

Standards Based Report Card Rubric: Kindergarten Mathematics

Standard Description	Assessment of Mastery		
	<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress toward the Standard (IPS)</u>
1st Grading Period			
<i>Counts forward and backward</i>	The student counts forward and backward to 5 with and without objects.	The student counts forward to 5 with and without objects. The student is not able to count backward verbally or by removing objects from a group.	The student counts objects using number words, but may not always use the correct order. The student may skip items or numbers when counting. The student cannot count backward by removing objects or verbally as a countdown.
<i>Reads, writes, and represents whole numbers</i>	The student reads and writes numbers 0 through 5 (not number words) and represents a number to at least 5 by drawing pictures or using objects.	The student reads and writes most numbers 0-5 and represents most numbers to at least 5 by drawing pictures or using objects.	The student reads and writes few numerals 0 through 5. The student represents few numbers up to 5 by drawing pictures or using objects.
<i>Identifies the number of objects in a set</i>	The student counts a set of objects up to 5 using one-to-one correspondence and names the amount in the set.	The student counts a set of objects up to 5 using one-to-one correspondence and recounts to find the amount in the set.	The student reads and writes few numerals 0 through 5. The student represents few numbers up to 5 by drawing pictures or using objects.
<i>Instantly recognizes the quantity of a group of objects</i>	The student instantly recognize within 3 seconds (without counting), the quantity of a group of objects up to 5.	The student recognizes the quantity of a group of objects to 5, but counts to find the amount instead of instantly recognizing.	The student inaccurately counts a group of objects one-by-one.
<i>Represents more than, less than, and equal to</i>	The student draws or uses objects to create groups that are more than, less than, AND equal to a given number up to 5.	The student draws or uses objects to create groups that are more than, less than, or equal to a given number up to 5.	The student may be able to generate or draw a set of objects that represents more than a given number or equal to a given number but is unable to generate a set that is less.
<i>Names one more than and one less than a given number</i>	The student verbally identifies numbers that are one more AND one less than a given number up to 5.	The student verbally identifies a number that is one more OR one less than a given number up to 5.	The student verbally identifies a number that is generally more or less than a given number, not specifically one more or one less.
<i>Compares sets of objects (more, less, equal)</i>	The student uses words such as more/greater than, less/less than, and same/equal to compare sets of objects up to at least 5.	The student uses words such as more/greater than or same/equal to compare sets of objects up to at least 5. The student is unable to use less/less	The student is unable to use comparison words, such as more/greater than, less/less than, and same/equal in order to compare sets of

		than to compare sets of objects.	objects.
<i>Compares numbers (more, less, equal)</i>	The student uses words such as more/greater than, less/less than, and same/equal to compare written numbers up to at least 5.	The student uses words such as more/greater than or same/equal to compare written numbers up to at least 5. The student is unable to use less/less than to compare written numbers.	The student is unable to use comparison words, such as more/greater than, less/less than, and same/equal in order to compare written numbers.
<i>Counts by 1s and 10s</i>	The student counts by 1s to 25 starting with any given number.	The student counts by 1s using correct number order but is unable to count to 25.	The student is not able to count by 1s using the correct number sequence.
<i>Collects, sorts, and organizes data</i>	The student collects, sorts, and organizes data into 2-3 predetermined categories.	The student collects data but is unable to sort and/or organize the data.	The student is inaccurate in collecting data.

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	<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress toward the Standard (IPS)</u>
2nd Grading Period			
<i>Counts forward and backward</i>	The student counts forward and backward to at least 10 with and without objects.	The student counts forward to 10, but cannot count backward verbally or by removing objects from a group.	The student counts objects using number words, but may not always use the correct order. The student may skip items or numbers when counting. The student cannot count backward by removing objects or verbally as a countdown.
<i>Reads, writes, and represents whole numbers</i>	The student reads and writes numbers 0 through 10 (not number words) and represents a number to at least 10 by drawing pictures or using objects.	The student reads and writes most numbers 0-10 and represents most numbers to at least 10 by drawing pictures or using objects.	The student reads and writes few numerals 0 through 10. The student represents few numbers up to 5 by drawing pictures or using objects.
<i>Identifies the number of objects in a set</i>	The student counts a set of objects up to 10 using one-to-one correspondence and names the amount in the set.	The student counts a set of objects up to 10 using one-to-one correspondence and recounts to find the amount in the set.	The student reads and writes few numerals 0 through 10. The student represents few numbers up to 5 by drawing pictures or using objects.
<i>Instantly recognizes the quantity of a group of objects</i>	The student instantly recognizes within 3 seconds (without counting), the quantity of a group of objects up to 10 in different patterns (such as ten frames, or groups of dots).	The student recognizes the quantity of a group of objects to 10, but counts to find the amount instead of instantly recognizing.	The student inaccurately counts a group of objects one-by-one.
<i>Represents more than, less than, and equal to</i>	The student draws or uses objects to create groups that are more than, less than, AND equal to a given number up to 10.	The student draws or uses objects to create groups that are more than, less than, or equal to a given number up to 10.	The student may be able to generate or draw a set of objects that represents more than a given number or equal to a given number but is unable to generate a set that is less.
<i>Names one more than and one less than a given number</i>	The student verbally identifies numbers that are one more AND one less than a given number up to 10.	The student verbally identifies a number that is one more OR one less than a given number up to 10.	The student verbally identifies a number that is generally more or less than a given number, not specifically one more or one less.
<i>Compares sets of objects (more, less, equal)</i>	The student uses words such as more/greater than, less/less than, and same/equal to compare sets of objects	The student uses words such as more/greater than or same/equal to compare sets of objects up to at least	The student is unable to use comparison words, such as more/greater than, less/less than, and

