

# Kindergarten Progress Report Rubric - Mathematics

## Counting and Cardinality

Know number names and the count sequence (K.CC.1- K.CC.3)				
Marking Period	1	2	3	4
1	<p><b>Not yet able to:</b> *Count to 10 by ones;  *Count and write numerals 0 – 10.</p>	<p><b>With assistance:</b> *Count to 10 by ones;  *Count and write numerals 0 – 10.</p>	<p><b>Independently:</b> *Count to 10 by ones;  *Count and write numerals 0 – 10.</p>	<p>Exceeds all criteria of a 3 and... *Counts past 10 by ones ;  *Counts and writes numerals 0 – 10 without reversals.</p>
2	<p><b>Not yet able to:</b> *Counts to 20 by ones and tens;  * Counts forward beginning from a given number 0-20 within the known sequence (instead of having to begin at 1);  *Counts and writes numerals 0 – 20.</p>	<p><b>With assistance:</b> *Counts to 20 by ones and tens;  * Counts forward beginning from a given number 0-20 within the known sequence (instead of having to begin at 1);  *Counts and writes numerals 0 – 20.</p>	<p><b>Independently:</b> *Counts to 20 by ones and tens;  * Counts forward beginning from a given number 0-20 within the known sequence (instead of having to begin at 1);  *Counts and writes numerals 0 – 20.</p>	<p>Exceeds all criteria of a 3 and... *Counts past 20 by ones ;  *Counts forward beginning from a given number 20+;  *Counts and writes numerals 0 – 20 without reversals.</p>
3	<p><b>Not yet able to:</b> *Counts to 100 by ones and tens;  * Counts forward beginning from a given number within the known sequence (instead of having to begin at 1);  *Counts and writes numerals 0 – 20.</p>	<p><b>With assistance:</b> *Counts to 100 by ones and tens;  * Counts forward beginning from a given number within the known sequence (instead of having to begin at 1);  *Counts and writes numerals 0 – 20.</p>	<p><b>Independently:</b> *Counts to 100 by ones and tens;  * Counts forward beginning from a given number within the known sequence (instead of having to begin at 1);  *Counts and writes numerals 0 – 20.</p>	<p>Exceeds all criteria of a 3 and... *Counts past 100 by ones ;  *Counts forward beginning from a given number 100+;  *Counts and writes numerals 20+ without reversals.</p>

Count to tell the number of objects (K.CC.4- K.CC.5)				
Marking Period	1	2	3	4
1	<p><b>Not yet able to:</b></p> <ul style="list-style-type: none"> <li>*When counting objects, pairs each object with one and only one number name and each number name with one and only one object (1-10);</li> <li>*Understand that the last number name said tells the number of objects counted (1-10);</li> <li>*Understand that each successive number name refers to a quantity that is one larger(1-10);</li> <li>*Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle.</li> </ul>	<p><b>With assistance:</b></p> <ul style="list-style-type: none"> <li>*When counting objects, pairs each object with one and only one number name and each number name with one and only one object(1-10);</li> <li>*Understand that the last number name said tells the number of objects counted (1-10);</li> <li>*Understand that each successive number name refers to a quantity that is one larger(1-10);</li> <li>*Counts to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle.</li> </ul>	<p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>*When counting objects, pairs each object with one and only one number name and each number name with one and only one object(1-10);</li> <li>*Understand that the last number name said tells the number of objects counted (1-10);</li> <li>*Understand that each successive number name refers to a quantity that is one larger(1-10);</li> <li>*Counts to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle.</li> </ul>	<p>Exceeds all criteria of a 3.</p> <p>(Example: can count by 2's)</p>
2	<p><b>Not yet able to:</b></p> <ul style="list-style-type: none"> <li>*When counting objects, pairs each object with one and only one number name and each number name with one and only one object (1-20);</li> <li>*Understands that the last number name said tells the number of objects counted(1-20);</li> <li>*Understands that each successive number name refers to a quantity that is one larger(1-20);</li> <li>*Counts 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.</li> </ul>	<p><b>With assistance:</b></p> <ul style="list-style-type: none"> <li>*When counting objects, pairs each object with one and only one number name and each number name with one and only one object(1-20);</li> <li>*Understands that the last number name said tells the number of objects counted(1-20);</li> <li>*Understands that each successive number name refers to a quantity that is one larger(1-20);</li> <li>*Counts 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.</li> </ul>	<p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>*When counting objects, pairs each object with one and only one number name and each number name with one and only one object(1-20);</li> <li>*Understands that the last number name said tells the number of objects counted(1-20);</li> <li>*Understands that each successive number name refers to a quantity that is one larger(1-20);</li> <li>*Counts 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.</li> </ul>	<p>Exceeds all criteria of a 3</p>
3	Reassess as needed.			

Compares numbers (K.CC.6-K.CC.7)				
Marking Period	1	2	3	4
1				
2	<p><b>Not yet able to:</b></p> <p>*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> <p>*Compare two numbers between 1 and 10 presented as written numerals.</p>	<p><b>With assistance:</b></p> <p>*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> <p>*Compare two numbers between 1 and 10 presented as written numerals.</p>	<p><b>Independently:</b></p> <p>*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> <p>*Compare two numbers between 1 and 10 presented as written numerals.</p>	Exceeds all criteria of a 3
3	Reassess as needed.			

