Charles Olbon School Report Card Overview
Kindergarten Mathematics Rubric

What is Standards-Based Instruction and Assessment?

- Focuses on children’s progress with specific skills
- Skills align to the New Jersey Student Learning Standards
- Instruction is connected to these standards
- Students are assessed in terms of meeting these standards

What does a 1, 2, 3, and 4 mean?

<table>
<thead>
<tr>
<th>Not Meeting Expectations (NM-1)</th>
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<th>Meets Grade Level Standards (MS-3)</th>
<th>Exceeds Grade Level Standards (ES-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student does not yet demonstrate progress toward initial foundational skills of the topic</td>
<td>The student demonstrates some proficiency in foundational skills of the topic</td>
<td>The student demonstrates proficiency in all grade level skills of the topic</td>
<td>The student demonstrates understanding and performance beyond proficiency and has exceeded the standard.</td>
</tr>
</tbody>
</table>
## Counting and Cardinality

**Count forward from a given number.**

<table>
<thead>
<tr>
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<th>Exceeds Grade Level Standards (ES-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Will not be assessed during this time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>• Count forward starting with</td>
<td>• Count forward starting with</td>
<td>• Count forward starting with</td>
<td>• Counting independently</td>
</tr>
<tr>
<td></td>
<td>numbers 2 – 50.</td>
<td>numbers 2 – 50.</td>
<td>numbers 2 – 50.</td>
<td>forward starting with numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 – 50.</td>
</tr>
<tr>
<td>3</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>• Count forward starting with</td>
<td>• Count forward starting with</td>
<td>• Count forward starting with</td>
<td>• Counting independently</td>
</tr>
<tr>
<td></td>
<td>numbers 2 – 100.</td>
<td>numbers 2 – 100.</td>
<td>numbers 2 – 100.</td>
<td>forward starting with numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 – 100.</td>
</tr>
</tbody>
</table>

**Recognize and write numbers 0-20.**

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<th>Exceeds Grade Level Standards (ES-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>• Write numbers 0 – 10 unless a</td>
<td>• Write numbers 0 – 10.</td>
<td>• Write numbers 0 – 10 (independently) and consistently.</td>
<td>• Writing numbers from 0 – 10 independent and consistently.</td>
</tr>
<tr>
<td></td>
<td>model is used.</td>
<td>Use a model to help write numbers from 0-10.</td>
<td></td>
<td>• Writing numbers beyond 10.</td>
</tr>
<tr>
<td>2 and 3</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>• Write numbers 0 – 20 unless a</td>
<td>• Write numbers 0 – 20.</td>
<td>• Write numbers 0 – 20 (independently) and consistently with no reversals.</td>
<td>• Writing numbers beyond 20 independent and consistently with no reversals.</td>
</tr>
<tr>
<td></td>
<td>model is used.</td>
<td>Reverse numbers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Count to tell the number of objects.

**Standards:** K.CC.B4 and K.CC.B5

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<thead>
<tr>
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<th>Exceeds Grade Level Standards (ES-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Understand the relationship</td>
<td>● Understand the relationship</td>
<td>● Count (independently) up to</td>
<td>● Independently counting past</td>
</tr>
<tr>
<td></td>
<td>between numbers and quantities.</td>
<td>between numbers and quantities.</td>
<td>10 to tell the number of objects</td>
<td>10 to tell the number of objects</td>
</tr>
<tr>
<td></td>
<td>● Count objects in a group.</td>
<td>● Count objects in a group up to 10.</td>
<td>in a group using one to one</td>
<td>using one to one correspondence and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>correspondence and can show a</td>
<td>can show a given number of objects.</td>
</tr>
<tr>
<td>2</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Understand the relationship</td>
<td>● Understand the relationship</td>
<td>● Count (independently) up to</td>
<td>● Independently counting past</td>
</tr>
<tr>
<td></td>
<td>between numbers and quantities.</td>
<td>between numbers and quantities.</td>
<td>20 to tell the number of objects</td>
<td>20 to tell the number of objects</td>
</tr>
<tr>
<td></td>
<td>● Count objects in a group.</td>
<td>● Count objects in a group up to 20.</td>
<td>in a group using one to one</td>
<td>using one to one correspondence and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>correspondence and can show a</td>
<td>can show a given number of objects.</td>
</tr>
<tr>
<td>3</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Understand the relationship</td>
<td>● Understand the relationship</td>
<td>● Independently counts up to</td>
<td>● Independently counting past</td>
</tr>
<tr>
<td></td>
<td>between numbers and quantities.</td>
<td>between numbers and quantities.</td>
<td>100 to tell the number of objects</td>
<td>100 to tell the number of objects</td>
</tr>
<tr>
<td></td>
<td>● Count objects in a group.</td>
<td>● Count objects in a group up to 100.</td>
<td>in a group using one to one</td>
<td>using one to one correspondence and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>correspondence and can show a</td>
<td>can show a given number of objects.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>given number of objects.</td>
<td></td>
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</table>
### Count to 100 by ones and tens.