	up to at least 10.	10. The student is unable to use less/less than to compare sets of objects.	same/equal in order to compare sets of objects.
<i>Compares numbers (more, less, equal)</i>	The student uses words such as more/greater than, less/less than, and same/equal to compare written numbers up to at least 10.	The student uses words such as more/greater than or same/equal to compare written numbers up to at least 10. The student is unable to use less/less than to compare written numbers.	The student is unable to use comparison words, such as more/greater than, less/less than, and same/equal in order to compare written numbers.
<i>Composes and decomposes numbers</i>	The student composes and decomposes a number in terms of a part-to-whole relationship without having to recount. The student composes and decomposes a number up to 5 with objects and pictures in different ways.	The student composes and decomposes a number in terms of a part-to-whole relationship but recounts each time. The student composes a number up to 5 with objects and pictures but recounts each part.	The student inaccurately composes and/or decomposes a number into 2 or more parts.
<i>Models addition and subtraction</i>	The student models the action of addition and subtraction within 5 when given a problem with an unknown result.	The student models addition or subtraction within 5 when given a problem with an unknown result.	The student mimics the actions of the teacher to model adding and/or subtracting within 5 when given a problem with an unknown result. The student is unable to model the action of addition and/or subtraction independently.
<i>Solves addition and subtraction word problems</i>	The student solves result unknown word problems using objects and drawings to find sums and differences up to 5.	The student solves result unknown word problems using objects to find sums and differences up to 5.	The student mimics the actions of the educator to solve result unknown word problems using objects or drawings to find sums and differences up to 5. The student is unable to solve word problems using objects or drawings independently.
<i>Explains how to solve addition and subtraction word problems</i>	The student explains the strategies used to solve result unknown problems within 5 using spoken words, concrete and pictorial models, and number sentences.	The student explains the strategies used to solve result unknown problems within 5 using spoken words, concrete models, or pictorial models.	The student explains the strategies used to solve result unknown problems within 5 using concrete models.
<i>Counts by 1s and 10s</i>	The student counts by 1s to 50 starting at any given number AND counts by 10s to 50 starting at any given multiple of 10.	The student counts by 1s but is unable to count to 50 starting at any given number AND/OR is unable to count by 10s to 50.	The student is not able to count by 1s using the correct number sequence and/or is unable to count by 10s using the correct number sequence and is unable to count forward by 10s beginning with any given multiple of 10.
<i>Collects, sorts, and organizes data</i>	The student collects, sorts, and organizes data into 3 predetermined	The student collects, sorts, and organizes data into two categories.	The student is inaccurate in collecting data.

	categories.		
<i>Uses data to create graphs</i>	The student uses data collected to create real-object graphs and picture graphs.	The student uses data to create a graph, but the graph does not match the data.	The student is unable to add data in an organized fashion to real-object graphs or picture graphs.

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	<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress toward the Standard (IPS)</u>
3rd Grading Period			
<i>Counts forward and backward</i>	The student counts forward and backward to at least 20 with and without objects.	The student counts forward to 20 with and without objects. The student is unable to count backward verbally or by removing objects from a group.	The student counts objects using number words, but may not always use the correct order. The student may skip items or numbers when counting. The student cannot count backward by removing objects or verbally as a countdown.
<i>Reads, writes, and represents whole numbers</i>	The student reads and writes numbers 0 through 20 (not number words) and represents a number to at least 20 by drawing pictures or using objects.	The student reads and writes most numbers 0-20 and represents most numbers to at least 20 by drawing pictures or using objects.	The student reads and writes few numerals 0 through 20. The student represents few numbers up to 5 by drawing pictures or using objects.
<i>Identifies the number of objects in a set</i>	The student counts a set of objects up to 20 using one-to-one correspondence and names the amount in the set.	The student counts a set of objects up to 20 using one-to-one correspondence and recounts to find the amount in the set.	The student reads and writes few numerals 0 through 20. The student represents few numbers up to 5 by drawing pictures or using objects.
<i>Represents more than, less than, and equal to</i>	The student draws or uses objects to create groups that are more than, less than, AND equal to a given number up to 20.	The student draws or uses objects to create groups that are more than, less than, or equal to a given number up to 20.	The student may be able to generate or draw a set of objects that represents more than a given number or equal to a given number but is unable to generate a set that is less.
<i>Names one more than and one less than a given number</i>	The student verbally identifies numbers that are one more AND one less than a given number up to 10.	The student verbally identifies a number that is one more OR one less than a given number up to 20.	The student verbally identifies a number that is generally more or less than a given number, not specifically one more or one less.
<i>Compares sets of objects (more, less, equal)</i>	The student uses words such as more/greater than, less/less than, and same/equal to compare sets of objects up to at least 20.	The student uses words such as more/greater than or same/equal to compare sets of objects up to at least 20. The student is unable to use less/less than to compare sets of objects.	The student is unable to use comparison words, such as more/greater than, less/less than, and same/equal in order to compare sets of objects.
<i>Compares numbers (more, less, equal)</i>	The student uses words such as more/greater than, less/less than, and	The student uses words such as more/greater than or same/equal to	The student is unable to use comparison words, such as

