

Kindergarten Math Standards

St. Clair County Schools is dedicated to ensuring our students receive high quality instruction on all grade level standards found in the Alabama Mathematics 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
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.
<p>4 Connect counting to cardinality using a variety of concrete objects. (to 20)</p> <p>a. Say the number names in consecutive order when counting objects.</p> <p>b. Indicate that the last number name said tells the number of objects counted in a set.</p> <p>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.</p>	<ul style="list-style-type: none"> MA.K.4a I can say the number names in order when counting objects. MA.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.
<p>5. Count to answer "how many?" questions.</p> <p>a. Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle.</p> <p>b. Count using no more than 10 concrete objects in a scattered configuration.</p> <p>c. Draw the number of objects that match a given numeral from 0 to 20.</p>	<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.
<p>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)</p>	<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.

Kindergarten Rubrics for Math

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

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
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.			
	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.	

3		
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
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.			
3			Solve "take from" word problems using objects or drawings within 10 independently.	Solve "take apart" and "take from" word problems using 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.