**Standards: K.CC.A1**

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<tr>
<td><strong>1</strong></td>
<td>With guidance, support and prompts, the student is unable to:</td>
<td>With guidance, support and prompts, the student sometimes can:</td>
<td>Without guidance, support and prompts, the student consistently can:</td>
<td>Without guidance, support and prompts, the student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Count to 20 by ones.</td>
<td>● Count to 20 by ones.</td>
<td>● Count to 20 by ones.</td>
<td>● Counting to 20 and above by ones.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>With guidance, support and prompts, the student is unable to:</td>
<td>With guidance, support and prompts, the student sometimes can:</td>
<td>Without guidance, support and prompts, the student consistently can:</td>
<td>Without guidance, support and prompts, the student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Count to 50 by ones.</td>
<td>● Count to 50 by ones.</td>
<td>● Count to 50 by ones.</td>
<td>● Counting to 50 and above by ones.</td>
</tr>
<tr>
<td></td>
<td>● Count to 50 by tens.</td>
<td>● Count to 50 by tens.</td>
<td>● Count to 50 by tens.</td>
<td>● Counting to 50 and above by tens.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>With guidance, support and prompts, the student is unable to:</td>
<td>With guidance, support and prompts, the student sometimes can:</td>
<td>Without guidance, support and prompts, the student consistently can:</td>
<td>Without guidance, support and prompts, the student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Count to 100 by ones.</td>
<td>● Count to 100 by ones.</td>
<td>● Count to 100 by ones.</td>
<td>● Counting to 100 and above by ones.</td>
</tr>
<tr>
<td></td>
<td>● Count to 100 by tens.</td>
<td>● Count to 100 by tens.</td>
<td>● Count to 100 by tens.</td>
<td>● Counting to 100 and above by tens.</td>
</tr>
</tbody>
</table>
Compared sets of objects to tell greater than, less than or equal shares.  

**Standards: K.CC.C6 and K.CC.C7**

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</tr>
</thead>
</table>
| 1 and 2   | With guidance, support and prompts, the student is unable to:  
- Identify groups containing 10 or fewer objects as more, less or equal. | With guidance, support and prompts, the student sometimes can:  
- Identify groups containing 10 or fewer objects as more, less or equal. | Without guidance, support and prompts, the student consistently can:  
- Identify groups containing 10 or fewer objects as more, less or equal (independently). | Without guidance, support and prompts, the student exceeds in:  
- Consistently and independently identifying groups containing 10 or fewer objects as more, less or equal and by how many. |
| 3         | With guidance, support and prompts, the student is unable to:  
- Identify groups containing 20 or fewer objects as more, less or equal. | With guidance, support and prompts, the student sometimes can:  
- Identify groups containing 20 or fewer objects as more, less or equal.  
- Compares 2 numbers between 1 and 10 presented as written numerals. | Without guidance, support and prompts, the student consistently can:  
- Identify groups containing 20 or fewer objects as more, less or equal (independently).  
- Compares 2 numbers between 1 and 10 presented as written numerals. | Without guidance, support and prompts, the student exceeds in:  
- Consistently and independently identifying groups containing 20 or fewer objects as more, less or equal and by how many.  
- Comparing 2 numbers between 1 and 10 presented as written numerals. |

