

Grade K Scoring Rubric/Curriculum Guide

Mathematics - Kindergarten

FLUENCY
Essential Standard: Add and subtract within 5 including 0

Essential Standard/Student Demonstration:

K.OA.A.5: Fluently adds and subtracts within 5, including zero.

First Trimester: Benchmarks
Not assessed during this trimester

Second Trimester: Benchmarks	
Limited Progress	Unable to add within 5.
Consistent progress	With prompting and support, adds within 5, including zero.
Meets	Adds within 5, including zero, using efficient mental strategies or known facts.
Exceeds	Adds and subtracts within 5, including zero, using efficient mental strategies or known facts.

Third Trimester: Benchmarks	
Limited Progress	Adds within 5, including zero.
Consistent progress	With prompting and support, adds and subtracts within 5, including zero.
Meets	Adds and subtracts within 5, including zero, using efficient mental strategies or known facts.
Exceeds	Adds beyond 5, including zero, using efficient mental strategies or known facts.

COUNTING AND CARDINALITY
Essential Standard: Knows the forward number sequence for any given number within 100

Essential Standard/Student Demonstration:

K.CC.A.1: Count to 100 by ones and by tens.

K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1)

First Trimester: Benchmarks	
Limited Progress	Cannot produce the forward number word sequence 1 to 20.
Consistent progress	With prompting and support, can produce the forward number word sequence 1 to 20.
Meets	Can produce the forward number word sequence from 1 to 20.
Exceeds	Produces the forward number word sequence, from any given number within 100.

Second Trimester: Benchmarks	
Limited Progress	Produces the forward number word sequence at least to 20.
Consistent progress	With prompting and support, can produce the forward number word sequence from any given number within 50.
Meets	Can produce the forward number word sequence for any given number within 50.
Exceeds	Produces the forward number word sequence, from any given number within 100.

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Third Trimester: Benchmarks	
Limited Progress	Produces the forward number word sequence, from any given number, for less than 100.
Consistent progress	With prompting and support, produces the forward number word sequence from any given number within 100.
Meets	Can produce the forward number word sequence for any given number within 100.
Exceeds	Produces the forward number word sequence, from any given number beyond 100.

COUNTING AND CARDINALITY
Essential Standard: Counts to tell the number of objects in a group

Essential Standard/Student Demonstration:

K.CC.B.4: Understands the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

First Trimester: Benchmarks	
Limited Progress	Unable to count to tell the number of objects in a scattered configuration for up to 10 items.
Consistent progress	With prompting and support, counts to tell the number of objects in a scattered configuration for up to 10 items; may be missing one or more of the following: synchrony, one-to-one tagging, and some form of organization. May or may not have cardinality. May or may not know that the number of objects is the same regardless of their arrangement.
Meets	Counts to tell the number of objects in a scattered configuration up to 12 items, using synchrony, one-to-one tagging, and some form of organization. Has cardinality. Knows the number of objects is the same regardless of their arrangement.
Exceeds	Counts to tell the number of objects in a scattered configuration up to 20 items, using synchrony, one-to-one tagging, and some form of organization. Has cardinality. Knows the number of objects is the same regardless of their arrangement.

Second Trimester: Benchmarks	
Limited Progress	With prompting and support, counts to tell the number of objects in a scattered configuration for up to 10 items; may be missing one or more of the following: synchrony, one-to-one tagging, and some form of organization. May or may not have cardinality. May or may not know that the number of objects is the same regardless of their arrangement.

