

Standards Based Report Card Rubric: Kindergarten Mathematics

[District SBG Rubric Scale](#)

[Sample Recording Sheet](#)

Report Card Category	Critical Foundational Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3-Mastery	2-Approaching	1-Developing
<p>Basic Number Concepts <i>*Spiraled all year long*</i></p> <p><i>*Can be assessed continually;</i></p> <p><i>Can be reported in any Quarter</i></p> <p>Instructional Support Resources</p>	<p><i>Instantly</i> recognizes a set of objects/dots (K.2D)</p> <p><i>*Instantly identifies a number in a set</i></p>	<p>Student must identify 5-7 random dot structures (1-10) within 3-5 seconds CLICK HERE</p>	<p>*Student is able to identify the arrangement within 3-5 seconds</p>	<p>*Student is able to identify the arrangement after 3-5 seconds</p>	<p>*Student relies on one-to-one correspondence (physical counting) rather than identifying the structure</p>
	<p>Counts different arrangements of objects (K.2C)</p> <p><i>*Counts different sets of objects</i></p>	<p>Teacher creates a set of counter arrangements ; then moves the counters around to see if students will conserve the number SEE EXAMPLE HERE</p>	<p>*Student is able to count the set of objects accurately the first time; then when rearranged, says the same number (without recounting).</p>	<p>*Student is able to count the set of objects accurately the first time; then when rearranged, counts the objects again (correctly)</p>	<p>*Student inaccurately counts the number of objects in the arrangement OR needs to rearrange the objects to count them.</p>
	<p>Recites numbers to 100 (by ones and tens) beginning at random numbers. (K.5)</p> <p><i>*Recites numbers to 100</i></p>	<p>Teacher will present different counting sequences for students to recite. CLICK HERE</p>	<p>*Student is able to count all number sequences (beginning with random numbers) independently & accurately, by ones and/or tens.</p>	<p>*Student is able to count number sequences (beginning with random numbers) by ones and tens with some teachers assistance.</p>	<p>*students is able to count to 100 ONLY beginning at 1</p>

Standards Based Report Card Rubric: Kindergarten Mathematics

District SBG Rubric Scale

Report Card Category	Quarters 1 Essential Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3-Mastery	2-Approaching	1-Developing
Number Relationships	Reads numbers (K.2B) Q1 - to 10 <i>*Reads numbers (appropriate sequence)</i>	Teacher shows different numerals to students to recognize and read orally. CLICK HERE	Student able to read numerals independently and accurately	Student able to read numbers with some support from teacher	Student able to read only certain numbers.
	Writes numbers (K.2B) Q1 - to 10 <i>*Writes numbers (appropriate sequence)</i>	Teacher orally gives student a number; student must write the numeral form of the number CLICK HERE	Student is able to write any numeral independently and accurately	Student is able to write most numerals without supports (touch point, scaffolds)	Student is able to write a number ONLY by tracing or teacher support.
	Builds numbers (K.2B) Q1 - to 10 <i>*Builds numbers (appropriate sequence)</i>	Teacher orally gives student a number; student must build a set of objects to represent the number. CLICK HERE	Student is able to accurately & independently build a set using manipulatives.	Student is able to build a set using manipulatives, with teacher assistance.	Student inaccurately builds a set.
	Compares two numbers using words (K.2H) Q1 - to 10 <i>*Compares two numbers (appropriate sequence)</i>	Students use comparative language to describe two numbers presented as written numerals. CLICK HERE	Student is able to accurately describe (in words) two written numerals (as less than AND greater than) without a set of objects.	Student is able to describe (in words) which numeral is more OR less; using a set of objects.	Student is able to point to the numeral that is more or less but only using teacher prompting.

Standards Based Report Card Rubric: Kindergarten Mathematics

District SBG Rubric Scale

Report Card Category	Quarter 2 Essential Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3	2	1
Geometry & Measurement	Identifies and describes 2D Shapes (K.6A) <i>*Identifies & describes 2D shapes</i>	Students sort shapes based on attributes and describe the shapes. CLICK HERE	Student are able to identify circles by describing their curved features; as well as triangles, rectangles and squares (as special rectangles) by describing their number of sides and vertices.	Student are able to identify circles, triangles, rectangles and squares (unable to describe why).	Student are able to identify circles, triangles, rectangles and squares with teacher assistance .
	Group and sort 2D and 3D shapes (K.6E) <i>*Groups & sorts 2D & 3D shapes</i>	Student must sort and classify 2D and 3D shapes CLICK HERE	Student are able to sort shapes in multiple ways, including irregular shapes.	Student are able to sort shapes one way, including irregular shapes .	Student are able to sort shapes, but only by 2D and 3D shapes; NOT including irregular shapes .
Data Analysis	Creates Real-Object and picture graphs from data (K.8B) <i>*Creates graphs</i>	Student uses inch grid paper and creates a real-object graph with 2-3 categories. Student uses pictures to create a picture graph with 2 or 3 categories. CLICK HERE	Student creates a real-object graph with 2 or 3 categories. The graph created matches the data collected. Student creates a picture graph with 2 or 3 categories. The graph matches the data collected.	Student creates a real-object graph with 2 or 3 categories. The graph DOES NOT match the data collected. Student creates a picture graph with 2 or 3 categories. The graph DOES NOT match the data collected	Student creates a real-object graph with no linear arrangement/order to the categories. Student creates a picture graph with no linear arrangement/order to the categories.