**Kindergarten includes groups with up to ten objects.**
## Operations and Algebraic Thinking

**Represents addition with objects, fingers, or drawings.**

**Standard: K.OA.A1**

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<tbody>
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<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Represent addition to 10 with objects, fingers, mental images, drawings, sound, acting, verbal explanations, expressions, or equations.</td>
<td>● Represent addition to 10 with objects, fingers, mental images, drawings, sound, acting, verbal explanations, expressions, or equations.</td>
<td>Represent addition to 10 with objects, fingers, mental images, drawings, sound, acting, verbal explanations, expressions, or equations (independently).</td>
<td>Representing addition passed 10 <strong>without using</strong> any objects or drawings, verbal explanations, expressions, or equations.</td>
</tr>
<tr>
<td>2</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Solve addition stories (word problems).</td>
<td>● Solve addition word problems.</td>
<td>● Solve addition stories (word problems) independently.</td>
<td>Solving addition stories more than 10 mentally.</td>
</tr>
<tr>
<td></td>
<td>● Decompose numbers less than or equal to 10 into pairs suing objects or drawings.</td>
<td>● Decompose numbers less than or equal to 10 into pairs suing objects or drawings.</td>
<td>● Decompose numbers less than or equal to 10 into pairs using objects, drawings and/or manipulatives.</td>
<td>Decomposing numbers greater than or equal to 10 into pairs using objects or drawings.</td>
</tr>
<tr>
<td>3</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Solve addition stories (word problems).</td>
<td>● Solve addition word problems.</td>
<td>● Solve addition stories (word problems) independently.</td>
<td>Solving addition stories (word problems) greater than 10 mentally without any use of objects or drawings.</td>
</tr>
<tr>
<td></td>
<td>● Decompose numbers less than or equal to 10 into pairs suing objects or drawings.</td>
<td>● Decompose numbers less than or equal to 10 into pairs suing objects or drawings.</td>
<td>● Decompose numbers less than or equal to 20 into pairs using objects, drawings and/or manipulatives.</td>
<td>Decomposing numbers greater than or equal to 20.</td>
</tr>
</tbody>
</table>

**Drawings need not show details, but should show the mathematics in the problem.**
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student is unable to: ● Represent subtraction up to 10 with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations.</td>
<td>The student sometimes can: ● Represent subtraction up to 10 with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations. ● Miscounting occurs.</td>
<td>The student consistently can: ● Represent subtraction up to 10 with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations (independently).</td>
<td>The student exceeds in: ● Representing subtraction up to 10 or beyond without using any objects or drawings, verbal explanations, expressions, or equations. ● Mental addition.</td>
</tr>
<tr>
<td>2</td>
<td>The student is unable to: ● Solve subtraction stories (word problems). ● Decompose numbers less than or equal to 10 into pairs using objects or drawings.</td>
<td>The student sometimes can: ● Solve subtraction word problems. ● Decompose numbers less than or equal to 10 into pairs using objects or drawings. ● Miscounting occurs.</td>
<td>The student consistently can: ● Solve subtraction stories (word problems) independently. ● Decompose numbers less than or equal to 10 into pairs using objects, drawings and/or manipulatives.</td>
<td>The student exceeds in: ● Solving subtraction stories (word problems) more than 10 mentally. ● Decomposing numbers greater than or equal to 10 into pairs using objects or drawings.</td>
</tr>
<tr>
<td>3</td>
<td>The student is unable to: ● Solve subtraction stories (word problems). ● Decompose numbers less than or equal to 10 into pairs using objects or drawings.</td>
<td>The student sometimes can: ● Solve subtraction word problems. ● Decompose numbers less than or equal to 10 into pairs using objects or drawings. ● Miscounting occurs.</td>
<td>The student consistently can: ● Solve subtraction stories (word problems) independently. ● Decompose numbers less than or equal to 20 into pairs using objects, drawings and/or manipulatives.</td>
<td>The student exceeds in: ● Solving subtraction stories (word problems) greater than 20 mentally without any use of objects or drawings. ● Decomposing numbers greater than or equal to 20.</td>
</tr>
</tbody>
</table>
Understand addition as putting together and adding to.  