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Consistent progress	With prompting and support, counts to tell the number of objects in a scattered configuration and line for up to 12 items using one-to-one tagging and some form of organization but may be missing synchrony. May or may not have cardinality. May or may not know that the number of objects is the same regardless of their arrangement.
Meets	Counts to tell the number of objects in a scattered configuration, a line and a rectangular array up to 15 items, using synchrony, one-to-one tagging, and some form of organization. Has cardinality. Knows the number of objects is the same regardless of their arrangement.
Exceeds	Counts to tell the number of objects in a scattered configuration, a line and a rectangular array up to 20 items, using synchrony, one-to-one tagging, and some form of organization. Has cardinality. Knows the number of objects is the same regardless of their arrangement.

	arrangement.
Exceeds	Counts to tell the number of objects in a scattered configuration, a line, a rectangular array and a circle beyond 20 items, using synchrony, one-to-one tagging, and some form of organization. Has cardinality. Knows the number of objects is the same regardless of their arrangement.

Third Trimester: Benchmarks	
Limited Progress	Unable to count to tell the number of objects for up to 20 items.
Consistent progress	With prompting and support, counts to tell the number of objects in a scattered configuration and line for up to 20 items using one-to-one tagging, synchrony and some form of organization. Has cardinality. May or may not know that the number of objects is the same regardless of their arrangement.
Meets	Counts to tell the number of objects in a scattered configuration, a line, a rectangular array and a circle for up to 20 items, using synchrony, one-to-one tagging, and some form of organization. Has cardinality. Knows the number of objects is the same regardless of their

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COUNTING AND CARDINALITY
Essential Standard: Represents the count with a written numeral (0 -20)

Essential Standard/Student Demonstration:
K.CC.A.3 Writes the numbers from 0-20.

First Trimester: Benchmarks	
Limited Progress	Uses a model to represent the count for all written numerals 0 to 5.
Consistent progress	Uses a model to represent a count with written numerals from 0 to 10.
Meets	Can represent a count with written numerals 0 to 10.
Exceeds	Can represent a count with written numerals beyond 10.

Second Trimester: Benchmarks	
Limited Progress	Able to use a model to represent a count for all written numerals 0 to 10.
Consistent progress	Using a model, can represent a count with written numerals from 0 to 15.
Meets	Can represent a count with written numerals 0 to 15.
Exceeds	Can represent a count with written numerals beyond 15.

Third Trimester: Benchmarks	
Limited Progress	Able to use a model to represent a count for all written numerals 0 to 15.
Consistent progress	Using a model, can represent a count with written numerals from 0 to 20.
Meets	Can represent a count with written numerals 0 to 20.
Exceeds	Can represent a count with written numerals beyond 20.

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COUNTING AND CARDINALITY
Essential Standard: Uses matching and counting strategies to compare groups of objects

Essential Standard/Student Demonstration:

K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group ,for groups with up to 10 objects e.g., by using matching and counting strategies.

K.CC.C.7: Compare two numbers between 1 and 10 presented as written numerals.

First Trimester: Benchmarks	
Limited Progress	Able to use matching and counting strategies to compare groups of objects for groups with up to 3 objects. May or may not be able to compare all numbers between 1 and 3 presented as written numerals.
Consistent progress	With prompting and support, uses matching and counting strategies to compare groups of objects for groups with up to 5 objects. May or may not be able to compare all numbers between 1 and 5 presented as written numerals.
Meets	Uses matching and counting strategies to compare groups of objects for groups with up to 5 objects. Able to compare all numbers between 1 and 5 presented as written numerals.
Exceeds	Uses matching and counting strategies to compare groups of objects for groups beyond 5 objects. Able to compare two numbers beyond 5 presented as written numerals.

Second Trimester: Benchmarks	
Limited Progress	Uses matching and counting strategies to compare groups of objects for groups with up to 5 objects. May or may not be able to compare two numbers between 1 and 5 presented as written numerals.
Consistent progress	With prompting and support, uses matching and counting strategies to compare groups of objects for groups with up to 8 objects. Able to compare all numbers between 1 and 5 presented as written numerals.
Meets	Uses matching and counting strategies to compare groups of objects for groups with up to 8 objects. Able to compare two numbers between 1 and 8 presented as written numerals.
Exceeds	Uses matching and counting strategies to compare groups of objects for groups with greater than 8 objects. Able to compare two numbers beyond 8, presented as written numerals.

