

Kindergarten Math Report Card Rubrics

4 = Independently and consistently performs tasks specified in the indicators in a variety of contexts

3 = Has mastered tasks specified in the indicators and performs them independently

2 = Performs the tasks specified in the indicators with assistance

1 = Needs additional time or experience to achieve the indicators

Counting and Cardinality - K			
<i>Know number names & the count sequence to 100.</i>	T1	T2	T3
4	Know number names and the count sequence to 100.	Know number names and the count sequence to 500.	Know number names and the count sequence to 1000.
3	Know number names and count sequence to 20.	Know number names and the count sequence to 50.	Know number names and the count sequence to 100.
2	Know number names and count sequence to 10.	Know number names and the count sequence to 15.	Know number names and count sequence to 20.
1	Cannot rote count at this time.	Know number names and the count sequence to 5.	Know number names and count sequence to 10.

Counting and Cardinality - Kindergarten

<i>Count to tell the number of objects to 20.</i>	T1	T2	T3
4	Count to tell the number of objects to 20.	Count to tell the number of objects to 21 - 49.	Count to tell the number of objects to 50.
3	Count to tell the number of objects to 10.	Count to tell the number of objects to 11 - 19.	Count to tell the number of objects to 20.
2	Count to tell the number of objects to 5.	Count to tell the number of objects to 6 - 9.	Count to tell the number of objects to 10.
1	Does not demonstrate at this time.	Count to tell the number of objects to 1 -4.	Count to tell the number of objects to 5.

Counting and Cardinality - Kindergarten

<i>Compare numbers within 20.</i>	T1	T2	T3
4	Compares numbers within 20.	Compares numbers within 50.	Compares numbers within 100.
3	Compares numbers within 10.	Compares numbers within 11 – 19.	Compares numbers within 20.
2	Compares numbers within 5.	Compares numbers within 6 – 9.	Compares numbers within 10.
1	Does not demonstrate at this time.	Compares numbers within 0 – 4.	Compares numbers within 5.

Operations and Algebraic Thinking - Kindergarten			
<i>Understand the concepts of addition & subtraction.</i>	T1	T2	T3
4	Understand addition as putting together and adding to, and subtraction as taking apart or from. Wording above does not seem appropriate for a rubric. We would like to use- Solve addition and subtraction word problems, and add and subtract within 10.	Represent and solve problems involving addition and subtraction within 10.	Represent and solve problems involving addition and subtraction within 20.
3	Solve addition and subtraction word problems, and add and subtract within 5.	Solve addition and subtraction word problems, and add and subtract 6 -9.	Understand addition as putting together and adding to, and subtraction as taking apart or from. Solve addition and subtraction word problems, and add and subtract within 10.
2	Act out and solve story problems using sets of up to five objects.	Act out and solve story problems using sets of up to ten objects.	Solve addition and subtraction word problems, and add and subtract within 5.
1	Does not demonstrate at this time.	Act out and solve story problems using sets of 0 -4.	Act out and solve story problems using sets of up to five objects.

Numbers and Operation in Base Ten - Kindergarten

<i>Work with 11 – 19 to gain foundations for place value.</i>	T1	T2	T3
4	Work with numbers 11 – 19 to gain foundations for place value.	Independently shows numbers 11 -19 as ten and some more.	Understand place value. (tens and ones)
3	Works with numbers 11 – 19 to show ten and some more.	Continues to work with numbers 11 - 19 to show ten and some more.	Work with numbers 11 – 19 to gain foundations for place value.
2	Can demonstrate one to one correspondence to 10.	Can demonstrate one to one correspondence to 20.	Works with numbers 11 – 19 to show ten and some more.
1	Does not demonstrate at this time.	Can demonstrate one to one correspondence to 5.	Can demonstrate one to one correspondence to 10.

Measurement and Data - Kindergarten

<i>Describe and compare two objects.</i>	T1	T2	T3
4	Describe and compare two objects using length, height, weight, or other measureable attributes.	Describe and compare two objects using length, height, weight, or other measureable attributes independently.	Measure lengths indirectly and by iterating length units. (measure by comparing objects)
3	Directly compare two objects with a measureable attribute in common.	Compare objects by length, height or weight.	Describe and compare two objects using length, height, weight, or other measureable attributes.
2	Directly compare two objects as same or different with support.	Compare objects by length, height or weight with support.	Directly compare two objects with a measureable attribute in common.
1	Does not demonstrate at this time.	Directly compare two objects as same or different with significant prompting and support.	Directly compare two objects as same or different with support.

Measurement and Data - Kindergarten

<i>Classify and count objects in each category.</i>	T1	T2	T3
4	Classify objects and count the number of objects in each category. (independently)	Classify and describe (with support) objects and count the number of objects in each category.	Classify and describe objects and count the number of objects in each category.
3	Sorts by 2 out of 3 attributes. Color, shape, size and counts the number of objects in each category.	Sorts by 3 attributes. Color, shape, size and counts the number of objects in each category.	Classify objects and count the number of objects in each category. (independently)
2	Sorts by fewer than 2 attributes Color, shape, size with prompting and support.	Sorts by fewer than 2 attributes Color, shape, size.	Sorts by 2 out of 3 attributes. Color, shape, size and counts the number of objects in each category.
1	Does not demonstrate at this time.	Sorts by fewer than 2 attributes Color, shape, size with significant prompting and support.	Sorts by fewer than 2 attributes Color, shape, size with prompting and support.

Geometry - Kindergarten

<i>Identify and describe shapes.</i>	T1	T2	T3
4	Identify and describe shapes. (9)	Compose some two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape.	Compose two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape.
3	Identify shapes. (5 or more)	Identify shapes. (7 or more)	Identify and describe shapes. (9)
2	Identify some shapes. (3 or more)	With prompting and support, identifies 5 or more shapes.	Identify shapes (7 or more)
1	Does not demonstrate at this time.	With prompting and support, identifies 3 or more shapes.	Identify some shapes. (3 or more)

Geometry - Kindergarten

<i>Analyze, compare, create, and compose shapes.</i>	T1	T2	T3
4	Analyze, compare, create, and compose shapes. (two and three dimensional)	With prompting, reason with shapes and their attributes. (draw, identify, and partition shapes into halves and fourths.	Reason with shapes and their attributes. (draw, identify, and partition shapes into halves and fourths.
3	Create and compose shapes. (two and three dimensional)	With prompting and support analyze, compare, create, and compose shapes. (two and three dimensional)	Analyze, compare, create, and compose shapes. (two and three dimensional)
2	Create shapes.	With prompting and support create and compose shapes. (two and three dimensional)	Create and compose shapes. (two and three dimensional)
1	Does not demonstrate at this time.	With prompting and support create shapes.	Create shapes.