



# Kindergarten Math Rubric

Please click on the links below to navigate to the domains.

[Counting and Cardinality](#): page 1

[Operations and Algebraic Thinking](#): page 3

[Numbers and Operations in Base Ten](#): page 4

[Measurement and Data](#): page 5

[Geometry](#): page 5

## Counting and Cardinality

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Count to 100 by ones (K.CC.A.1)</b> Unit 1 (to 31), Unit 6 (to 50), Unit 7 (to 75), Unit 8 (to 100)			
1	shows limited progress or is unable to • count in sequence from 1-10	• counts in sequence from 1-10	• counts in sequence from 1-10
2	shows limited progress or is unable to • count in sequence from 1-50	• counts in sequence from 1-50	• counts in sequence from 1-50
3	shows limited progress or is unable to • count in sequence from 1-100	• counts in sequence from 1-100	• counts in sequence from 1-100
<b>Count to 100 by tens (K.CC.A.1)</b> Unit 7, 8			
1			
2			
3	shows limited progress or is unable to • count to 100 by tens	• counts to 100 by tens	• counts to 100 by tens
<b>Count forward beginning at a given number (K.CC.A.2)</b> Units 6-8 (Starting from another number)			
1			
2			
3	shows limited progress or is unable to • count forward beginning at a given number (2-100)	• counts forward beginning at a given number (2-100)	• counts forward beginning at a given number (2-100)
<b>Write numbers to 20 (K.CC.A.3)</b> Unit 6 (Numbers to 10), Unit 8 (Numbers to 20)			
1	shows limited progress or is unable to • write numbers up to 5	• writes numbers up to 5	• writes numbers up to 5

2	<b>shows limited progress or is unable to</b> • write numbers up to 10	• writes numbers up to 10	• writes numbers up to 10
3	<b>shows limited progress or is unable to</b> • write numbers up to 20	• writes numbers up to 20	• writes numbers up to 20
<b>Counts to tell the number of objects in a group (K.CC.B.4 and K.CC.B.5)</b> Unit 1, 2, 4, 6			
1	<b>shows limited progress or is unable to</b> • count to tell the number of objects in a group up to 12	• counts to tell the number of objects in a group up to 10	• counts to tell the number of objects in a group up to 12
2, 3	<b>shows limited progress or is unable to</b> • count to tell the number of objects in a group up to 20	• counts to tell the number of objects in a group up to 20	• counts to tell the number of objects in a group up to 20
<b>Compares sets of objects to tell greater than, less than, or equal to (K.CC.C.6 and K.CC.C.7)</b> Unit 2, 4, 7			
1, 2	<b>shows limited progress or is unable to</b> • match or count to tell if a group of objects is bigger, smaller, or the same as another group containing 10 or less objects	• matches or counts to tell if a group of objects is bigger, smaller, or the same as another group containing 10 or less objects	• matches or counts to tell if a group of objects is bigger, smaller, or the same as another group containing 10 or less objects
3	<b>shows limited progress or is unable to</b> • match or count to tell if a group of objects is bigger, smaller, or the same as another group containing 10 or less objects	• matches or counts to tell if a group of objects is bigger, smaller, or the same as another group containing 10 or less objects • compares two written numbers between 1 and 10	• matches or counts to tell if a group of objects is bigger, smaller, or the same as another group containing 10 or less objects • compares two written numbers between 1 and 10

# Operations and Algebraic Thinking

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Represents addition and subtraction with objects, fingers or drawings (K.OA.A.1 )</b> Unit 4, 6, 7, 8			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>represent addition and subtraction up to 10 with objects, fingers, or drawings</li> </ul>	<ul style="list-style-type: none"> <li>represents addition and subtraction up to 10 with objects, fingers, or drawings</li> </ul>	<ul style="list-style-type: none"> <li>represents addition and subtraction up to 10 with objects, fingers, or drawings</li> </ul>
<b>Solves and understands addition story problems (K.OA.A. 2)</b> Unit 4, 6, 7, 8			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>solve addition story problems up to 10 with objects, fingers, or drawings</li> </ul>	<ul style="list-style-type: none"> <li>solves addition story problems up to 10 with objects, fingers, or drawings</li> </ul>	<ul style="list-style-type: none"> <li>solves addition story problems up to 10 with objects, fingers or drawings</li> </ul>
<b>Solves and understands subtraction story problems ( K.OA.A. 2)</b> Unit 4, 6, 7, 8			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>solve subtraction story problems up to 10 with objects, fingers or drawings</li> </ul>	<ul style="list-style-type: none"> <li>solves subtraction story problems up to 10 with objects, fingers, or drawings</li> </ul>	<ul style="list-style-type: none"> <li>solves subtraction story problems up to 10 with objects, fingers, or drawings</li> </ul>
<b>Takes any number from 1-9 and finds the number that makes 10 when adding (K.OA.A. 4)</b> Unit 8			
1			
2			
3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>take any number from 1 to 9 and show how to make 10 by using objects or drawings</li> </ul>	<ul style="list-style-type: none"> <li>takes any number from 1 to 9 and shows how to make 10 by using objects or drawings</li> </ul>	<ul style="list-style-type: none"> <li>takes any number from 1 to 9 and shows how to make 10 by using objects or drawings</li> </ul>

