

NMSD Kindergarten Report Card Rubric: Math

Standard: Math: Counting & Cardinality: Counts to 100 (K.CC.1; K.CC.2; K.CC.4; K.CC.5)		
4.0	<p>Exceeds Standard:</p> <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts 	<ul style="list-style-type: none"> • Demonstrates model work • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p>The student is able to:</p> <ul style="list-style-type: none"> • Count to 100 by ones and tens (K.CC.1) • Count forward beginning from a given number within the known sequence(instead of having to begin at 1) (K.CC.2) • Understand the relationship between numbers and quantities; connect counting and cardinality 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.(K.CC.5): 	<ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, 1:1 correspondence 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 of the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. (K.CC.4)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	<p>The student is able to: Count 1-10 by ones (K.CC.1)</p> <ul style="list-style-type: none"> • Count forward beginning from a given number within the Understand the relationship between numbers and quantities; connect counting and cardinality (see above) • known sequence (K.CC.2) • Count to answer “how many ?” questions K.CC.5) 	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<p>The student is able to: Count to 0-5 by ones (K.CC.1)</p> <ul style="list-style-type: none"> • Count forward beginning from a given number within the known sequence(instead of having to begin at 1) (K.CC.2) • Understand the relationship between numbers and quantities; connect counting and cardinality (see above) • Count to answer “how many ?” questions (see above)K.CC.5) 	

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Standard: Math: Counting and Cardinality: Writes numbers 0-20 (K.CC.3)		
4.0	Exceeds Standards: <ul style="list-style-type: none"> In-depth understanding of concepts Applies knowledge into multiple contexts Demonstrates model work 	<ul style="list-style-type: none"> Exemplary performance Above & beyond Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: 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)	Examples
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	The student is able to: Write numbers from 0 to 10. Represent a number of objects with a written numeral 0 – 10 (with 0 representing a count of no objects)	<ul style="list-style-type: none"> Partial understanding of concepts and skills Inconsistent Approaching standard Needs help Making some progress Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	The student is able to: <ul style="list-style-type: none"> Write numbers from 0 to 5. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects) 	
Standard: Math: Counting and Cardinality: Compares Numbers (K.CC.6; K.CC.7)		
4.0	Exceeds Standards: <ul style="list-style-type: none"> In-depth understanding of concepts Applies knowledge into multiple contexts Demonstrates model work 	<ul style="list-style-type: none"> Exemplary performance Above & beyond Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	Student is able to: <ul style="list-style-type: none"> 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.(K.CC.6) Compare two numbers between 1 and 10 presented as written numerals. (K.CC.7) 	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	Student is able to: <ul style="list-style-type: none"> With help, 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.(K.CC.6) Compare two numbers between 1 and 5 presented as written numerals. (K.CC.7) 	<ul style="list-style-type: none"> Partial understanding of concepts and skills Inconsistent Approaching standard Needs help Making some progress Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, student does not understand concept or skill.	

NMSD Kindergarten Report Card Rubric: Math

Standard: Math: Operations and Algebraic Thinking: Uses a variety of strategies to solve addition problems...(K.OA.1; K.OA.2; K.OA.3; K.OA.4)		
4.0	Exceeds Standards: <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	Student is able to: <ul style="list-style-type: none"> • Represent addition (K.OA.1) • Solve addition word problems, and add within 10, (K.OA.2) • Decompose numbers less than or equal to 10 into pairs in more than one way (K.OA.3) • For any number from 1 to 9, find the number that makes 10 when added to a given number , (K.OA.4) 	<ul style="list-style-type: none"> • with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations • e.g., by using objects or drawings to represent the problem • , e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., 5+2=3 and 5+4=1) • e.g., by using objects or drawings and record the answer with a drawing or equation
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	Student is able to: <ul style="list-style-type: none"> • Represent addition K.OA.1) • Solve addition word problems, and add within 5(K.OA.3) • Decompose numbers less than or equal to 5 into pairs in more than one way(K.OA.4) 	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, student does not understand concept or skill.	