Third Trimester: Benchmarks	
Limited Progress	Uses matching and counting strategies to compare groups of objects for groups with up to 8 objects. May or may not be able to compare all numbers between 1 and 8 presented as written numerals.
Consistent progress	With prompting and assistance, uses matching and counting strategies to compare groups of objects for groups with up to 10 objects. May or may not be able to compare all numbers between 1 and 10 presented as written numerals.

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Meets	Uses matching and counting strategies to compare groups of objects for groups with up to 10 objects. Able to compare two numbers between 1 and 10 presented as written numerals.
Exceeds	Uses matching and counting strategies to compare groups of objects for groups beyond 10 objects. Able to compare two numbers beyond 10, presented as written numerals.

OPERATIONS AND ALGEBRAIC THINKING
Essential Standard: Represents and solves addition and subtraction word problem situations within 10

Essential Knowledge Outcome:

Students possess an understanding of addition and subtraction through modeling and manipulation of objects and apply these skills to solve problems.

Essential Standard/Student Demonstration:

K.OA.A.1: Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations.

K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

First Trimester: Benchmarks
Not assessed during this trimester

Second Trimester: Benchmarks
Not assessed during this trimester.

Third Trimester: Benchmarks	
Limited Progress	Represents and solves "add to" and/or "take from" word problem situations within 5.
Consistent progress	With prompting and support, represents and solves "add to" and "take from" word problem situations within 10 and may or may not be able to solve "put together/take apart" word problem situations within 10.
Meets	Represents and solves "add to", "take from", and "put together/take apart" word problem situations within 10.
Exceeds	Represents and solves "add to", "take from", and "put together/take apart" as well as other word problem situations 10.

OPERATIONS AND ALGEBRAIC THINKING
Essential Standard: Uses objects or drawings to make 'number pairs' for numbers less than or equal to 10

Essential Standard/Student Demonstration:

K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.A.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

First Trimester: Benchmarks
Not assessed during this trimester

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Second Trimester: Benchmarks	
Limited Progress	Unable to use objects or drawings to make "number pairs" for all numbers less than or equal to 5.
Consistent progress	With prompting and support, uses objects or drawings to make "number pairs" for all numbers less than or equal to 5, in only one way and may or may not record the "number pair" by drawing or equation.
Meets	Uses objects or drawings to make "number pairs" for all numbers less than or equal to 5, in more than one way, and records the "number pair" by drawing or equation.
Exceeds	Uses objects or drawings to make "number pairs" for all numbers less than or equal to 10, in more than one way, and records the "number pair" by drawing or equation.

Third Trimester: Benchmarks	
Limited Progress	Uses objects or drawings to make "number pairs" for all numbers less than or equal to 5, in only one way and may or may not record the "number pair" by drawing or equation.
Consistent progress	With prompting and support, uses objects or drawings to make "number pairs" for all numbers less than or equal to 10, in only one way and may or may not record the "number pair" by drawing or equation.
Meets	Uses objects or drawings to make "number pairs" for all numbers less than or equal to 10, in more than one way, and records the "number pair" by drawing or equation.
Exceeds	Uses objects or drawings to make "number pairs" for all numbers greater than 10 and records the "number pair" by drawing or equation.

Numbers and Operations in Base Ten

Essential Standard: Explains (with objects and/or drawings) the ten structure of the teen numbers (11-19)

Essential Knowledge Outcome:

Students understand how to collect, represent analyze and interpret data gathered using a variety of tools and techniques.

Essential Standard/Student Demonstration:

K.NBT.A.1: Work with numbers 11-19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$); understand that these numbers are composed to ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

First Trimester: Benchmarks

Not assessed during this trimester.

Second Trimester: Benchmarks

Not assessed during this trimester.

