



Elementary Report Card Grading Benchmarks – Kindergarten

Mathematics

- Counting and Cardinality: Knows number names and the count sequence.

1	2	3	4
<p>The student is unable or rarely able to count and write numbers.</p> <p>1st Trimester The student is unable or rarely able to count sets from 1-10.</p> <p>The student is unable or rarely able to identify and write numerals from 0-10.</p> <p>2nd Trimester The student is unable or rarely able to count sets from 1-20.</p> <p>The student is unable or rarely able to identify and write numerals from 0-20.</p>	<p>The student can sometimes, but is not consistently able to, count and write numbers.</p> <p>1st Trimester The student can sometimes, but is not consistently able to, count sets from 1-10.</p> <p>The student can sometimes, but is not consistently able to, identify and write numerals from 0-10.</p> <p>2nd Trimester The student can sometimes, but is not consistently able to, count sets from 1-20.</p> <p>The student can sometimes, but is not consistently able to, identify</p>	<p>The student consistently meets grade-level expectations when counting and writing numbers.</p> <p>1st Trimester The student can consistently count sets from 1-10.</p> <p>The student can consistently identify and write numerals from 0-10.</p> <p>2nd Trimester The student can consistently count sets from 1-20.</p> <p>The student can consistently identify and write numerals from 0-20.</p>	<p>The student exceeds grade-level expectations, and is able to apply and extend counting and writing numbers.</p> <p>1st Trimester The student can consistently count sets from 1-20.</p> <p>The student can consistently identify and write numerals from 0-20</p> <p>2nd Trimester The student consistently counts sets from 1-100.</p> <p>The student can consistently identify and produce numerals to</p>

3 rd Trimester The student is unable or rarely able to identify or produce numerals to 100.	and write numerals from 0-20. 3 rd Trimester The student can sometimes, but is not consistently able to, identify and produce numerals to 100.	3 rd Trimester The student can consistently identify and produce numerals to 100.	100 3 rd Trimester The student exceeds grade-level expectations, and is able to apply and extend his or her ability to identify and produce numerals beyond 100.
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2. Counting and Cardinality: Counts to tell the number of objects.

1	2	3	4
The student is unable or rarely able to count to tell the number of objects.	The student can sometimes, but is not consistently able to count to tell the number of objects.	The student consistently meets grade-level expectations when counting to tell the number of objects.	The student exceeds grade-level expectations when counting to tell the number of objects.

3. Counting and Cardinality: Compares numbers.

1	2	3	4
The student is unable or rarely able to compare numbers.	The student can sometimes, but is not consistently able to compare numbers.	The student consistently meets grade-level expectations when comparing numbers.	The student exceeds grade-level expectations when comparing numbers.

4. Operations and Algebraic Thinking: Demonstrates understanding of addition as putting together and adding to.

1	2	3	4
The student is unable or rarely able to demonstrate an understanding that addition is	The student can sometimes, but is not consistently able to, demonstrate an understanding that	The student consistently meets grade-level expectations in demonstrating an understanding	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in

putting together and adding to, with or without the use of manipulatives, pictorially, or verbally.	addition is putting together and adding to, with or without the use of manipulatives, pictorially, or verbally. .	that addition is putting together and adding to, with or without the use of manipulatives, pictorially, or verbally.	the area of understanding that addition is putting together and adding to, with or without the use of manipulatives, pictorially, or verbally.
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5. Operations and Algebraic Thinking: Demonstrates understanding of subtraction as taking apart and taking from..

1	2	3	4
The student is unable or rarely able to demonstrate an understanding that subtraction is taking apart and/or taking from with or without the use of manipulatives, pictorially, or verbally.	The student can sometimes, but is not consistently able to, demonstrate an understanding that that subtraction is taking apart and/or taking from with or without the use of manipulatives, pictorially, or verbally.	The student consistently meets grade-level expectations in demonstrate an understanding that that subtraction is taking apart and/or taking from with or without the use of manipulatives, pictorially, or verbally.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of understanding that subtraction is taking apart and/or taking from with or without the use of manipulatives, pictorially, or verbally.

6. Operations and Algebraic Thinking: Decomposes numbers less than or equal to 10.

1	2	3	4
The student is unable or rarely able to decompose numbers less than or equal to 10.	The student can sometimes, but is not consistently able to decompose numbers less than or equal to 10.	The student consistently meets grade-level expectations decomposing numbers less than or equal to 10.	The student exceeds grade-level expectations when decomposing numbers less than or equal to 10.