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<th>Exceeds Grade Level Standards (ES-4)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Will not be assessed during this time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2         | The student is unable to:  
● Represent addition up to 5  
● Solves addition word problems and adds within 5.  
● Decomposes numbers less than or equal to 5 into pairs in more than one way.  
● Finds the number that makes 5 when added to a given number. | The student sometimes can:  
● Represents addition up to 5.  
● Solves addition word problems and adds within 5.  
● Decomposes numbers less than or equal to 5 into pairs in more than one way.  
● Finds the number that makes 5 when added to a given number. | The student consistently can:  
● Represents addition up to 5.  
● Solves addition word problems and adds within 5.  
● Decomposes numbers less than or equal to 5 into pairs in more than one way.  
● Finds the number that makes 5 when added to a given number. | The student exceeds in:  
● Representing addition up to 10.  
● Solving addition word problems and adds within 10.  
● Decomposing numbers less than or equal to 10 into pairs in more than one way.  
● Finding the number that makes 10 when added to a given number. |
| 3         | The student is unable to:  
● Represent addition up to 5  
● Solves addition word problems and adds within 5.  
● Decomposes numbers less than or equal to 5 into pairs in more than one way.  
● Finds the number that makes 5 when added to a given number. | The student sometimes can:  
● Represents addition up to 10.  
● Solves addition word problems and adds within 10.  
● Decomposes numbers less than or equal to 10 into pairs in more than one way.  
● Finds the number that makes 10 when added to a given number. | The student consistently can:  
● Represents addition and subtraction up to 10.  
● Solves addition word problems and adds within 10.  
● Decomposes numbers less than or equal to 10 into pairs in more than one way.  
● Finds the number that makes 10 when added to a given number. | The student exceeds in:  
● Representing addition and subtraction up to 20.  
● Solving addition word problems and adds within 20.  
● Decomposing numbers less than or equal to 20 into pairs in more than one way.  
● Finding the number that makes 20 when added to a given number. |
Understand subtraction as taking apart or taking from.  

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Will not be assessed during this time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2         | The student is unable to:  
- Represent subtraction up to 5  
- Solves subtraction word problems and subtracts within 5.  
- Decomposes numbers less than or equal to 5 into pairs in more than one way.  
- Finds the number that makes 5 when added to a given number.  
  The student sometimes can:  
- Represents subtraction up to 5.  
- Solves subtraction word problems and adds within 5.  
- Decomposes numbers less than or equal to 5 into pairs in more than one way.  
- Finds the number that makes 5 when added to a given number.  
  The student consistently can:  
- Represents subtraction up to 5.  
- Solves subtraction word problems and adds within 5.  
- Decomposes numbers less than or equal to 5 into pairs in more than one way.  
- Finds the number that makes 5 when added to a given number.  
  The student exceeds in:  
- Representing subtraction up to 10.  
- Solving subtraction word problems and adds within 10.  
- Decomposing numbers less than or equal to 10 into pairs in more than one way.  
- Finding the number that makes 10 when added to a given number. |
| 3         | The student is unable to:  
- Represent subtraction up to 5  
- Solves subtraction word problems and subtracts within 5.  
- Decomposes numbers less than or equal to 5 into pairs in more than one way.  
- Finds the number that makes 5 when added to a given number.  
  The student sometimes can:  
- Represents subtraction up to 10.  
- Solves subtraction word problems and adds within 10.  
- Decomposes numbers less than or equal to 10 into pairs in more than one way.  
- Finds the number that makes 10 when added to a given number.  
  The student consistently can:  
- Represents subtraction and subtraction up to 10.  
- Solves subtraction word problems and adds within 10.  
- Decomposes numbers less than or equal to 10 into pairs in more than one way.  
- Finds the number that makes 10 when added to a given number.  
  The student exceeds in:  
- Representing subtraction and subtraction up to 20.  
- Solving subtraction word problems and adds within 20.  
- Decomposing numbers less than or equal to 20 into pairs in more than one way.  
- Finding the number that makes 20 when added to a given number. |

