*Revised: July 2022

<table>
<tr><td colspan="5">Mathematics
Standards Based Report Card 2023-24
Kindergarten

Scoring Rubric:
3: Meets expectations
2: Approaching expectations
1: Beginning to learn expectations
Blank Box: Not assessed
IE: Insufficient Evidence</td></tr>
</table>

Math Priority Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Counts to 100 by ones *and tens* K.NS.A.1 Count to 100 by ones *and tens*.				
Uses numbers to represent a group of objects K.NS.A.4 Read and write numerals to represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).				
Compares quantities (greater than, less than, equal to) K.NS.C.10 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group through 10, e.g., by using matching and counting strategies. (Does not use symbols)				
Names and describes two and three dimensional shapes in the real world K.GM.C.6 Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)				
Compares and sorts two and three dimensional shapes K.GM.C.8 Identify and describe the attributes of shapes, and use the attributes to sort a collection of shapes. (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)				
Represents addition and subtraction within 10 K.RA.A.1 Represent addition and subtraction within 10				
Demonstrates fluency for addition and subtraction within 5 K.RA.A.2 Demonstrate fluency for addition and subtraction within 5				
Understands numbers up to 19 as tens and ones K.NBT.A.1 Compose and decompose numbers from 11 to 19 into *sets of tens with additional ones.* (also known as "teen" numbers), e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.				
Compares measurable attributes of two objects K.GM.A.2 Compare the measurable attribute of two objects.(using appropriate language such as longer, taller, shorter, same length, heavier, lighter, same weight, hold more, hold less, holds the same)				

Priority Standard	K.NS.A.1 Count to 100 by ones *and tens*. **Report card: Counts to 100 by ones and tens**		
Learning Targets	- I know the next number is one more when counting by ones. - I can orally count by ones to 100. (MP 8) I know the next number means ten more when counting by tens. - I can orally count by tens to 100. (MP 8)		
Common Misconceptions	- Skip numbers - Repeating numbers or a sequence of numbers - Stop/pause at teen numbers and/or skip teen numbers - Skips decades - Repeats decades - Mix the order of decades		
Meeting the Standard **3**		**Approaching the Standard** **2**	**Beginning to Learn** **1**
Student can consistently count to 100 by ones and tens.		Student may be able to count to 100 by ones and tens but skips or repeats numbers or decades. Or, The student may only count correctly up to 70.	Student inconsistently counts and frequently skips and/or repeats numbers or decades. The student correctly counts numbers less than 70.
Next Level	Counts by ones and tens up to numbers beyond 100		

Priority Standard	K.NS.A.4 Read and write numerals to represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **Report card: Uses numbers to represent a group of objects**		
Learning Targets	- I know a written number represents a specific number of objects. (MP 2) - I can show my understanding of a specific number by using objects to represent it. (MP2) - I know zero (0) represents no objects. - I can count a group of objects and write a number to show how many are in the group (reversals are acceptable as long as it does not affect place value) . (MP 2) *Without counting, I can recognize the quantity of groups of up to five objects arranged in common patterns. For example; dice, dominoes, five frames, playing cards, ten frames, dot cards, etc. (subitizing)		
Common Misconceptions	- Cannot correctly match drawings to numbers - Does not understand teen numbers as 10 and some more - Does not keep track of the number count or objects counted		
Meeting the Standard 3	**Approaching the Standard 2**		**Beginning to Learn 1**
Student can consistently count a set of 20 objects and writes the correct numeral to represent that group of objects. (Number writing reversals are accepted as long as it is not a place value reversal.)	Student can sometimes count a set of 20 objects and writes the correct numeral to represent that group of objects. The student may inaccurately count objects or write the incorrect numeral after counting. The student may be able to accurately count and write a numeral for objects less than 10. (Number writing reversals are accepted as long as it is not a place value reversal.)		Student inconsistently counts objects, frequently loses track, and/or cannot represent the group of objects with a numeral. The student may be able to accurately count and write a numeral for objects less than 5. (Number writing reversals are accepted as long as it is not a place value reversal.)
Next Level	Counts objects over 20 and represents the set with a numeral		