Accurately and efficiently adds within 5 (K.OA.A. 5) Unit 8			
1			
2			
3	<b>shows limited progress or is unable to</b> • add numbers within 5	• adds numbers within 5	• adds numbers within 5 <b>accurately and efficiently without manipulatives</b>
Accurately and efficiently subtracts within 5 (K.OA.A. 5) Unit 8			
1			
2			
3	<b>shows limited progress or is unable to</b> • subtract numbers within 5	• subtracts numbers within 5	• subtracts numbers within 5 <b>accurately and efficiently without manipulatives</b>

## Numbers and Operations in Base Ten

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Works with numbers 11-19 to develop an understanding of place value (K.NBT.1) Unit 8			
1			
2			
3	<b>shows limited progress or is unable to</b> • make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number using objects or drawings	• makes and takes apart numbers from 11 to 19 by telling how many tens and ones are in the number using objects or drawings	• makes and takes apart numbers from 11 to 19 by telling how many tens and ones are in the number using objects or drawings <b>and records results with drawings or equations</b>

## Measurement and Data

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Describes and compares an object by its characteristic (size, length or weight) (K.MD.A.1 and K.MD.A.2)</b> Unit 3 (2-D) , Unit 5 (3-D)			
1, 2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>describe or compare an object by its characteristics</li> </ul>	<ul style="list-style-type: none"> <li>describes characteristics of objects by size, length, or weight</li> </ul>	<ul style="list-style-type: none"> <li>describes <b>and compares several</b> characteristics of objects by size, length, or weight</li> </ul>
<b>Sorts objects and counts the number of objects in each category (K.MD.B.3)</b> Unit 1, 2, 4			
1, 2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>sort objects into given categories and count the number of objects in each category</li> </ul>	<ul style="list-style-type: none"> <li>sorts objects into given categories and counts the number of objects in each category (given objects up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>sorts objects into given categories and counts the number of objects in each category (given objects up to 10)</li> </ul>

## Geometry

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Identifies the position of an object (above, below, next to, behind, etc.) (K.G.A.1) Unit 1			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"><li>describe shapes by using words such as above, below, beside, in front of, behind, and next to</li></ul>	<ul style="list-style-type: none"><li>describes shapes by using words such as above, below, beside, in front of, behind, and next to</li></ul>	<ul style="list-style-type: none"><li>describes shapes by using words such as above, below, beside, in front of, behind, and next to</li></ul>
2, 3	Not explicitly taught. Ongoing instruction provided to work towards mastery.		
Identifies and describes two-dimensional shapes (K.G.A.3) Unit 3 (2-D)			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"><li>name and describe plane figures (circle, triangle, square, rectangle, etc.)</li></ul>	<ul style="list-style-type: none"><li>names and describes plane figures (circle, triangle, square, rectangle, etc.)</li></ul>	<ul style="list-style-type: none"><li>names and describes plane figures (circle, triangle, square, rectangle, etc.) regardless of their orientation or size</li></ul>

2, 3	Not explicitly taught. Ongoing instruction provided to work towards mastery.		
Identifies and describes three-dimensional shapes (K.G.A.3) Unit 5 (3-D)			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"><li>name and describe 3-dimensional solids (cube, sphere, etc.)</li></ul>	<ul style="list-style-type: none"><li>names and describes 3-dimensional solids (cube, sphere, etc.)</li></ul>	<ul style="list-style-type: none"><li>names and describes 3-dimensional solids (cube, sphere, etc.)</li></ul>
Compares and creates 2-dimensional and 3-dimensional shapes (K.G.B.4, K.G.B.5 and K.G.B.6) Unit 3 (2-D), Unit 5 (3-D)			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"><li>create simple shapes to form larger shapes</li></ul>	<ul style="list-style-type: none"><li>creates 2-dimensional shapes (circle, triangle, square, rectangle, etc.)</li><li>creates 3-dimensional solids (cube, sphere, etc.)</li><li>uses simple shapes to make different shapes</li></ul>	<ul style="list-style-type: none"><li>creates 2-dimensional shapes (circle, triangle, square, rectangle, etc.)</li><li>creates 3-dimensional solids (cube, sphere, etc.)</li><li><b>uses simple shapes to make different shapes</b></li><li><b>combines 3-dimensional shapes to make a replica of a given 3-d shape</b></li></ul>