Standard: K.OA.A1
**Fluently adds within 5.**  

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<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Fluently add within 5 with the use of manipulatives and/or much assistance.</td>
<td>● Fluently add within 5 with the use of manipulatives and/or some assistance.</td>
<td>● Fluently add within 5 with the use of manipulatives and/or minimal assistance.</td>
<td>● Adding fluently within 5 without manipulatives.</td>
</tr>
<tr>
<td>2</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
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</table>
|           | ● Fluently add within 5 with the use of manipulatives and/or much assistance. | ● Fluently add within 5 with the use of manipulatives and/or some assistance. | ● Fluently add within 5 with the use of manipulatives and/or minimal assistance. | ● Adding fluently within 5 without manipulatives.  
|           |                                   |                                        |                                  | ● Adding between 6 and 10 with manipulatives. |
| 3         | The student is unable to:        | The student sometimes can:             | The student consistently can:    | The student exceeds in:              |
|           | ● Fluently add within 5 with the use of manipulatives and/or much assistance. | ● Fluently add within 5 with the use of manipulatives and/or some assistance. | ● Fluently add within 5 with the use of manipulatives and/or minimal assistance. | ● Adding fluently within 10 without manipulatives. |

**Fluently subtract within 5.**  

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<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Fluently subtract within 5 with the use of manipulatives and/or much assistance.</td>
<td>● Fluently subtract within 5 with the use of manipulatives and/or some assistance.</td>
<td>● Fluently subtract within 5 with the use of manipulatives and/or minimal assistance.</td>
<td>● Subtracting fluently within 5 without manipulatives and between 6 and 10 with manipulatives.</td>
</tr>
<tr>
<td>3</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Fluently subtract within 5 with manipulatives and/or assistance.</td>
<td>● Fluently subtract within 5 with manipulatives and/or some assistance.</td>
<td>● Fluently subtract within 5 with manipulatives and/or minimal assistance.</td>
<td>● Subtracting fluently within 10 without manipulatives.</td>
</tr>
</tbody>
</table>
**Numbers and Operations in Base Ten**

Works with numbers 11 – 19 to demonstrate place value.

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Not Meeting Expectations (NM-1)</th>
<th>Approaching Grade Level Standards (AS-2)</th>
<th>Meets Grade Level Standards (MS-3)</th>
<th>Exceeds Grade Level Standards (ES-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Will not be assessed during this time.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Compose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Compose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Compose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Composing numbers beyond 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
</tr>
<tr>
<td></td>
<td>● Decompose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Decompose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Decompose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Decomposing numbers beyond 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
</tr>
<tr>
<td>3</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Compose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Compose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Compose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Composing numbers beyond 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
</tr>
<tr>
<td></td>
<td>● Decompose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Decompose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Decompose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
<td>● Decomposing numbers beyond 19 into tens and ones using objects or drawings, and records results by drawing or equation.</td>
</tr>
</tbody>
</table>
# Measurement and Data

Describes and compares measurable attributes with length and weight.  