	same/equal to compare written numbers up to at least 20.	compare written numbers up to at least 20. The student is unable to use less/less than to compare written numbers.	more/greater than, less/less than, and same/equal in order to compare written numbers.
<i>Composes and decomposes numbers</i>	The student composes and decomposes a number in terms of a part-to-whole relationship without having to recount. The student can compose and decompose a number up to 10 with objects and pictures in different ways.	The student composes and decomposes a number in terms of a part-to-whole relationship but recounts each time. The student composes a number up to 10 with objects and pictures but recounts each part.	The student inaccurately composes and/or decomposes a number into 2 or more parts.
<i>Models addition and subtraction</i>	The student independently models the action of joining to represent addition within 10 when given a problem with an unknown result.	The student models addition or subtraction within 10 when given a problem with an unknown result.	The student mimics the actions of the teacher to model adding and/or subtracting within 5 when given a problem with an unknown result. The student is unable to model the action of addition and/or subtraction independently.
<i>Solves addition and subtraction word problems</i>	The student solves result unknown word problems using objects and drawings to find sums and differences up to 10.	The student solves result unknown word problems using objects to find sums and differences up to 10.	The student mimics the actions of the educator to solve result unknown word problems using objects or drawings to find sums and differences up to 10. The student is unable to solve word problems using objects or drawings independently.
<i>Explains how to solve addition and subtraction word problems</i>	The student explains the strategies used to solve result unknown problems within 10 using spoken words, concrete and pictorial models, and number sentences.	The student explains the strategies used to solve result unknown problems within 10 using spoken words, concrete models, or pictorial models.	The student explains the strategies used to solve result unknown problems within 10 using concrete models.
<i>Counts by 1s and 10s</i>	The student counts by 1s to 75 starting at any given number AND counts by 10s to 100 starting at any given multiple of 10.	The student counts by 1s but is unable to count to 75 starting at any given number AND/OR is unable to count by 10s to 100 starting at any given multiple of 10.	The student is not able to count by 1s using the correct number sequence and/or is unable to count by 10s using the correct number sequence and is unable to count by 10s to 100 starting at any given multiple of 10.
<i>Collects, sorts, and organizes data</i>	The student collects, sorts, and organizes data into 3 predetermined categories.	The student collects, sorts, and organizes data into two categories.	The student is inaccurate in collecting data
<i>Uses data to create graphs</i>	The student uses data collected to create real-object graphs and picture graphs.	The student uses data to create a graph, but the graph does not match the data.	The student is unable to add data in an organized fashion to real-object graphs or picture graphs.

<i>Draws conclusions from graphs</i>	The student reads graphs and draws conclusions related to the data.	The student reads a graph and makes a simple statement about the data.	The student is unable to read a graph or explain any data.
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	<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress toward the Standard (IPS)</u>
4th Grading Period			
<i>Counts by 1s and 10s</i>	The student counts by 1s to 100 starting at any given number AND counts by 10s to 100 starting at any given multiple of 10.	The student counts by 1s but is unable to count to 100 starting at any given number AND/OR is unable to count by 10s to 100 starting at any given multiple of 10.	The student is not able to count by 1s using the correct number sequence and/or is unable to count by 10s using the correct number sequence and is unable to count by 10s to 100 starting at any given multiple of 10.
<i>Collects, sorts, and organizes data</i>	The student collects, sorts, and organizes data into 3 predetermined categories.	The student collects, sorts, and organizes data into two categories.	The student is inaccurate in collecting data.
<i>Uses data to create graphs</i>	The student uses data collected to create real-object graphs and picture graphs.	The student uses data to create a graph, but the graph does not match the data.	The student is unable to add data in an organized fashion to real-object graphs or picture graphs.
<i>Draws conclusions from graphs</i>	The student reads graphs and draws conclusions related to the data.	The student reads a graph and makes a simple statement about the data.	The student is unable to read a graph or explain any data.