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Third Trimester: Benchmarks	
Limited Progress	Unable to explain the ten structure of any numbers 11 – 19.
Consistent progress	With prompting and support, explains (with objects or drawings) the ten structure of some of the numbers 11 – 19 and records the structures using a drawing or an equation.
Meets	Explains (with objects or drawings) the ten structure of the numbers 11 – 19 and records the structures using a drawing or an equation.
Exceeds	Explains (with objects or drawings) the ten structure of numbers beyond 19 and records the structures using a drawing or an equation.

MEASUREMENT AND DATA
Essential Standard: Describes and compares measurable attributes of objects (e.g., describe one child as taller/shorter)

Essential Knowledge Outcome:

Students understand how to collect, represent, analyze and interpret data gathered using a variety of tools and techniques.

Essential Standard/Student Demonstration:

K.MD. A.1: Describe measurable attributes of objects, such as length or weight.

Describe several measurable attributes of a single object.

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

First Trimester: Benchmarks
Not assessed during this trimester.

Second Trimester: Benchmarks	
Limited Progress	Unable to describe any measurable attributes of a single object.
Consistent progress	With prompting and support, can describe at least 1 measurable attribute of a single object.
Meets	Describes several measurable attributes of a single object.
Exceeds	Describes several measurable attributes of a single object and compares two objects with a measurable attribute in common.

Third Trimester: Benchmarks	
Limited Progress	Describes at least 1 measurable attribute of a single object.
Consistent progress	With prompting and support, describes several measurable attributes of a single object. May or may not be able to compare two objects with that common attribute.
Meets	Describes several measurable attributes of a single object and compares two objects with a measurable attribute in common.
Exceeds	Describes several measurable attributes of a single object and compares more than two objects with a measurable attribute in common.

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MEASUREMENT AND DATA
Essential Standard: Classifies objects and counts the number of objects in each category

Essential Standard/Student Demonstration:

K.MD.B.3: Classify objects and count the number of objects in each category.

First Trimester: Benchmarks	
Limited Progress	Unable to classify and count the number of objects in each category up to and including 5.
Consistent progress	With prompting and support, classifies objects and counts the number of objects in each category (up to and including 5). May or may not be able to sort the categories by count.
Meets	Classifies objects and counts the number of objects in each category (up to and including 5) and sorts the categories by count.
Exceeds	Classifies objects and counts the number of objects in each category (greater than 5) and sorts the categories by count.

Second Trimester: Benchmarks	
Limited Progress	Classifies objects and counts the number of objects in each category (up to and including 5). May or may not be able to sort the categories by count.
Consistent progress	With prompting and support, classifies objects and counts the number of objects in each category (up to and including 8) and sorts the categories by count.
Meets	Classifies objects and counts the number of objects in each category (up to and including 8) and sorts the categories by count.

Exceeds	Classifies objects and counts the number of objects in each category (up to and including 10) and sorts the categories by count.
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Third Trimester: Benchmarks	
Limited Progress	Classifies objects and counts the number of objects in each category (up to and including 8). May or may not be able to sort the categories by count.
Consistent progress	With prompting and support, classifies objects and counts the number of objects in each category (up to and including 10). May or may not be able to sort the categories by count.
Meets	Classifies objects and counts the number of objects in each category (up to and including 10) and sorts the categories by count.
Exceeds	Classifies objects and counts the number of objects in each category (greater than 10) and sorts the categories by count.

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GEOMETRY
Essential Standard: Names, describes, and represents two-dimensional shapes with drawing and materials. (squares, circles, triangles, rectangles, and hexagons)

Essential Knowledge Outcome:

Students understand, explain, and apply the properties and relationships among and between geometric figures to appreciate the importance of geometry in our world.

Essential Standard/Student Demonstration:

K.G.A. 1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

K.G.A.2 Correctly name shapes regardless of their orientation or overall size.