Standards: K.MD.A.1 and K.MD.A.2

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Not Meeting Expectations (NM-1)</th>
<th>Approaching Grade Level Standards (AS-2)</th>
<th>Meets Grade Level Standards (MS-3)</th>
<th>Exceeds Grade Level Standards (ES-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Will not be assessed during this time.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2         | The student is unable to:  
• Describe any measurable attribute of an object.  
• Tell any similarities or difference with length and weight. | The student sometimes can:  
• Describe measurable attributes of an object, such as length and/or weight.  
• Directly compare objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. | The student consistently can:  
• Correctly describes measurable attributes of an object, such as length and/or weight.  
• Correctly compares objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. | The student exceeds in:  
• Describing measurable attributes of two objects, such as length or weight.  
• Directly comparing two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. |
| 3         | The student is unable to:  
• Describe any measurable attribute of an object.  
• Tell any similarities or difference with length and weight. | The student sometimes can:  
• Describe measurable attributes of an object, such as length and/or weight.  
• Directly compare objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. | The student consistently can:  
• Correctly describes measurable attributes of an object, such as length and/or weight.  
• Correctly compares objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. | The student exceeds in:  
• Describing measurable attributes of three objects, such as length or weight.  
• Directly comparing three objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. |
Classifies objects and counts the number of objects in each category.

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Not Meeting Expectations (NM-1)</th>
<th>Approaching Grade Level Standards (AS-2)</th>
<th>Meets Grade Level Standards (MS-3)</th>
<th>Exceeds Grade Level Standards (ES-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Classify and explains objects into each category given.</td>
<td>● Classify and explains objects into each category given.</td>
<td>● Classify and explains objects into each category given.</td>
<td>● Classifying and explaining objects into each category given.</td>
</tr>
<tr>
<td></td>
<td>● Count the number of objects in each category and sort the categories by count (up to five objects).</td>
<td>● Count the number of objects in each category and sort the categories by count (up to five objects).</td>
<td>● Count the number of objects in each category and sort the categories by count (up to five objects).</td>
<td>● Counting the number of objects in each category and sort the categories by count (up to ten objects).</td>
</tr>
<tr>
<td>2</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Classify and explains objects into each category given.</td>
<td>● Classify and explains objects into each category given.</td>
<td>● Classify and explains objects into each category given.</td>
<td>● Creates categories and classifies a given collection of objects during work times as well as other curricular/play activities.</td>
</tr>
<tr>
<td></td>
<td>● Count the number of objects in each category and sort the categories by count (up to ten objects).</td>
<td>● Count the number of objects in each category and sort the categories by count (up to ten objects).</td>
<td>● Count the number of objects in each category and sort the categories by count (up to ten objects).</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Classify and explains objects into each category given.</td>
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<td>● Creates categories and classifies a given collection of objects during work times as well as other curricular/play activities.</td>
</tr>
<tr>
<td></td>
<td>● Count the number of objects in each category and sort the categories by count (up to ten objects).</td>
<td>● Count the number of objects in each category and sort the categories by count (up to ten objects in each category).</td>
<td>● Count the number of objects in each category and sort the categories by count (up to ten objects).</td>
<td></td>
</tr>
</tbody>
</table>

Kindergarten will limit category counts to be less than or equal to 10.
# Geometry

Identifies and describes 2D and 3D objects with appropriate names.  

