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 and Relationships	I can count forward and backward to at least 20 with and without objects. T1: 0-5, T2: 0-10, T3: 0-15, T4: 0-20	K.2A **Count** forward and backward to at least 20 with and without objects	1, 2, 3, 4	Consistently and independently counts forward and backward to a given number with and without objects T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20	Counts forward and backward to a given number with and without objects with support (i.e., teacher prompt)	Limited ability/unable to count forward and backward to a given number with and without objects
	I can read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. T1: 0-5, T2: 0-10, T3: 0-15, T4: 0-20	K.2B **Read, write**, and **represent** whole numbers from 0 to at least 20 with and without objects or pictures	1, 2, 3, 4	Consistently and independently reads, writes, and represents given whole numbers with and without objects or pictures T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20	Reads, writes, or represents given whole numbers with and without objects or pictures, but is unable to do all 3 consistently (i.e., they can read and write the number but they are unable to represent the number)	Limited ability/unable to read, write, and represent given whole numbers with and 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 and **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 and independently counts a set of objects for a given amount, and demonstrates that the last number said tells the number of objects in the set regardless of their arrangement or	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

				order T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20		
	I can recognize instantly the quantity of a small group of objects in organized and 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 and random arrangements	1, 2, 3, 4	Consistently and independently recognizes instantly the quantity of a small group of objects in organized and random arrangements T1: ≥ 3 T2: ≥ 5 T3: ≥ 10 T4: ≥ 10	Inconsistently recognizes instantly the quantity of a small group of objects in organized and random arrangements (subitizes inconsistently)	Relies on counting all to recognize the quantity of a small group of objects in organized and random arrangements (unable to subitize)
	I can 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. T1: 0-5, T2: 0-10, T3: 0-15, T4: 0-20	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	1, 2, 3, 4	Consistently and independently generates a set using concrete and pictorial models that represent a number that is more than, less than, and equal to a given number T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20	Generates a set using concrete and 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 and pictorial models that represent a number that is more than, less than, and 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 and 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, T3: 0-15, T4: 0-20	K.2G **Compare** sets of objects up to at least 20 in each set using comparative language	1, 2, 3, 4	Consistently and independently compares sets of objects using comparative language T1: ≥ 5 T2: ≥ 10 T3: ≥ 15 T4: ≥ 20	Compares sets of objects using some comparative language or all with support	Limited ability/unable to compare sets of objects using comparative language
	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 and 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 and decompose numbers up to 10 with objects and pictures. T1: 0-5, T2: 0-5, T3: 0-10, T4: 0-10	K.2I **Compose** and **decompose** numbers up to 10 with objects and pictures	1, 2, 3, 4	Consistently and independently composes and decomposes numbers with objects and pictures T1: ≥ 5 T2: ≥ 5 T3: ≥ 10 T4: ≥ 10	Composes and decomposes numbers with objects and pictures with support or is unable to do both objects and pictures	Limited ability/unable to compose and decompose numbers with objects and pictures
	I can recite numbers up to at least 100 by ones and tens beginning with any given number.	K.5 **Recite** numbers up to at least 100 by ones and tens beginning with any given number	2, 3, 4	Consistently and independently recites numbers by ones and tens beginning with any given number	Recites numbers by ones and tens, but is unable to begin with any given number consistently	Limited ability/unable to recite numbers by ones and tens
Computations and Algebraic Relationships	I can model the action of joining to represent addition and the action of separating to represent subtraction.	K.3A **Model** the action of joining **to represent** addition and the action of separating **to represent** subtraction	2, 3, 4	Consistently and independently models the action of joining to represent addition and the action of separating	Models the action of joining to represent addition and the action of separating to represent subtraction	Unable Limited ability/unable to model the action of joining to represent addition and the action of separating

				to represent subtraction **Note: While not desired, incorrect sums and differences are acceptable for this standard. Students are modeling addition & subtraction*	with support or is unable to model both addition and subtraction	to represent subtraction
	I can solve word problems using objects and drawings to find sums and differences within 10. T2: 0-5, T3: 0-10, T4: 0-10	K.3B **Solve** word problems using objects and drawings **to find** sums up to 10 and differences within 10	2, 3, 4	Consistently and independently solves word problems using objects and drawings to find sums and differences **Note: This standard requires correct sums and differences* T2: ≥ 5 T3: ≥ 10 T4: ≥ 10	Solves word problems using objects and drawings to find sums and differences with support or is unable to find both sums and differences	Limited ability/unable to solve word problems using objects and drawings to find sums and differences
	I can explain the strategies used to solve problems involving adding and subtracting within 10 using words, models, and number sentences. T2: 0-5, T3: 0-10, T4: 0-10	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	2, 3, 4	Consistently and independently explains strategies used to solve problems using spoken words, concrete and pictorial models, and number sentences *Note: While not desired, incorrect sums and differences are acceptable for this standard. Students explain how to solve addition & subtraction problems* T2: ≥ 5 T3: ≥ 10 T4: ≥ 10	Explains some strategies used to solve problems using spoken words, concrete and 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 and pictorial models, and number sentences

Geometry and Measurement	I can identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.	K.6A **Identify** two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles	3, 4	Consistently and independently identifies two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles	Identifies the majority of the two-dimensional shapes, including circles, triangles, rectangles, and 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, and squares as special rectangles
	I can identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.	K.6B **Identify** three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world	3, 4	Consistently and independently identifies three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world	Identifies the majority of the three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world, but unable to identify all or able to identify all with support	Identifies few to none of the three- dimensional solids, including cylinders, cones, spheres, and cubes, in the real world
	I can compare two objects with a common measurable attribute and describe the difference.	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	2, 3, 4	Consistently and independently compares two objects with a common measurable attribute to see which object has more of/less of the attribute and describes the difference	Compares two objects with a common measurable attribute 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 to see which object has more of/less of the attribute and describe the difference
Data Analysis and Personal Financial Literacy	I can identify U.S. coins by name, including pennies, nickels, dimes, and quarters.	K.4A **Identify** U.S. coins by name, including pennies, nickels, dimes, and quarters	2, 3, 4	Consistently and independently identifies U.S. coins by name, including pennies, nickels, dimes, and quarters	Identifies the majority of the U.S. coins by name, including pennies, nickels, dimes, and quarters, but unable to identify all or needs support	Identifies few to none of the U.S. coins by name, including pennies, nickels, dimes, and quarters
	I can use data to create real-object and picture graphs.	K.8B **Use** data **to create** real-object and picture graphs	4	Consistently and independently uses data to create real-object and	Uses data to create real-object and picture graphs with support	Limited ability/unable to use data to create real-object and picture

				picture graphs		graphs

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