Priority Standard	K.NS.C.10 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group through 10, e.g., by using matching and counting strategies. (Does not use symbols) **Report Card: Compares quantities (greater than, less than, equal to)**		
Learning Targets	- I know how to compare groups of objects through 10 . - I can use objects to show whether one group is greater than, less than, or equal to the number of objects through 10 in another group. (MP 1, 2) - I can compare objects by using matching strategies where I line up each set of objects next to each other to see which group has more. (MP 1, 2) - I can compare objects by using counting strategies where I can count one group and then count the next group and then name the larger set using what I know about numbers. (MP 1, 2) *I can classify objects and count the number of objects in each category. *I can analyze a graphical representation of objects (picture graph, calendar, etc.) to describe objects as greater than, less than, or equal to.		
Common Misconceptions	- Confuses or doesn't understand the terms more or less; greater than or less than - Does not represent counted objects with the correct numbers - Does not understand that each successive number in the counting sequence is one larger. - Make errors in matching objects in different groups when one to one comparing groups		
Meeting the Standard 3	**Approaching the Standard 2**		**Beginning to Learn 1**
Student can consistently compare groups of objects through 10 by telling which group is greater than, less than, or equal to by using matching and counting strategies.	Student can compare groups of objects through 5 by telling which group is greater than, less than, or equal to by using matching and counting strategies.		Student needs support to compare groups of objects by telling which group is greater than, less than, or equal to by using matching and counting strategies.
Next Level	Introduce symbols >, =, < when comparing numbers		

Priority Standard	K.GM.C.6 Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) **Report Card: Names and describes two and three dimensional shapes in the real world**	
Learning Targets	- I know attributes of two and three dimensional shapes. - I can describe a shape's attributes. - I can compare two dimensional shapes in different sizes and orientations. - I can compare three dimensional shapes in different sizes and orientations.	
Common Misconceptions	- Thinks orientation or size is tied to a shape - Thinks of a shape only as a whole and has difficulty comparing different attributes	
Meeting the Standard 3	**Approaching the Standard 2**	**Beginning to Learn 1**
Student can consistently identify and describe objects of two and three dimensional shapes in real world situations.	Student may identify and describe objects of two and three dimensional shapes, but may struggle to identify them in the real world. Or, student may sometimes struggle to identify shapes when the orientation or size changes.	Student needs support to identify and describe two and three dimensional shapes. Student may also need support to recognize shapes in the environment.
Next Level	- Partition two dimensional shapes into equal parts - Combine shapes to make new shapes.	

Priority Standard	K.GM.C.8 Identify and describe the attributes of shapes, and use the attributes to sort a collection of shapes. squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres **Report Card: Compares and sorts two and three dimensional shapes**	
Learning Targets	● I know attributes of two and three dimensional shapes. ● I can describe a shape's attributes. ● I can compare two dimensional shapes in different sizes and orientations. ● I can compare three dimensional shapes in different sizes and orientations.	
Common Misconceptions	● Thinks orientation or size is tied to a shape ● Thinks of a shape only as a whole and has difficulty comparing different attributes	
Meeting the Standard **3**	**Approaching the Standard** **2**	**Beginning to Learn** **1**
Student can consistently identify and describe attributes of two and three dimensional shapes and can compare two and three dimensional shapes to make like/similar groups	Student can identify and describe attributes of two and three dimensional shapes and can compare or sort two and three dimensional shapes with moderate accuracy.	Student needs support to identify and describe attributes of two and three dimensional shapes as well as to compare or sort two and three dimensional shapes into like/similar categories.
Next Level	● Classify and compare two-dimensional shapes based on attributes(rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) ● Partition two dimensional shapes into equal parts ● Classify and compare three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders)	

Priority Standard	K.RA.A.1 Represent addition and subtraction within 10 **Report Card: Represents addition and subtraction within 10**
Learning Targets	• I know objects or drawings can be used to solve a problem. • I can solve a problem using my drawing or objects to determine the solution. (MP1,2,3,4) • I can solve an addition (add to or put together) problem where the result is unknown by using drawings and objects to represent my thinking. (MP 1, 2, 3) • I can solve a subtraction (take from) problem where the result is unknown by using drawings and objects to represent my thinking.(MP 1, 2, 3) • I can solve an addition problem (take apart the sum) when both addends are unknown. (Grandma has 10 flowers. How many can she put in the blue vase? How many can she put in the red vase? 10 = 5 + 5 or 10 = 6 + 4) • I can make a plan to solve word problems using pictures, objects, and drawings. (MP 1) • I can explain my plan to solve word problems with teacher support. (MP 1)
Common Misconceptions	• Does not understand the structure or meaning of an addition/subtraction number sentence. • Cannot correctly associate quantities with their written number. • Does not recognize that an addition problem require adjoining two quantities together to find a total. • Does not keep track while counting objects • Does not understand terms: addition, add, minus, subtract • Adds instead of subtracts or vice versa

Meeting the Standard 3	Approaching the Standard 2	Beginning to Learn 1
Student flexibly and accurately solves addition and subtraction problems within 10 by using objects, drawings, and equations.	Student can sometimes solve addition and subtraction problems within 10 using objects, drawings, or equations. Student may be able to solve some problem types and not others.	Student needs support to solve addition and subtraction within 10 using objects or drawings and needs support with most or all problem types.