Standards Based Report Card Rubric: Kindergarten Mathematics

District SBG Rubric Scale

Report Card Category	Quarter 3 Essential Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3	2	1
Number Relationships	Reads numbers (K.2B) Q3 - to 20 <i>*Reads numbers (appropriate sequence)</i>	Teacher shows different numerals to students to recognize and read orally. CLICK HERE	Student able to read numerals independently and accurately	Student able to read numbers with some support from teacher	Student able to read only certain numbers .
	Writes numbers (K.2B) Q3 - to 20 <i>*Writes numbers (appropriate sequence)</i>	Teacher orally gives student a number; student must write the numeral form of the number CLICK HERE	Student is able to write any numeral independently and accurately	Student is able to write most numerals without supports (touch point, scaffolds)	Student is able to write a number ONLY by tracing or teacher support .
	Builds numbers (K.2B) Q3 - to 20 <i>*Builds numbers (appropriate sequence)</i>	Teacher orally gives student a number; student must build a set of objects to represent the number. CLICK HERE	Student is able to accurately & independently build a set using manipulatives.	Student is able to build a set using manipulatives, with teacher assistance .	Student inaccurately builds a set.
	Compares two numbers using words (K.2H) Q3 - to 20 <i>*Compares two numbers (appropriate sequence)</i>	Students use comparative language to describe two numbers presented as written numerals. CLICK HERE	Student is able to accurately describe (in words) two written numerals (as less than AND greater than) without a set of objects.	Student is able to describe (in words) which numeral is more OR less; using a set of objects .	Student is able to point to the numeral that is more or less but only using teacher prompting .
Geometry & Measurement	Identifies a measurable attribute (length, capacity, or weight) of an object (K.7A) <i>*Ways to measure objects</i>	Teacher places different object in front of student and student must identify it's measurable attributes. CLICK HERE	Student can give an example of ALL measurable attributes of multiple objects (length, capacity and weight)	Student can give an example of JUST ONE measurable attribute of an object (length, capacity and weight)	Student can give an example of a measurable attribute of an object (length, capacity and weight) with teacher prompting .
Number Relationships	Compose and Decompose Numbers to 10 (K.2I) <i>*Puts together/breaks apart numbers to 10</i>	Teacher gives student a number and student models (with objects and pictures) different ways to create the number. CLICK HERE	Student is able to compose or decompose any number to 10 using objects and pictures to describe the different combinations.	Student is able to compose or decompose a number using objects and pictures in only one way .	Student is able to compose or decompose a number with teacher prompting .

Standards Based Report Card Rubric: Kindergarten Mathematics

District SBG Rubric Scale

Report Card Category	Quarter 4 Essential Standard(s) <i>*Parent Friendly Language on RC</i>	Sample Performance Task	Assessment of Mastery		
			3	2	1
Number Relationships	Addition (joining) up to 10 (K.3C) <i>Uses objects, pictures or number sentences to explain joining stories</i>	Student listens to a story, models it and explains (draws a picture and creates a number sentence) their strategy for solving. CLICK HERE	Student is able to model the word story, draw a picture, and create a number sentence accurately.	Student is able to model the word story and draw a picture, but unable to create a number sentence accurately or without teacher prompting.	Student is able to model the word story but unable to draw a picture or create a number sentence accurately or without teacher prompting.
	Subtraction (separating) within to 10 (K.3C) <i>Uses objects, pictures or number sentences to explain separating stories</i>	Student listens to a story, models it and explains (draws a picture and creates a number sentence) their strategy for solving. CLICK HERE	Student is able to model the word story, draw a picture, and create a number sentence accurately.	Student is able to model the word story and draw a picture, but unable to create a number sentence accurately or without teacher prompting.	Student is able to model the word story but unable to draw a picture or create a number sentence accurately or without teacher prompting.