7. Operations and Algebraic Thinking: Fluently adds within 5.

1	2	3	4

The student is unable or rarely able to add to five with manipulatives or drawings.	The student can sometimes, but is not consistently able to, add to five with manipulatives or drawings.	The student consistently meets grade-level expectations in the area of adding to five with manipulatives or drawings.	The student exceeds grade-level expectations, and is able to apply and extend addition skills by adding to ten or more.
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8. Operations and Algebraic Thinking: Fluently subtracts within 5.

1	2	3	4
The student is unable or rarely able to subtract from five with manipulatives or drawings.	The student can sometimes, but is not consistently able to, subtract from five with manipulatives or drawings.	The student consistently meets grade-level expectations in the area of subtracting from five with manipulatives or drawings.	The student exceeds grade-level expectations, and is able to apply and extend subtraction skills by subtracting numbers of ten or more.

9. Number and Operations in Base Ten: Composes and decomposes numbers from 11 to 19 to acquire foundations for place value.

1	2	3	4
The student is unable or rarely able to compose and decompose numbers from 11 to 19 by using objects or drawings.	The student can sometimes, but is not consistently able to, compose and decompose numbers from 11 to 19 by using objects or drawings.	The student consistently meets grade-level expectations in the area of composing and decomposing numbers from 11 to 19 by using objects or drawings.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of composing and decomposing numbers from 11 to 19 by using objects or drawings.

10. Measurement and Data: Describes and compares measurable attributes of objects.

1	2	3	4
The student is unable or rarely able to describe and compare	The student can sometimes, but is not consistently able to, to	The student consistently meets grade-level expectations in the	The student exceeds grade-level expectations, and is able to apply

measureable attributes of objects.	describe and compare measureable attributes of objects.	area of describing and comparing measureable attributes of objects.	and extend content knowledge in the area of describing and comparing measureable attributes of objects.
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11. Measurement and Data: Classifies objects and counts the number of objects on each category.

1	2	3	4
The student is unable or rarely able to classify objects and count the number of objects in each category.	The student can sometimes, but is not consistently able to, classify objects and count the number of objects in each category.	The student consistently meets grade-level expectations in the area of classifying objects and counting the number of objects in each category.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of classifying objects and counting the number of objects in each category.

12. Geometry: Identifies and describes two- and three-dimensional shapes and solids using correct names.

1	2	3	4
The student is unable or rarely able to identify two- and three-dimensional shapes and solids using correct names.	The student can sometimes, but is not consistently able to, to identify two- and three-dimensional shapes and solids using correct names.	The student consistently meets grade-level expectations in the area of identifying two- and three-dimensional shapes and solids using correct names.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of identifying two- and three-dimensional shapes and solids using correct names.

13. Geometry: Describes objects in the environment using correct names and descriptions of shapes and relative positions.

1	2	3	4
The student is unable or rarely	The student can sometimes, but is	The student consistently meets	The student exceeds grade-level

able to describe objects in the environment using correct names and descriptions of shapes and relative positions.	not consistently able to, to describe objects in the environment using correct names and descriptions of shapes and relative positions.	grade-level expectations in the area of describing objects in the environment using correct names and descriptions of shapes and relative positions.	expectations, and is able to apply and extend content knowledge in the area of describing objects in the environment using correct names and descriptions of shapes and relative positions.
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14. Geometry: Compares, creates, and composes two- and three-dimensional shapes and solids.

1	2	3	4
The student is unable or rarely able to compare, create, and compose two- and three-dimensional shapes and solids.	The student can sometimes, but is not consistently able to, compare, create, and compose two- and three-dimensional shapes and solids.	The student consistently meets grade-level expectations in the area of comparing, creating, and composing two- and three-dimensional shapes and solids.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of comparing, creating, and composing two- and three-dimensional shapes and solids.

15. Mathematical Reasoning: Looks for and makes use of structure.

1	2	3	4
The student is unable or rarely able to look for and make use of structure.	The student can sometimes, but is not consistently able to, look for and make use of structure.	The student consistently meets grade-level expectations in the area of looking for and making use of structure.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of looking for and making use of structure.

16. Mathematical Reasoning: Looks for and expresses regularity and repeated reasoning.

1	2	3	4
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<p>The student is unable or rarely able to look for an express regularity in repeated reasoning.</p>	<p>The student can sometimes, but is not consistently able to, look for an express regularity in repeated reasoning.</p>	<p>The student consistently meets grade-level expectations in the area of looking for and expressing regularity in repeated reasoning.</p>	<p>The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of looking for and expressing regularity in repeated reasoning.</p>
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