



Standards-Based Report Card Rubric: Kindergarten Math

Report Card Section	Report Card Statement	Standards Assessed	Term Assessed	Assessment of Mastery		
				Mastered Grade Level Standard (3)	Approaching Grade Level Standard (2)	Insufficient Progress on Grade Level Standard (1)
Numerical Representations & Relationships	I can count forward & backward to at least 20 with & without objects. T1: 0-5, T2: 0-10, T3: 0-15, T4: 0-20	K.2A Count forward & backward to at least 20 with & without objects	1, 2, 3, 4	Consistently & independently counts forward & backward from any given number to a given number with & without objects T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20	Counts forward & backward from any given number to a given number with & without objects with support (i.e., teacher prompt)	Limited ability/unable to count forward & backward from any given number to a given number with & without objects
	I can read, write, & represent whole numbers from 0 to at least 20 with & without objects or pictures. T1: 0-5, T2: 0-10, T3: 0-15, T4: 0-20	K.2B Read, write, & represent whole numbers from 0 to at least 20 with & without objects or pictures	1, 2, 3, 4	Consistently & independently reads numerical form, writes numerical form, & represents given whole numbers with & without objects or pictures T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20	Reads (numerical), writes (numerical), or represents given whole numbers with & without objects or pictures, but is unable to do all 3 consistently (i.e., they can read & write the number but they are unable to represent the number)	Limited ability/unable to read (numerical), write (numerical), & represent given whole numbers with & without objects or pictures
	I can count a set of objects up to at least 20 regardless of their arrangement or order. T1: 0-5, T2: 0-10, T3: 0-15, T4: 0-20	K.2C Count a set of objects up to at least 20 & demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order	1, 2, 3, 4	Consistently & independently counts a set of objects for a given amount, & demonstrates that the last number said tells the number of objects in the set regardless of their arrangement or order T1: ≥ 5	Counts a set of objects for a given amount, but recounts when arrangements are reorganized	Limited ability/unable to count a set of objects for a given amount or demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order

				$T2: \geq 10$ $T3: \geq 15$ $T4: \geq 20$		
	I can recognize instantly the quantity of a small group of objects in organized & random arrangements. T1: 0-3, T2: 0-5, T3: 0-10, T4: 0-10	K.2D Recognize instantly the quantity of a small group of objects in organized & random arrangements	1, 2, 3, 4	Consistently & independently recognizes instantly the quantity of a small group of objects in organized & random arrangements T1: ≥ 3 T2: ≥ 5 T3: ≥ 10 T4: ≥ 10	Inconsistently recognizes instantly the quantity of a small group of objects in organized & random arrangements (subitizes inconsistently)	Relies on counting all to recognize the quantity of a small group of objects in organized & random arrangements (unable to subitize)
	I can generate a set using concrete & pictorial models that represents a number that is more than, less than, & equal to a given number up to 20. T1: 0-5, T2: 0-10, T3: 0-15, T4: 0-20	K.2E Generate a set using concrete & pictorial models that represents a number that is more than, less than, & equal to a given number up to 20	1, 2, 3, 4	Consistently & independently generates a set using concrete & pictorial models that represent a number that is more than, less than, & equal to a given number T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20	Generates a set using concrete & pictorial models that represent a number that is more than, less than, or equal to a given number, but is unable to do all 3 consistently without support	Limited ability/unable to generate a set using concrete & pictorial models that represent a number that is more than, less than, & equal to a given number
	I can generate a number that is one more than or one less than another number up to at least 20. T1: 0-5, T2: 0-10, T3: 0-15, T4: 0-20	K.2F Generate a number that is one more than or one less than another number up to at least 20	1, 2, 3, 4	Consistently & independently generates a number that is one more than or one less than another number T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20	Generates a number that is one more than or one less than another number, but is unable to do both without support	Limited ability/unable to generate a number that is one more than or one less than another number
	I can compare sets of objects up to at least 20 in each set using comparative language. T1: 0-5, T2: 0-10,	K.2G Compare sets of objects up to at least 20 in each set using comparative language	1, 2, 3, 4	Consistently & independently compares sets of objects using comparative language T1: ≥ 5	Compares sets of objects using some comparative language or all with support	Limited ability/unable to compare sets of objects using comparative language

	T3: 0-15, T4: 0-20			T2: ≥ 10 T3: ≥ 15 T4: ≥ 20		
	I can use comparative language to describe two numbers up to 20 presented as written numerals. T1: 0-5, T2: 0-10, T3: 0-15, T4: 0-20	K.2H Use comparative language to describe two numbers up to 20 presented as written numerals	1, 2, 3, 4	Consistently & independently uses comparative language to describe two numbers presented as written numerals T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20	Uses some comparative language to describe two numbers presented as written numerals or all with support	Limited ability/unable to use comparative language to describe two numbers presented as written numerals
	I can compose & decompose numbers up to 10 with objects & pictures. T1: 0-5, T2: 0-5, T3: 0-10, T4: 0-10	K.2I Compose & decompose numbers up to 10 with objects & pictures	1, 2, 3, 4	Consistently & independently composes & decomposes numbers in more than 1 way with objects & pictures T1: ≥ 5 T2: ≥ 5 T3: ≥ 10 T4: ≥ 10	Composes & decomposes numbers with objects & pictures with support or is unable to do both objects & pictures	Limited ability/unable to compose & decompose numbers with objects & pictures
	I can recite numbers up to at least 100 by ones & tens beginning with any given number.	K.5 Recite numbers up to at least 100 by ones & tens beginning with any given number	2, 3, 4	Consistently & independently recites numbers by ones beginning with any given number & by tens beginning with any multiple of ten	Recites numbers by ones & tens, but is unable to begin with any given number consistently	Limited ability/unable to recite numbers by ones & tens
Computations & Algebraic Relationships	I can model the action of joining to represent addition & the action of separating to represent subtraction.	K.3A Model the action of joining to represent addition & the action of separating to represent subtraction	2, 3, 4	Consistently & independently models the action of joining to represent addition & the action of separating to represent subtraction <i>*Note: While not desired, incorrect sums & differences are acceptable for this standard. Students are modeling addition &</i>	Models the action of joining to represent addition & the action of separating to represent subtraction with support or is unable to model both addition & subtraction	Unable Limited ability/unable to model the action of joining to represent addition & the action of separating to represent subtraction

