Grade K Math Performance Rubric

Math Content Areas

Counting and Cardinality

Operations and Algebraic Thinking

Numbers and Operations in Base Ten

Measurement and Data

Geometry

Counting and Cardinality
I can count by ones and tens to 100 (K.CC.1)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	With significant teacher support, limited progress or is unable to count to 20. Counts up to 10.	The student will have partial success at a Meets level independently. Counts 11 to 19.	The student will independently and consistently: • Count to 20 by ones • Count to 20 by tens	Independently and consistently able to count by ones and tens beyond 20.
2	With significant teacher support, limited progress or is unable to count to 70. Counts up to 39.	The student will have partial success at a Meets level independently. Counts 40 to 59.	The student will independently and consistently: • Count to 60 by ones • Count to 60 by tens	Independently and consistently able to count by ones and tens beyond 60.
3	With significant teacher support, limited progress or is unable to count to 100. Counts up to 69.	The student will have partial success at a Meets level independently. Counts 70 to 99.	The student will independently and consistently: • Count to 100 by ones • Count to 100 by tens	Independently and consistently able to demonstrate all criteria for a "Meets" AND extends cognitively beyond. For example: • Uses complex reasoning why it is important to be able to count so high.

Counting and Cardinality
I can count forward from any given number (K.CC.2)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2				
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Counts forward beginning from any number within the known sequence (instead of having to always begin at 1)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Counts backward** beginning from any number within the known sequence

Counting and Cardinality
I can write numbers to 20 (K.CC.3)

Trimester	1: Needs Impr.	2: Progressing	3: Meets	4: Excels
1	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. (writing up to 5 digits) **OR** **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Writes numbers from 0 to 10. (there may be reversals of digits) • Represents a number of objects with a written numeral 0-10 (with 0 representing count of no objects)	**Independently and consistently** able to represent and write numbers 0-10 with no reversals of digits.
2		**The student will have partial success** at a Meets level **independently**. **OR** **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Writes numbers from 0 to 20. (there may be reversals of digits or transposition of digits in teen numbers) • Represents a number of objects with a written numeral 0-20 (with 0 representing count of no objects)	**Independently and consistently** able to represent and write numbers 0-20 with no reversals of digits.
3		**The student will have partial success** at a Meets level **independently**. (writing up to 5 digits) **OR** **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Writes numbers from 0 to 20. (no reversals, no transposition of digits) • Represents a number of objects with a written numeral 0-20 (with 0 representing count of no objects)	**Independently and consistently** able to represent and write beyond 20 with no reversals of digits.

Counting and Cardinality
I can count to tell the number of objects (K.CC.4; K.CC.5)

Trimester	1: Needs Imp	2: Progressing	3: Meets	4: Excels
1	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Uses one-to-one tagging when pairing each object with one and only one number name **(up to 10)**(K.CC.4a) • Demonstrates that the last number name said tells the number of objects counted **(up to 10)** (K.CC.4b) • Demonstrates that each successive number name refers to a quantity that is one larger **(up to 10)** (K.CC.4c) • Answers "how many?" questions about as many as <u>**10 objects**</u> arranged in an order or as many as <u>**10 scattered objects**</u> (K.CC.5) • Counts out a number of objects to represent a number <u>**from 1-10**</u> (K.CC.5)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.**
2 **3**			**The student will independently and consistently:** • Uses one-to-one tagging when pairing each object with one and only one number name **(up to 20)**(K.CC.4a) • Demonstrates that the last number name said tells the number of objects counted **(up to 20)**(K.CC.4b) • Demonstrates that each successive number name refers to a quantity that is one larger **(up to 20)**(K.CC.4c) • Answers "how many?" questions about as many as <u>**20 objects**</u> arranged in an order or as many as <u>**10 scattered objects**</u> (K.CC.5) • Counts out a number of objects to represent a number <u>**from 1-20**</u> (K.CC.5)	For example: • **Makes connections** between answering "How many?" questions and addition and subtraction.

Counting and Cardinality
I can compare groups of objects (K.CC.6)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Compares the number of objects in one group to another (using counting and matching strategies) (K.CC.6)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Reasons** about the effects of moving some objects from one of the groups to the other group.

