using objects and drawing within 10.

MA.K.9. Solve subtraction word problems within 10, by using concrete objects or drawings.

- **MA.K.9b I can solve 'take apart' or 'take from' word problems within 10 using objects or drawings.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently solves subtraction word problems of 'take apart' and 'take from' with 10 using objects or drawings.			
			Solve "take from" word problems using objects or	Solve "take apart" and "take from" word problems using

3			drawings within 10 independently.	objects and drawings within 10 independently.
2			Solve “take from” word problems using objects or drawings within 10 with support.	Solve “take apart” and “take from” word problems using objects and drawings within 10 with support.
1			Cannot solve “take from” word problems using objects or drawings within 10.	Cannot solve “take apart” and “take from” word problems using objects and drawing within 10.

MA.K.10 Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation.

- **MA.K.10 I can break numbers less than or equal to 10 apart into pairs of numbers and records pairs of numbers with a drawing or equation.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently breaks numbers less than or equal to 10 apart into pairs of numbers and records pairs of numbers with a drawing or equation.			
3		Can show 2 or more ways to decompose up to 5 using objects or drawings.	Can show 3 or more ways to decompose up to 8 using objects or drawings.	Can show 3 or more ways to decompose up to 10 using objects or drawings.
2		Can show 1 way to decompose up to 5 using objects or drawings.	Can show at least 2 ways to decompose up to 8 using objects or drawings.	Can show at least 2 ways to decompose up to 10 using objects or drawings.
1		Cannot show a way to decompose up to 5 using objects or drawings.	Cannot show a way to decompose up to 8 using objects or drawings.	Cannot show a way to decompose up to 10 objects or drawings.

MA.K.11. For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.

- **MA.K.11 I can make combinations of 10 when given one number.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently find the other number from 0 to 10 that makes the number 10 when added together using objects or drawings and can record the answer using a drawing or an equation.			
3			Find the number that makes 10 using concrete objects or drawings and record answer with a drawing	Find the number that makes 10 using concrete objects or drawings and record answer with an equation
2			Find the number that makes 10 using concrete objects or drawings and record answer with a drawing with support	Find the number that makes 10 using concrete objects or drawings and record an equation with support
1			Cannot find the number that makes 10 using concrete objects or drawings	Cannot find the number that makes 10 using concrete objects or drawings and cannot record an equation

MA.K.12 Fluently add and subtract within 5 using counting on, counting all, +1/-1, or any other strategy.

- **MA.K.12a I can add within five fluently.**
- **MA.K.12b I can subtract within five fluently.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently and fluently adds and subtracts within 5 using counting on, counting all, +1/-1, or any other strategy.			
3		Fluent within 5 using the strategy of counting all accurately.	Fluent within 5 using the strategy of counting on or counting all accurately.	

2		Fluent within 5 using the strategy of counting all with minimal error.	Fluent within 5 using the strategy of counting on or counting all with minimal error.
1		Not fluent within 5	

*Fluent means being able to produce an answer within 3 seconds

**This standard is not to be assessed using a timed test but a performance-based assessment in the pacing guide

MA.K.14. Compose and decompose numbers from 11-19 using concrete objects or drawings while using vocabulary of ten ones and more ones.

- **MA.K.14a I can break numbers 11-19 into a group of ten ones and more ones.**
- **MA.K.14B I can illustrate numbers by combining a group of ten ones and more ones.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently compose and decompose numbers from 11-19 using concrete objects or drawings while using vocabulary of ten ones and more ones.			
3				Can compose and decompose numbers 11-19 using concrete objects or drawings
2				Can compose numbers 11-19 using concrete objects or drawings
1				Cannot compose or decompose numbers 11-19.

* This is introduced at the end of the 3rd 9 weeks so no assessing will be done until 4th 9 weeks

MA.K.17. Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute and describe the difference.

- **MA.K.17 I can compare two objects and describe attributes of length, width, height, and weight to determine more or less.**

Score	1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks
4	Student consistently compare two objects with a measurable attribute in common to see which object has 'more of' or 'less of' the attribute and describe the difference.			
3				Can describe several measurable attributes of a single object and compare two objects with the same measurable attribute in common independently.
2				Can describe some measurable attributes of a single object with support and compare two objects with the same measurable attribute in common.
1				Cannot describe measurable attributes of an object or cannot compare two objects with the same measurable attribute in common.