K.G.A.3 Identify shapes as two-dimensional or three-dimensional.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.B.5 Model shapes in the world by building shapes from components.

First Trimester: Benchmarks
Not assessed during this trimester.

Second Trimester: Benchmarks	
Limited Progress	Unable to name and describe two-dimensional shapes.
Consistent progress	With prompting and support, names and describes some two-dimensional shapes using verbal language. May or may not be able to represent them with drawings and materials. (squares, circles, triangles, rectangles, and hexagons)
Meets	Names, describes, and represents some two-dimensional shapes with drawings and materials. (squares, circles, triangles, rectangles, and hexagons)

Exceeds	Names, describes, and represents two-dimensional shapes with drawings and materials. (squares, circles, triangles, rectangles, and hexagons)
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Third Trimester: Benchmarks	
Limited Progress	Able to name and describe some two-dimensional shapes.
Consistent progress	With prompting and support, names, describes and compares two-dimensional shapes using oral language. May or may not be able to represent them with drawings and materials. (squares, circles, triangles, rectangles, and hexagons)
Meets	Names, describes, compares and represents two-dimensional shapes with drawings and materials. (squares, circles, triangles, rectangles and hexagons)
Exceeds	Names, describes, compares and represents additional two-dimensional shapes with drawings and materials, such as a rhombus, trapezoid, octagon, pentagon, etc.

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GEOMETRY
Essential Standard: Name and describes three-dimensional shapes. (cubes, cones, cylinders, and spheres)

Essential Standard/Student Demonstration:

K.G.A. 1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to*.

K.G.A.2 Correctly name shapes regardless of their orientation or overall size.

K.G.A.3 Identify shapes as two-dimensional or three-dimensional.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.B.5 Model shapes in the world by building shapes from components.

First Trimester: Benchmarks
Not assessed during this trimester.

Second Trimester: Benchmarks	
Limited Progress	Unable to name and describe three-dimensional shapes.
Consistent progress	With prompting and support, names and describes some three-dimensional shapes using verbal language. May or may not be able to represent them with drawings and materials. (cubes, cones, cylinders, and spheres)
Meets	Names, describes, and represents some three-dimensional shapes with drawings and materials. (cubes, cones, cylinders, and spheres)
Exceeds	Names, describes, and represents three-dimensional shapes with drawings and materials. (cubes, cones, cylinders, and spheres)

Third Trimester: Benchmarks	
Limited Progress	Able to name and describe some three-dimensional shapes.
Consistent progress	With prompting and support, names, describes and compares three-dimensional shapes using verbal language. May or may not be able to represent them with drawings and materials. (cubes, cones, cylinders, and spheres)
Meets	Names, describes, compares and represents three-dimensional shapes with drawings and materials. (cubes, cones, cylinders, and spheres)
Exceeds	Names, describes, compares and represents additional three-dimensional shapes with drawings and materials, such as a prism, pyramid, etc.

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GEOMETRY
Essential Standard: Combines two-dimensional shapes to form larger shapes.

Essential Standard/Student Demonstration:

K.G.B.6: Compose simple shapes to form larger shapes.

First Trimester: Benchmarks
Not assessed at this trimester

Second Trimester: Benchmarks	
Limited Progress	Unable to combine 2 two-dimensional shapes to form a larger shape.
Consistent progress	With prompting and support, combines 2 two-dimensional shapes to form 1 larger shape.
Meets	Combines 2 two-dimensional shapes to form 1 larger shape.
Exceeds	Combines 2 two-dimensional shapes to form larger shapes.

Third Trimester: Benchmarks	
Limited Progress	With prompting and support, combines 2 two-dimensional shapes to form 1 larger shape.
Consistent progress	With prompting and support, combines 2 two-dimensional shapes to form more than 1 larger shape.
Meets	Combines 2 two-dimensional shapes to form larger shapes.
Exceeds	Combines more than 2 two-dimensional shapes to form larger shapes.