				<i>subtraction</i>		
	I can solve word problems using objects & drawings to find sums & differences within 10. T2: 0-5, T3: 0-10, T4: 0-10	K.3B Solve word problems using objects & drawings to find sums up to 10 & differences within 10	2, 3, 4	Consistently & independently solves word problems using objects & drawings to find sums & differences <i>*Note: This standard requires correct sums & differences</i> T2: ≥ 5 T3: ≥ 10 T4: ≥ 10	Solves word problems using objects & drawings to find sums & differences with support or is unable to find both sums & differences	Limited ability/unable to solve word problems using objects & drawings to find sums & differences
	I can explain the strategies used to solve problems involving adding & subtracting within 10 using words, models, & number sentences. T2: 0-5, T3: 0-10, T4: 0-10	K.3C Explain the strategies used to solve problems involving adding & subtracting within 10 using spoken words, concrete & pictorial models, & number sentences	2, 3, 4	Consistently & independently explains strategies used to solve problems using spoken words, concrete & pictorial models, & number sentences <i>Note: While not desired, incorrect sums & differences are acceptable for this standard. Students explain how to solve addition & subtraction problems</i> T2: ≥ 5 T3: ≥ 10 T4: ≥ 10	Explains some strategies used to solve problems using spoken words, concrete & pictorial models (i.e., they can use a pictorial model, but is unable to explain how it matches the number sentence)	Limited ability/unable to explain strategies used to solve problems using spoken words, concrete & pictorial models, & number sentences
Geometry & Measurement	I can identify two-dimensional shapes, including circles, triangles, rectangles, & squares as special rectangles.	K.6A Identify two-dimensional shapes, including circles, triangles, rectangles, & squares as special rectangles	3, 4	Consistently & independently identifies two-dimensional shapes, including circles, triangles, rectangles, & squares as special rectangles	Identifies the majority of the two-dimensional shapes, including circles, triangles, rectangles, & squares as special rectangles, but unable to identify all or able to identify all with support	Identifies few to none of the two-dimensional shapes, including circles, triangles, rectangles, & squares as special rectangles
	I can identify three-dimensional solids, including cylinders, cones,	K.6B Identify three-dimensional solids, including	3, 4	Consistently & independently identifies three-dimensional	Identifies the majority of the three-dimensional solids, including	Identifies few to none of the three-dimensional solids, including

	spheres, & cubes, in the real world.	cylinders, cones, spheres, & cubes, in the real world		solids, including cylinders, cones, spheres, cubes, prisms, & pyramids, in the real world	cylinders, cones, spheres, cubes, prisms, & pyramids, in the real world, but unable to identify all or able to identify all with support	cylinders, cones, spheres, cubes, prisms, & pyramids, in the real world
	I can compare two objects with a common measurable attribute & describe the difference.	K.7B Compare two objects with a common measurable attribute to see which object has more of/less of the attribute & describe the difference	2, 3, 4	Consistently & independently compares two objects with a common measurable attribute (length, capacity, & weight) to see which object has more of/less of the attribute & describes the difference	Compares two objects with a common measurable attribute (length, capacity, & weight) to see which object has more of/less of the attribute, but is unable to describe the difference without support	Limited ability/unable to compare two objects with a common measurable attribute (length, capacity, & weight) to see which object has more of/less of the attribute & describe the difference
Data Analysis & Personal Financial Literacy	I can identify U.S. coins by name, including pennies, nickels, dimes, & quarters.	K.4A Identify U.S. coins by name, including pennies, nickels, dimes, & quarters	2, 3, 4	Consistently & independently identifies U.S. coins by name, including pennies, nickels, dimes, & quarters with traditional & special designs	Identifies the majority of the U.S. coins by name, including pennies, nickels, dimes, & quarters with traditional & special designs, but unable to identify all or needs support	Identifies few to none of the U.S. coins by name, including pennies, nickels, dimes, & quarters with traditional & special designs
	I can use data to create real-object & picture graphs.	K.8B Use data to create real-object & picture graphs	4	Consistently & independently uses data to create real-object & picture graphs with 2 or 3 categories	Uses data to create real-object & picture graphs with 2 or 3 categories with support	Limited ability/unable to use data to create real-object & picture graphs with 2 or 3 categories

Consistently = Able to complete tasks with 85-100% accuracy of the time over the assessment term (i.e., They are mostly accurate.)

Inconsistently = Able to complete tasks with 50-84% accuracy of the time over the assessment term (i.e., They are accurate more than half the time.)

With supports = Instructional tools (i.e., math tools, dictionaries, word walls) or teacher prompts (i.e., suggesting strategy, asking questions, giving sentence stems)

Limited Ability/Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term