Mathematics Standards-Based Report Card Rubric - Kindergarten

Domain: Counting and Cardinality							
Indicator	**Standard**	**1 – Beginner Learner/Emerging**	**2 – Developing Learner/Progressing**	**3 – Proficient Learner/Meets the Standard**	**4 – Distinguished Learner/Exceeds the Standard**	**Evidence**	**Assessed**
Count to 100 by ones and by tens (including counting forward from any given number) **GKIDS**	**CC.1 CC.2**	Student counts correctly by ones to a number between 0 and 49, or student does not attempt to count by ones or tens correctly.	Students can count by ones and tens to at least 50	Student consistently and independently counts to 100 correctly, by ones and tens, including counting forward and backward from any given number.	Student consistently and independently counts to 200 correctly, by ones and tens, including counting forward and backward from any given number.	Unit 1 – Informal Check 2\n\nSee CC Assessment Folder	Q1*\nQ2, Q3, Q4
Write and represent the number of objects using numerals from 0 to 20. **GKIDS**	**CC.3**	Student writes and represents the number of objects using numerals correctly from 0-10, or student does not write or represent the number of objects.	Student writes and represents the number of objects using numerals correctly from 11-19.	Student consistently writes and represents the number of objects using numerals correctly from 0-20.	Student consistently writes and represents the number of objects using numerals to 50 or more	See CC Assessment Folder	Q1*\nQ2, Q3, Q4
Count to tell the number of objects from any given number (including pennies within 20) and express the last number as the total	**CC.4 CC.5**	Student counts 0-10 objects correctly, or student does not count objects, or does not count in sequence.	Student inconsistently demonstrates his/ her ability to count to answer "how many" questions about as many as 11-19 things (including pennies) arranged in a line, a rectangular array, or a circle, or as many as 11-19 things in a scattered configuration.	Student can count to answer "how many" questions about as many as 20 things (including pennies) arranged in a line, a rectangular array, or a circle, or as many as 20 things in a scattered configuration.	Student consistently counts to answer "how many" questions about as many as 50 things (including pennies) arranged in a line, a rectangular array, or a circle, or as many as 25 things in a scattered configuration.	See CC Assessment Folder	Q2*\nQ3, Q4
Compare objects and numerals as greater than, less than, or equal to	**CC.6 CC.7**	Student compares sets and/or numerals between 1 and 10 in only one way (equal to, more than, or less than the other), or student does not compare sets of objects.	Student compares sets and/or numerals between 1 and 10 in two ways (equal to, more than, or less than the other).	Student consistently compares sets and numerals between 1 and 10 in 3 ways (equal to, more than, and less than the other).	Student consistently compares sets and numerals between 1 and 100 in 3 ways (equal to, more than, and less than the other).	See CC Assessment Folder	Q2*\nQ3, Q4

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Domain: Numbers and Operations in Base Ten							
Indicator	**Standard**	**1 – Beginner Learner/Emerging**	**2 – Developing Learner/Progressing**	**3 – Proficient Learner/Meets the Standard**	**4 – Distinguished Learner/Exceeds the Standard**	**Evidence**	**Assessed**
Put together and take apart numbers from 11–19 into a ten and ones (to gain foundations for place value)	NBT.1	Student does not decompose numbers between 11-19 and does not demonstrate an understanding that numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine more ones with a drawing or an equation.	Student inconsistently demonstrates his/ her ability to decompose numbers 11-19 with appropriate tools (objects, ten frames) and/or inconsistently demonstrate his/her understanding that numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine more ones with a drawing or an equation	Student consistently and independently demonstrates his/her ability to decompose numbers 11-19 with appropriate tools (objects, ten frames) and demonstrate his/her understanding that numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine more ones with a drawing or an equation.	Student consistently and independently demonstrates his/her ability to decompose numbers 20-99 with appropriate tools (objects, ten frames) and demonstrate his/her understanding that numbers 20-99 are composed of several tens and ones combinations with a drawing or an equation.	See NBT Assessment Folder	Q2* Q3, Q4

Domain: Operations and Algebraic Thinking							
Indicator	**Standard**	**1 – Beginner Learner/Emerging**	**2 – Developing Learner/Progressing**	**3 – Proficient Learner/Meets the Standard**	**4 – Distinguished Learner/Exceeds the Standard**	**Evidence**	**Assessed**
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	OA.1 OA.2 OA.3 OA.4	Student represents addition and subtraction, as well as solves addition and subtraction word problems within 0-5 using appropriate tools such as, objects, fingers, mental images and drawings and does so by decomposing numbers less than or equal to 5 with a drawing or an equation, or student is unable to represent	Student represents addition and subtraction, as well as solves addition and subtraction word problems within 0-9 using appropriate tools such as, objects, fingers, mental images and drawings and does so by decomposing numbers less than or equal to 9 with a drawing or an equation. Student also finds the number that	Student consistently and independently represents addition and subtraction, as well as solves addition and subtraction word problems within 10 using appropriate tools such as, objects, fingers, mental images and drawings and does so by decomposing numbers less than or equal to 10 with a drawing or an equation. Student also finds the	Student consistently and independently represents addition and subtraction, as well as solves addition and subtraction word problems within 20 or more using appropriate tools such as, objects, fingers, mental images and drawings and does so by decomposing numbers less than or equal to 20 or more with a drawing or an equation. Student also	See OA Assessment Folder	Q3* Q4