NMSD Kindergarten Report Card Rubric: Math

Standard: Math: Operations and Algebraic Thinking: Uses a variety of strategies to solve subtraction problems...(K.OA.1; K.OA.2; K.OA.3; K.OA.4)		
4.0	<p>Exceeds Standards:</p> <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p>Student is able to:</p> <ul style="list-style-type: none"> • Represent subtraction (K.OA.1) • Solve subtraction word problems, and add within 10, (K.OA.2) • Decompose numbers less than or equal to 10 into pairs in more than one way(K.OA.3) • For any number from 1 to 9, find the number that makes 10 when added to a given number (K.OA.4) 	<ul style="list-style-type: none"> • with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations • e.g., by using objects or drawings to represent the problem • e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., $5+2=3$ and $5+4=1$) • e.g., by using objects or drawings and record the answer with a drawing or equation
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	<p>Student is able to:</p> <ul style="list-style-type: none"> • Represent subtraction (K.OA.1) • Solve subtraction word problems, and subtract within 5 (K.OA.2) • Decompose numbers less than or equal to 5 into pairs in more than one wayK.OA.3) • For any number from 1 to 4, find the number that makes 5 (K.OA.4) 	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, student does not understand concept or skill.	

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Standard: Math: Operations and Algebraic Thinking: Fluently adds and subtracts numbers whose sums do not exceed 5. (K.OA.5)		
4.0	Exceeds Standards: <ul style="list-style-type: none"> In-depth understanding of concepts Applies knowledge into multiple contexts Demonstrates model work 	<ul style="list-style-type: none"> Exemplary performance Above & beyond Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	Student is able to: Fluently add and subtract within 5. (K.OA.5)	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	Student is able to: Fluently add OR subtract within 5, but is unable to do both addition and subtraction fluently at this time. (K.OA.5)	<ul style="list-style-type: none"> Partial understanding of concepts and skills Inconsistent Approaching standard Needs help Making some progress Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, student does not understand concept or skill.	
Standard: Math: Numbers and Operations: Understands place value in tens and ones from 11 – 19. (K.NBT.1)		
4.0	Exceeds Standards: <ul style="list-style-type: none"> In-depth understanding of concepts Applies knowledge into multiple contexts Demonstrates model work 	<ul style="list-style-type: none"> Exemplary performance Above & beyond Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	Student is able to: Work with numbers 11 – 19 to gain foundation for place value: Compose and decompose number from 11 to 19 into ten ones and some further ones (K.NBT.1)	e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation (e.g., $18+10=8$); understand that these numbers are composed of ten ones and one, two, three, etc... ones
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	With help , student is able to: Work with numbers 11 – 19 to gain foundation for place value: Compose and decompose number from 11 to 19 into ten ones and some further ones(K.NBT.1)	<ul style="list-style-type: none"> Partial understanding of concepts and skills Inconsistent Approaching standard Needs help Making some progress Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, student does not understand concept or skill.	

NMSD Kindergarten Report Card Rubric: Math

Standard: Math: Measurement and Data: Sorts and compares two dimensional and three dimensional shapes. (K.G.2; K.G.3; K.G.4; K.G.5; K.G. 6)		
4.0	<p>Exceeds Standards:</p> <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Exemplary performance • Above & beyond <p>Articulates concept effectively & with sophistication</p>	
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p>Student is able to:</p> <ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) • Analyze, compare, create, and compose <i>shapes</i>. • Model all 9 2-d and 3-d shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes(K.G.5) • Compose simple shapes to form larger shapes. 	<ul style="list-style-type: none"> • Correctly name all 9 shapes regardless of their orientation or overall size (K.G.2) • Identify shapes as two-dimensional (lying in a plane, "Flat") or three-dimensional ("solid")(K.G.3) • Analyze and compare all 9 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)(K.G.4) • <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i> (K.G.6)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	<p>With help, student is able to:</p> <ul style="list-style-type: none"> • Correctly name all 9 shapes regardless of their orientation or overall size (K.G.2) • Identify shapes as two-dimensional (lying in a plane, "Flat") or three-dimensional ("solid")(K.G.3) • Analyze, compare, create, and compose shapes. (K.G.4,K.G.5,K.G.6) 	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, student does not understand concept or skill.	
Standard: Math: Measurement and Data: Uses positional words to describe location of objects. (K.G.1)		
4.0	<p>Exceeds Standards:</p> <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p>Student is able to: Describe objects in the environment using names of shapes, and describe the relative positions of these objects.(K.G.1)</p>	using terms such as <i>above, below, beside, in front of, behind</i> and <i>next to</i> .
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	<p>Student is able to: Describe some, but not all, 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</i> and <i>next to</i>.(K.G.1)</p>	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, student does not understand concept or skill.	