

Kindergarten Report Card Rubrics	3	2	1
K.CC Knows number names and the count sequence	• K.CC.1 Counts to 100 by ones and by tens. • K.CC.2 Counts forward beginning from any given number within known sequence. (Instead of having to begin at one.) • K.CC.3 Writes the numbers 0-20. • K.CC.3 Represents a number of objects with a written numeral 0-20.	• Is able to count from 20-100 with minimal assistance. • Needs minimal assistance to count forward from any given number. • Writes all numbers 0-10 and some from 10-20. • Represents a number of objects 0-10 with a written numeral.	• Is able to count from 1-20 by ones with assistance. • Needs assistance to count forward from any given number. • Write some numbers 0-10. • Represents some numbers 0-5 with a written numeral.
K.CC Counts to tell the number of objects	• K.CC.4 Understands the relationship between numbers and quantities Connects counting to cardinality (see KCC4, KCC5) • K.CC.5 Counts to answer "how many?" questions (up to 20) Arranged in a line, a rectangular array, or circle or as many as 10 things in a scattered configuration • K.CC.5 Given a number from 1-20, counts out that many objects.	• Requires minimal support to distinguish between numbers and their quantity. • Answers "how many" questions (5-20) with some errors. Identify two out of four, of the following: Arranged in a line, a rectangular array, or circle or as many as 10 things in a scattered configuration. • Given a number from 1-10, counts out that many objects.	• Requires full teacher support to distinguish between numbers and their quantity. • Answers "how many" questions (1-4). Identify one out of four, of the following: Arranged in a line, a rectangular array, or circle or as many as 10 things in a scattered configuration. • Given a number from 1-5, counts out that many objects.
K.CC Compares numbers	• K.CC.6 Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies. • K.CC.7 Compares two numbers between 1 and 10 presented as written numerals	• Identifies 2 of 3 w/o assistance, identifies 3 of 3 with assistance. • Compares 2#'s between 1-7 as written numerals.	• Identifies 1 of 3 w/o assistance, identifies 2 of 3 with assistance. • Compares 2#'s between 1-5 as written numerals.

K.OA Understands addition and subtraction	• K.OA.1 Represents addition and subtraction (see KOA1) • K.OA. 2 Solves addition and subtraction word problems and adds and subtracts within 10 by using objects or drawings to represent the problem. • K.OA.3 Decomposes numbers less than or equal to 10 into pairs in more than one way by using objects or drawings; records each pair by a drawing or equation (e.g., $5=2+3$ and $5=4+1$) • K.OA.4 For any number from 1-9, finds the number that makes 10 when added to the given number. (e.g, by using objects or drawings; records the answer with a drawing or equation) • K.OA. 5 Fluently adds and subtracts within 5	• Student is able to represent either addition or subtraction using manipulative. • Solves addition and subtraction problems within 5 using objects or drawings to represent the solution. • Is able to decompose numbers up to 5 in more than one way using objects or drawings and records each pair by a drawing or equation. • The student is able to create (4-7) ways to make 10. • Inconsistently adds or subtracts to 5.	• Student is unable to represent addition and subtraction with manipulative. • Solves addition and subtraction problems with complete assistance. • Unable to decompose numbers up to 10. • The student is able to create (0-3) ways to make 10. • Student requires full assistance to add and subtract within 5.
K.NBT Composes and decomposes numbers from 11-19	• K.NBT.1a Composes and decomposes numbers from 11-19 into ten ones and some further ones using objects or drawings • K.NBT.1b Records each composition or decomposition by a drawing or equation • K.NBT.1c Understands that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.	• Composes and decomposes numbers from 11-15 into ten ones and some further ones using objects or drawings without assistance. • Records each composition or decomposition by a drawing or equation with some teacher prompting. • The student is able to create (4-8) number combinations of the numbers 11-19.	• Composes and decomposes numbers from 11-19 into ten ones and some further ones using objects or drawings with full assistance. • With complete teacher support the student will attempt to record each composition or decomposition by a drawing or equation. • The student is able to create (0-3) number combinations of the numbers 11-19.

K.MD Describes, compares, and classifies objects	• K.MD.1 Describes measurable attributes of objects, such as length or weight of a single object. • K.MD.2 Directly compares two objects with a measureable attribute in common to determine "more"/"less of" the attribute and describes the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter. • K.MD.3 Classifies objects into given categories; counts the number of objects in each category and sort the categories by the count.	• Describes one measurable attribute such as length or weight of a single object. • Directly compares two objects with a measureable attribute in common to determine "more"/"less of" the attribute and describes the difference with some assistance. • Classifies objects into given categories; counts the number of objects in each category	• Student is unable to describe measurable attributes without assistance. • Directly compares two objects with a measureable attribute in common to determine "more"/"less of" the attribute and describes the difference with full assistance. • Classifies objects into given categories.
K.G Identifies, describes, analyzes, compares, and creates shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	• K.G.1 Describe objects in the environment using names of shapes using terms such as above, below, beside, in front of, behind, and next to. • K.G.2 Correctly names shapes regardless of orientation or overall size • K.G.3 Identifies shapes as two-dimensional (lying on a plane, "flat") or three-dimensional ("solid")	• Is able to identify shapes correctly in the environment and three out of six orientations (above, below, behind, etc.) • Inconsistently names shapes regardless of orientation or overall size. • Inconsistently identifies shapes as two-dimensional or three-dimensional.	• Is able to identify shapes correctly in the environment. • Unable to name shapes regardless of orientation or size. • Unable to identify two-dimensional or three-dimensional shapes.
Makes sense of problems and perseveres in solving them	• Is able to determine if their thinking "makes sense" or if another strategy is needed. Able to reason what "I know," and "how I solve the problem."	• Is able to explain to themselves and others the meaning of a problem, and look for ways to solve it.	• Begin to explain to themselves and others the meaning of a problem.