

Kindergarten Grade Report Card Companion Rubric Math

Standard	Exceeding Standard	Meeting Standard	Approaching Standard	Not Yet
MATH				
Counting and Cardinality	<ul style="list-style-type: none"> -Count to 100 by ones, tens, twos and fives. -Count forward and backward from a given number. - Count to answer “how many?” questions about as many as 50 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–50, count out that many objects. Compare numbers. 	<ul style="list-style-type: none"> - Count to 100 by ones and by tens. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1). - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Count to tell the number of objects. - Understand the relationship between numbers and quantities; connect counting to cardinality. (a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. 	<ul style="list-style-type: none"> - Count to 20 by ones with minimal prompting. - Recognize and name one-digit written numbers up to 10 with minimal prompting. - Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10. - Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”): (a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate 	<ul style="list-style-type: none"> - Does not count to 20 by ones with minimal prompting. - Does not recognize and name one-digit written numbers up to 10 with minimal prompting. - Does not know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10. - Does not understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”): (a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate

		<p>(b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>(c) Understand that each successive number name refers to a quantity that is one larger.</p> <ul style="list-style-type: none"> - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Compare numbers. - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 	<p>understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5</p>	<p>understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5</p>
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		- Compare two numbers between 1 and 10 presented as written numerals.		
Operations and Algebraic Thinking	<ul style="list-style-type: none"> -Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. - Apply properties of operations as strategies to add and subtract.³ <p>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.</p>	<ul style="list-style-type: none"> - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer 	<ul style="list-style-type: none"> - Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”). - Begin to represent simple word problem data in pictures and drawings. 	<ul style="list-style-type: none"> - Does not represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”). - Does not begin to represent simple word problem data in pictures and drawings.

	<ul style="list-style-type: none"> - Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20. - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums. - Understand the meaning of the equal sign, and determine if equations 	<p>with a drawing or equation.</p> <ul style="list-style-type: none"> - Fluently add and subtract within 5. 		
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	<p>involving addition and subtraction are true or false.</p> <p>- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \text{?} - 3$, $6 + 6 = \text{?}$.</p>			
<p>Number and Operations in Base Ten</p>	<p>-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Understand place value.</p> <p>-Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>-Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>-Sometimes composes and decomposes numbers from 11 to 19.</p>	<p>-Does not compose and decompose numbers.</p>

	<p>- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>-Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>-Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies</p>			
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	based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.			
Measurement and Data	<ul style="list-style-type: none"> - Order three objects by length; compare the lengths of two objects indirectly by using a third object. - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. - Tell and write time in hours and half-hours using analog and digital clocks. - Organize, represent, and interpret data with up to three categories; ask and answer questions about 	<ul style="list-style-type: none"> - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. - 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. For example, directly compare the heights of two children and describe one child as taller/shorter. Classify objects and count the number of objects in each category. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count 	<ul style="list-style-type: none"> - Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height). Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full). - Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes. 	<ul style="list-style-type: none"> - Does not sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height) or use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full). - Does not compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

	the total number of data points, how many in each category, and how many more or less are in one category than in another.			
Geometry	<ul style="list-style-type: none"> - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. - Partition circles and rectangles into two and four equal shares, describe the shares using 	<ul style="list-style-type: none"> - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. - Correctly name shapes regardless of their orientations or overall size. - Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal 	<ul style="list-style-type: none"> - Respond to and use positional words (e.g., in, under, between, down, behind). - Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle). - Manipulate, compare and discuss the attributes of: <ul style="list-style-type: none"> (a) two-dimensional shapes (e.g., use two dimensional shapes (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth. 	<ul style="list-style-type: none"> - Does not respond to and use positional words (e.g., in, under, between, down, behind). - Does not use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle). - Does not manipulate, compare and discuss the attributes of: <ul style="list-style-type: none"> (a) two-dimensional shapes (e.g., use two dimensional shapes (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth.

	<p>the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>length).</p> <ul style="list-style-type: none"> - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" 		
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