Standards: K.G.A.1; K.G.A.2; K.G.A.3

<table>
<thead>
<tr>
<th>Trimester</th>
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<th>Exceeds Grade Level Standards (ES-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Identify plane figures (circle, square, rectangle, triangle) in the environment regardless of their orientation or overall size.</td>
<td>● Identify plane figures (circle, square, rectangle, triangle) in the environment regardless of their orientation or overall size.</td>
<td>● Identify plane figures (circle, square, rectangle, triangle) in the environment regardless of their orientation or overall size.</td>
<td>● Identifying and describing plane figures in the environment regardless of orientation, name, size, positions of objects (above, below, beside, in front of, behind and next to).</td>
</tr>
<tr>
<td>2</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
</tbody>
</table>
|           | ● Describe objects in the environment using correct names.  
|           | ● Describe the relative positions of 2D objects such as above, below, beside, in front of, behind, and next to. | ● Describe objects in the environment using correct names.  
|           |                                | ● Describe the relative positions of 2D objects such as above, below, beside, in front of, behind, and next to. | ● Describe objects in the environment using correct names.  
|           |                                |                                | ● Describe the relative positions of 2D objects such as above, below, beside, in front of, behind, and next to. | ● Applies concepts to 3D solid figures not previously learned. |
| 3         | The student is unable to:       | The student sometimes can:             | The student consistently can:   | The student exceeds in:          |
|           | ● Describe objects in the environment using names.  
|           | ● Describe the relative positions of 3D objects such as above, below, beside, in front of, behind, and next to. | ● Describe objects in the environment using names.  
|           |                                | ● Describe the relative positions of 3D objects such as above, below, beside, in front of, behind, and next to. | ● Describe objects in the environment using names.  
<p>|           |                                |                                | ● Describe the relative positions of 3D objects such as above, below, beside, in front of, behind, and next to. | ● Applies concepts to prisms, pyramids and additional solids not previously learned. |</p>
<table>
<thead>
<tr>
<th>Trimester</th>
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<th>Exceeds Grade Level Standards (ES-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
<td>The student consistently can:</td>
<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Draw shapes.</td>
<td>● Composes, draws, as well as,</td>
<td>● Draw shapes.</td>
<td>● Drawing and modeling.</td>
</tr>
<tr>
<td></td>
<td>● Compare and contrast plane</td>
<td>● compares and contrasts</td>
<td>● Model shapes.</td>
<td>● Composing simple shapes to</td>
</tr>
<tr>
<td></td>
<td>figures using informal language</td>
<td>plane figures using informal</td>
<td>● Describe all attributes.</td>
<td>form larger shapes.</td>
</tr>
<tr>
<td></td>
<td>to describe attributes.</td>
<td>language to describe</td>
<td></td>
<td>● Comparing and contrasting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>attributes.</td>
<td></td>
<td>plane figures using informal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>language to describe attributes.</td>
</tr>
<tr>
<td>2</td>
<td>The student is unable to:</td>
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<tr>
<td></td>
<td>● Compose simple shapes to</td>
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<td>● Composing simple shapes to</td>
</tr>
<tr>
<td></td>
<td>form larger shapes.</td>
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<td>form larger shapes.</td>
<td>form larger shapes.</td>
</tr>
<tr>
<td></td>
<td>● Compare and contrast plane</td>
<td>● Compare and contrast plane</td>
<td>● Compares and contrasts</td>
<td>● Comparing and contrasts</td>
</tr>
<tr>
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<td>figures using informal language</td>
<td>figures using informal</td>
<td>plane figures using informal</td>
<td>plane figures and 3D solids</td>
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<tr>
<td></td>
<td>to describe attributes.</td>
<td>language to describe</td>
<td>language to describe</td>
<td>using informal language to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>attributes.</td>
<td>attributes.</td>
<td>describe attributes.</td>
</tr>
<tr>
<td>3</td>
<td>The student is unable to:</td>
<td>The student sometimes can:</td>
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<td>The student exceeds in:</td>
</tr>
<tr>
<td></td>
<td>● Draw and models.</td>
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</tr>
<tr>
<td></td>
<td>● Compose simple shapes to</td>
<td>● Compose simple shapes to</td>
<td>● Compose simple shapes to</td>
<td>● Composing simple shapes to</td>
</tr>
<tr>
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<td>form larger shapes.</td>
<td>form larger shapes.</td>
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</tr>
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<td></td>
<td>● Compare and contrast plane</td>
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<td>● Comparing and contrast plane</td>
</tr>
<tr>
<td></td>
<td>figures and 3D solids using</td>
<td>figures and 3D solids using</td>
<td>figures and 3D solids using</td>
<td>figures and 3D solids using</td>
</tr>
<tr>
<td></td>
<td>informal language to describe</td>
<td>informal language to describe</td>
<td>informal language to describe</td>
<td>formal math language to</td>
</tr>
<tr>
<td></td>
<td>attributes.</td>
<td>attributes.</td>
<td>attributes.</td>
<td>describe attributes.</td>
</tr>
</tbody>
</table>

Analyze, compare, create, and compose shapes.