K

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 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:** •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 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:** • Writes numbers from 0 to 20. • Represents a number of objects with a written numeral 0-20 (with 0 representing count of no objects)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.**

Counting and Cardinality
I can count to tell the number of objects (K.CC.4; K.CC.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:** • Uses one-to-one tagging when pairing each object with one and only one number name (K.CC.4a) • Demonstrates that the last number name said tells the number of objects counted (K.CC.4b) • Demonstrates that each successive number name refers to a quantity that is one larger (K.CC.4c) • Answers "how many?" questions about as many as 20 objects arranged in an order or as many as 10 scattered objects (K.CC.5) • Counts out a number of objects to represent a number from 1-20 (K.CC.5)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** 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 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 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 less than or equal to 10 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 adds 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 subtracts 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 measureable 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 measureable attribute by using a third object that also shares that measureable 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 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 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 2-D (flat) or 3-D (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**