Indicator	Standard	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
		addition and/or subtraction.	makes 5 when added to a given number between 0 and 4 using objects or drawings.	number that makes 10 when added to a given number between 0 and 9 using objects or drawings.	finds the number that makes 20 when added to a given number between 0 and 19 using objects or drawings.		
Add and subtract within 5 using mental math strategies	OA5	Student is unable to use an efficient mental strategy to fluently add and subtract within 5.	Student is inconsistently able to or needs prompting to be able to recognize and use an efficient mental strategy to fluently add and subtract within 5.	Student consistently and independently without prompting, is able to instantly recognize and use an efficient mental strategy to fluently add and subtract within 5.	Student consistently and independently without prompting, is able to instantly recognize and use an efficient mental strategy to fluently add and subtract within 20	See OA Assessment Folder	Q3* Q4

Domain: Measurement and Data							
Indicator	Standard	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Describe and compare measurable attributes of objects	MD1 MD2	Student is unable to describe measurable attributes of objects or compare two objects with a measurable attribute in common to see which object has "more of/less of" the attribute and describe the difference.	Student is independently able to describe measurable attributes of objects or compare two objects with a measurable attribute in common to see which object has "more of/less of" the attribute and describe the difference.	Student independently and consistently is able to describe measurable attributes of objects as well as directly compare two objects with a measurable attribute in common to see which object has "more of/less of" the attribute and describe the difference.	Student independently and consistently is able to describe measurable attributes of objects as well as directly compare three or more objects with a measurable attribute in common to see which object has "more of/less of" the attribute and describe the difference.	See MD Assessment Folder	Q2* Q3, Q4
Classify objects and count the number of objects in categories **GKIDS**	MD3	Student is unable to classify objects into given categories correctly.	Student inconsistently classifies objects into given categories or inconsistently counts correctly the numbers of objects in each category, not to exceed 10.	Student consistently and independently is able to classify objects into given categories correctly and counts correctly the numbers of objects in each category, not to exceed 10.	Student consistently and independently is able to classify objects into given categories correctly and counts correctly the numbers of objects in each category, with more than 20 – 30 items per category.	See MD Assessment Folder	Q1* Q2, Q3, Q4

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Domain: Geometry							
Indicator	Standard	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Describe objects using the terms above, below, beside, in front of, behind, and next to	G1	Student is able to describe the relative position of objects when given prompts, or is unable to describe the relative position of objects using appropriate terms.	Student inconsistently describes the relative position of objects using appropriate terms.	Student independently and consistently describes the relative position of objects using appropriate terms.	N/A	See G Assessment Folder	Q1* Q2, Q3, Q4
Identify and describe the names of shapes **GKIDS**	G2	Student is able identify and name some but not all 2 and 3 dimensional shapes, or student is not able to identify or name any of the 2 or 3 dimensional shapes.	Student is able to identify all two and 3 dimensional shapes, but is only able to name some of the 2 and 3 dimensional shapes.	Student is able to consistently and independently identify and name all 2 and 3 dimensional shapes.	Student is able to consistently and independently identify and name all 2 and 3 dimensional shapes listed under evidence as well as pentagon, and other shapes having more than 6 sides.	See G Assessment Folder	Q1* Q2, Q3, Q4
Identify, create, analyze and compare two and three dimensional shapes	G3, G4	Student is able to identify a shape as 2 or 3 dimensional but is not yet able to compare and analyze the shapes, or student in unable to identify a shape as 2 or 3 dimensional.	Student is able to identify a shape as 2 or 3 dimensional as well as identify the similarities and differences in 2 dimensional shapes.	Student consistently and independently identifies a shape as 2 or 3 dimensional, as well as analyzes, and compares 2 and 3 dimensional shapes in different sizes and orientations using informal language to describe their similarities and differences.	Student compares 2 and 3 dimensional shapes in different sizes and orientations using more formal, precise language to describe their similarities and differences. Student begins to make generalizations beyond.	See G Assessment Folder	Q4*
Model shapes in the world by building shapes with common materials and drawings.	G5	Student in unable to model shapes in the world by building shapes with components (such as sticks and clay balls) and drawing shapes.	Student inconsistently models shapes in the world by building shapes from components (such as sticks and clay balls) and drawing shapes.	Student consistently and independently models shapes in the world by building shapes from components (such as sticks, sand and clay balls) and drawing shapes.	N/A	See G Assessment Folder	Q4*