## Operations and Algebraic Thinking

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from (K.OA.1- K.OA.5)				
MP	1	2	3	4
1				
2	<p><b>Not yet able to:</b></p> <ul style="list-style-type: none"> <li>*Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations to 10;</li> <li>*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 with a drawing or equation.</li> </ul>	<p><b>With assistance:</b></p> <ul style="list-style-type: none"> <li>*Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations to 10;</li> <li>*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 with a drawing or equation.</li> </ul>	<p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>*Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations to 10;</li> <li>*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 with a drawing or equation.</li> </ul>	Exceeds all criteria of a 3
3	<p><b>Not yet able to:</b></p> <ul style="list-style-type: none"> <li>*Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations to 10;</li> <li>*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem;</li> <li>*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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>);</li> <li>*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 with a drawing or equation;</li> <li>*Fluently add and subtract within 5.</li> </ul>	<p><b>With assistance:</b></p> <ul style="list-style-type: none"> <li>*Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations to 10;</li> <li>*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem;</li> <li>*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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>);</li> <li>*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 with a drawing or equation;</li> <li>*Fluently add and subtract within 5.</li> </ul>	<p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>*Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations to 10;</li> <li>*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem;</li> <li>*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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>);</li> <li>*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 with a drawing or equation;</li> <li>*Fluently add and subtract within 5.</li> </ul>	Exceeds all criteria of a 3.

## Numbers & Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value (K.NBT.1)				
Marking Period	1	2	3	4
1				
2				
3	<p><b>Not yet able to:</b></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 (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p><b>With assistance:</b></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 (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p><b>Independently:</b></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 (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	Exceeds all criteria of a 3.

## Measurement and Data

Describe and compare measurable attributes (K.MD.1, K.MD.2)				
Marking Period	1	2	3	4
1	<p><b>Not yet able to:</b></p> <p>* Describe measurable attributes of single objects, such as same/different or taller/shorter.</p> <p>*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. <i>For example, directly compare which tower is taller/shorter.</i></p>	<p><b>With assistance:</b></p> <p>* Describe measurable attributes of single objects, such as same/different or taller/shorter.</p> <p>*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. <i>For example, directly compare which tower is taller/shorter.</i></p>	<p><b>Independently:</b></p> <p>* Describe measurable attributes of single objects, such as same/different or taller/shorter.</p> <p>*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. <i>For example, directly compare which tower is taller/shorter.</i></p>	Exceeds all criteria of a 3.
2	<p><b>Not yet able to:</b></p> <p>* Describe measurable attributes of single objects, such as size, position, length, height.</p> <p>*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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p><b>With assistance:</b></p> <p>* Describe measurable attributes of single objects, such as size, position, length, height.</p> <p>*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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p><b>Independently:</b></p> <p>* Describe measurable attributes of single objects, such as size, position, length, height.</p> <p>*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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	Exceeds all criteria of a 3.
3	<p><b>Not yet able to:</b></p> <p>* Describe measurable attributes of single objects, such as color, shape, size, pattern.</p> <p>*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. <i>For example, directly compare by heavier/lighter, before/after, same/different.</i></p>	<p><b>With assistance:</b></p> <p>* Describe measurable attributes of single objects, such as color, shape, size, pattern.</p> <p>*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. <i>For example, directly compare by heavier/lighter, before/after, same/different.</i></p>	<p><b>Independently:</b></p> <p>* Describe measurable attributes of single objects, such as color, shape, size, pattern.</p> <p>*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. <i>For example, directly compare by heavier/lighter, before/after, same/different.</i></p>	Exceeds all criteria of a 3.

Classifies and count the number of objects in each category (K.MD.3)				
Marking Period	1	2	3	4
1				
2				
3	<b>Not yet able to:</b> *Classify objects into given categories, count the number of objects and sort the categories by count (up to ten objects in each category).	<b>With assistance:</b> *Classifies objects into given categories, counts the number of objects and sort the categories by count (up to ten objects in each category).	<b>Independently:</b> * Classifies objects into given categories, counts the number of objects and sort the categories by count (up to ten objects in each category).	Exceeds all criteria of a 3.

## Geometry

Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) (K.G.1, K.G.2, K.G.3)				
Marking Period	1	2	3	4
1				
2	<p><b>Not yet able to:</b> *Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>;</p> <p>*Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	<p><b>With assistance:</b> *Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>;</p> <p>*Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	<p><b>Independently:</b> *Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>;</p> <p>*Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	Exceeds all criteria for a 3
3	<p><b>Not yet able to:</b> *Correctly name shapes regardless of their orientations or overall size.</p>	<p><b>With assistance:</b> *Correctly name shapes regardless of their orientations or overall size.</p>	<p><b>Independently:</b> *Correctly name shapes regardless of their orientations or overall size.</p>	Exceeds all criteria for a 3

Analyze, compare, create, and compose shapes (K.G.4, K.G.5, K.G.6)				
Marking Period	1	2	3	4
1				
2	<p><b>Not yet able to:</b></p> <ul style="list-style-type: none"> <li>* 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 length);</li> <li>*Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes;</li> <li>*Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></li> </ul>	<p><b>With assistance:</b></p> <ul style="list-style-type: none"> <li>* 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 length);</li> <li>*Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes;</li> <li>*Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></li> </ul>	<p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>* 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 length);</li> <li>*Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes;</li> <li>*Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></li> </ul>	Exceeds all criteria for a 3
3	Reassess as needed			