Counting and Cardinality			
I can compare numbers (K.CC.7)			

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Compares numerals **from 1-10** (K.CC.7)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.**

Operations and Algebraic Thinking
I can demonstrate knowledge of addition (K.OA.1; K.OA.2)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Represents addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions or equations (K.OA.1) • Solves addition word problems (K.OA.2) • Adds **within 10** using objects or drawings to represent the problem (K.OA.2)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: •**Creates** their own addition scenarios and represents them using equations.

Operations and Algebraic Thinking
I can demonstrate knowledge of subtraction (K.OA.1; K.OA.2)

Trimester	1: Needs Improv	2: Progressing	3: Meets	4: Excels
1				
2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Represents subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions or equations (K.OA.1) • Solves subtraction word problems (K.OA.2) • Subtracts **within 10** using objects or drawings to represent the problem (K.OA.2)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Creates** their own subtraction scenarios and represents them using equations

Operations and Algebraic Thinking
I can represent numbers to ten in more than one way (K.OA.3)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Decomposes numbers **<u>less than or equal to 10</u>** into pairs in more than one way (K.OA.3) • Records the decomposition with a drawing or equation (K.OA.3)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Makes connections** between all the pairs a number makes (taking one from one of the groups and adding it to the other like a chain reaction.)

Operations and Algebraic Thinking				
I can make ten in different ways (K.OA.4)				
Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Finds pairs of 10 (K.OA.4) • Records pairs of ten with a drawing or equation (K.OA.4)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Interprets** what will happen to the second addend when the first addend is increased by 1.

Operations and Algebraic Thinking
I can fluently add within 5 (K.OA.5)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Fluently add within 5 (K.OA.5)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Uses** the five facts to justify mental computation with facts larger than 5. (must justify with correct reasoning - memorization of facts would not be enough.)

Operations and Algebraic Thinking
I can fluently subtract within 5 (K.OA.5)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Fluently subtract within 5 (K.OA.5)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Uses** the five facts to justify mental computation with facts larger than 5. (must justify with correct reasoning - memorization of facts would not be enough.)

Numbers and Operations in Base Ten
I can represent 11-19 as groups of tens and ones (K.NBT.1)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 / 2				
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Composes numbers from 11 to 19 into ten ones and some further ones • Records the composition using drawings or equations • Decomposes numbers from 11 to 19 into ten ones and some further ones • Records the decomposition using drawings or equations	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Asks questions** to explore hundreds, and generalizes place value.

Measurement and Data
I can describe and compare measurable attributes (K.MD.1; K.MD.2)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2				
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Describes measurable attributes of objects, such as length or weight (K.MD.1) • Describes several measurable attributes of one object (K.MD.1) • Compares and describes measurable attributes of two objects (for example: directly compare the heights of two children and describe one child as taller/shorter) (K.MD.2)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: •**Indirectly compares** two objects sharing a measurable attribute by using a third object that also shares that measurable attribute.

Measurement and Data				
I can classify objects and count the number of objects in each category (K.MD.3)				
Trimester	**1: Needs Improvement**	**2: Progressing**	**3: Meets**	**4: Excels**
1				
2 **3**	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Classifies objects into given categories (K.MD.3) • Counts the number of objects in each category (K.MD.3) • Sorts the categories by count (K.MD.3)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: •**Conducts** their own research using their classmates. Asks questions that can be answered by making a count.

Geometry				
I can identify, describe and name shapes (K.G.1; K.G.2; K.G.3)				
Trimester	**1: Needs Impr**	**2: Progressing**	**3: Meets**		**4: Excels**
1 **2**					
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Describes objects in the environment using names of shapes (K.G.1) • Describes the relative positions of objects using positional terms (above, below, beside, in front of, behind, and next to) (K.G.1) • Names shapes regardless of orientation or size (K.G.2) • Identifies shapes as 2D (flat) or 3D (solid) (K.G.3)		**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: •**Creates**

Geometry
I can analyze, compare and compose shapes (K.G.4; K.G.5; K.G.6)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2				
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Analyzes two- and three-dimensional shapes in different size and orientations, using informal language to describe their similarities, differences, parts and other attributes (K.G.4) • Compares two- and three-dimensional shapes in different size and orientations, using informal language to describe their similarities, differences, parts and other attributes (K.G.4) • Models shapes in the world by building and drawing shapes from components. (K.G.5) • Composes simple shapes to form larger shapes (for example: joining two triangles with full sides touching to make a rectangle) (K.G.6)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Creates**