Next Level	• Solve more complex problem types • Solve addition and subtraction within 20

Priority Standard	K.RA.A.2 Demonstrate fluency for addition and subtraction within 5 **Report card: Demonstrate Fluency for addition and subtraction within 5**
Learning Targets	- I know how to fluently (accurately, efficiently, selecting the best strategy, and flexibly) add and subtract within 5 such as - subitizing - counting on and counting back - Decompose and recompose numbers - Doubles and near doubles - I can participate in a number talk and defend my strategy on how I mentally (visualized - i.e. seeing a ten frame, number line, dice, etc.)) came up with the answer. (MP3) - I can explain the relationship between addition and subtraction. (MP1)
Common Misconceptions	- Struggles to subitize organized and un-organized objects. - Do not understand the concept of addition and subtraction and/or which operation to use - Do not understand the structure or meaning of an addition or subtraction number sentence - Not understanding the relationship between addition and subtraction

Meeting the Standard 3	Approaching the Standard 2	Beginning to Learn 1
Student fluently adds and subtracts numbers within 5 using a variety of strategies including subitizing, counting on/back, doubles, and near doubles..	Student adds and subtracts numbers within 5 with moderate accuracy. Student may sometimes need assistance in selecting the best strategy for efficiency.	Student adds and subtracts numbers within 5 inconsistently. Student may struggle to subitize smaller quantities.

Next Level	Flexibly add and subtract within 10

Priority Standard	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into *sets of tens with additional ones.* (also known as "teen" numbers), e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. **Report Card: Understands numbers up to 19 as tens and ones**	
Learning Targets	- I know teen numbers can be composed by combining groups of tens and ones. - I can model composing numbers by combining tens and ones using appropriate tools. (Tools can include base 10 blocks, ten frames, objects, and drawings.) (MP2, 5, 7, and 8) - I can use a number sentence to compose a teen number with support. (10 and 5 more means - 10 + 5 = 15) (MP 4) - I know teen numbers can be decomposed into groups of tens and ones. - I can model decomposing numbers into groups of tens and ones using appropriate tools. (Tools can include base 10 blocks, ten frames, objects, and drawings.) (MP2, 5, 7, and 8) - I can use a number sentence to decompose a teen number with support. (15 is 10 and 5 more - 15 - 5 = 10) (MP 4)	
Common Misconceptions	- Does not understand teen numbers as 10 and some more - Does not understand the terms tens and ones	

Meeting the Standard 3	Approaching the Standard 2	Beginning to Learn 1
Student consistently composes and decomposes numbers 11 to 19 into tens and ones using drawing, appropriate tools or equation.	Student composes and decomposes numbers 11 to 19 into tens and ones with moderate accuracy using drawing, appropriate tools or equation.	Student needs support to compose and decompose numbers from 11 to 19 into tens and ones.

Next Level	Compose and decompose numbers greater than 19 using place value

Priority Standard	K.GM.A.2 Compare the measurable attribute of two objects.(using appropriate language such as longer, taller, shorter, same length, heavier, lighter, same weight, hold more, hold less, holds the same) *For example, directly compare the heights of two children and describe one child as taller/shorter.* **Report Card: Compares measurable attributes of two objects**	
Learning Targets	- I know objects need to be lined up appropriately (end to end) before measuring. - I can line up objects with each end lined up appropriately to measure. (MP1, 3, 4, 5, 6) - I know objects can be compared by height and described as taller or shorter. - I can compare objects by height and describe the difference using taller/shorter. (MP 1, 2, 3, 4, 6 and 7) - I know objects can be compared by weight and described as heavier or lighter. - I can compare objects by weight and describe the difference using heavier/lighter. (MP 1, 2, 3, 4, 6 and 7) - I know objects can be compared by length and described as longer or shorter. - I can compare objects by length and describe the difference using longer/shorter. (MP 1, 2, 3, 4, 6 and 7)	
Common Misconceptions	- Does not align the objects on one end before comparing length or height - Confuses the terms taller/shorter, heavier/lighter, more/less - Assumes weight corresponds with size (thinking a balloon is heavier than a baseball)	

Meeting the Standard 3	Approaching the Standard 2	Beginning to Learn 1
Student consistently compares two objects with a measurable attribute in common and describes the difference. Student can consistently compare length, height, and weight.	Student compares two objects with a measurable attribute in common and describes the difference with moderate accuracy. Student may only be able to compare two of the measurable attributes consistently (length, height, weight).	Student needs support to compare two objects with a measurable attribute in common. Student may only be able to compare one of the measurable attributes (length, height, or weight).

Next Level	Compares and orders three objects (long/longer/longest, short/shorter/shortest)