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| Compose simple shapes to form larger shapes | G6 | Student is unable to compose simple shapes to form larger shapes. | Student inconsistently composes simple shapes to form larger shapes. | Student consistently and independently composes simple shapes to form larger shapes. | N/A | See G Assessment Folder | Q4* |

Domain: Standards of Mathematical Practice							
Indicator	**Standard**	**1 – Rarely**	**2 – Sometimes**	**3 – Usually**	**4 – Always**	**Evidence**	**Assessed**
Make sense of problems and persevere in solving them.	SMP.1	Student is rarely able (or unable) to figure out the meaning of a problem and is rarely able to independently determine an appropriate strategy/tool to use to solve the problem. Constant teacher prompting is usually required.	Student inconsistently explains to himself/herself the meaning of a problem and/or is inconsistently able to independently determine an appropriate strategy to use to solve problems. Student needs prompting by the teacher on a regular basis.	Student usually explains to himself/ herself the meaning of a problem and determines an appropriate strategy/ tool to use to solve grade-level appropriate problems.	Student self-starts and is consistently able to make the problem make sense to him/her using prior knowledge. The student can determine an appropriate strategy to use to solve grade-level appropriate problems. Student can explain the meaning of a problem and look for ways to solve it. The student may use concrete objects or pictures to help them conceptualize and solve problems.		Q1* Q2, Q3, Q4
Reason abstractly and quantitatively	SMP.2	Student is rarely able to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented in a problem solved using objects, pictures, drawings or actions.	Student is inconsistently able or may require teacher prompting to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions	Student usually connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions.	Student consistently and independently connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions. Student recognizes that a number represents a specific quantity and connects the quantity to written symbols.		Q1* Q2, Q3, Q4
Construct viable arguments and critique the reasoning of others	SMP.3	Student is rarely able to explain his/her mathematical reasoning	Student is inconsistently able to explain his/her mathematical reasoning	Student can usually explains his/her mathematical reasoning	Student consistently and independently explains his/her mathematical		Q1* Q2, Q3, Q4

		and/or respond to others' thinking. Student is rarely able to explain his/her thinking or participate in mathematical discussions.	and/or respond to others' thinking.	and responds to others' thinking.	reasoning and responds to others' thinking.		
Model with mathematics	SMP.4	Student rarely represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is usually required.	Student sometimes represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is frequently required.	Student usually represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is sometimes required.	Student consistently represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is rarely necessary.		Q1* Q2, Q3, Q4
Use appropriate tools strategically	SMP.5	Student is rarely able to consider strategies and tools available to solve a problem or decide which tool/ strategy would be helpful.	Student sometimes considers available tools and strategies available to solve a problem with teacher prompting or examples and decides which tools/strategies might be helpful.	Student usually considers available tools and strategies when solving a problem and decides which tools/strategies might be helpful.	Student consistently and independently considers available tools and strategies (including estimation) when solving a problem and decides which tools/strategies might be helpful.		Q1* Q2, Q3, Q4
Attend to precision	SMP.6	Student begins to explain their mathematical reasoning with others but does not use clear and precise language, or student is unable to communicate mathematical reasoning.	Student is sometimes able to communicate mathematical reasoning using clear and precise language.	Student inconsistently communicates mathematical reasoning using clear and precise language.	Student is able to consistently communicate mathematical reasoning using clear and precise language.		Q1* Q2, Q3, Q4
Look for and make use of structure	SMP.7	Student is rarely able to see the pattern or structure in any given problem. Student rarely adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher	Student is sometimes able to see the pattern or structure in any given problem. Student sometimes adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.).	Student usually looks closely to discover a pattern or structure in any given problem. Student usually adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.).	Student consistently looks closely to discover a pattern or structure in any given problem. Student consistently adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.).		Q1* Q2, Q3, Q4

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		prompting is usually required.	Teacher prompting is frequently required.	Teacher prompting is sometimes required.	Teacher prompting is rarely necessary.		
Look for and express regularity in repeated reasoning	**SMP.8**	Student rarely notices repetitive actions in counting and computation, etc. Teacher prompting is usually required.	Student sometimes notices repetitive actions in counting and computation, etc. Teacher prompting is frequently required.	Student usually notices repetitive actions in counting and computation, etc. Teacher prompting is sometimes required.	Student consistently notices repetitive actions in counting and computation, etc. Students continually checks his/her work by asking themselves, "Does this make sense?"		Q1* Q2, Q3, Q4