



Mathematics Report Card Companion Kindergarten

[Counting and Cardinality](#)

[Operations and Algebraic Thinking](#)

[Numbers and Operations in Base 10](#)

[Measurement](#)

[Data Literacy](#)

[Geometry](#)

Counting and Cardinality

Domain: Counting and Cardinality

Standard: K.CC.A.1

Know number names and the count sequence

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Count to 100 by ones.	Student attempts to: - Count to 100 by ones.	Student: - Counts to 100 by ones.	Student consistently and independently : - Counts to 100 by ones.

Domain: Counting and Cardinality Standard: K.CC.A.1 Know number names and the count sequence			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Count to 100 by tens.	Student attempts to: - Count to 100 by tens.	Student: - Counts to 100 by tens.	Student consistently and independently : - Counts to 100 by tens.

Domain: Counting and Cardinality Standard: K.CC.A.2 Know number names and the count sequence			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Count forward starting with a given number. 	Student attempts to: <ul style="list-style-type: none"> - Count forward starting with a given number. 	Student: <ul style="list-style-type: none"> - Counts forward starting with a given number. 	Student consistently and independently : <ul style="list-style-type: none"> - Counts forward starting with a given number.

Domain: Counting and Cardinality Standard: K.CC.A.3 Know number names and the count sequence			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Write numbers 0 – 20. - Represent a number of objects with a written numeral 0-20. 	Student attempts to: <ul style="list-style-type: none"> - Write numbers 0 – 20. - Represent a number of objects with a written numeral 0-20. 	Student: <ul style="list-style-type: none"> - Writes numbers 0 – 20. - Represents a number of objects with a written numeral 0-20. 	Student consistently and independently : <ul style="list-style-type: none"> - Writes numbers 0 – 20. - Represents a number of objects with a written numeral 0-20.

Domain: Counting and Cardinality Standard: K.CC.B.4 Count to tell the number of objects			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Say the number name for each object in a group of objects when counting. - Pair each object with only one number name when counting. 	Student attempts to: <ul style="list-style-type: none"> - Say the number name for each object in a group of objects when counting. - Pair each object with only one number name when counting. 	Student: <ul style="list-style-type: none"> - Says the number name for each object in a group of objects when counting. - Pairs each object with only one number name when counting. 	Student consistently and independently : <ul style="list-style-type: none"> - Says the number name for each object in a group of objects when counting. - Pairs each object with only one number name when counting.

Domain: Counting and Cardinality Standard: K.CC.B.5 Count to tell the number of objects			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle. - Count to answer “how many?” questions about as many as 10 things in a scattered configuration. - Count out that many objects. 	Student attempts to: <ul style="list-style-type: none"> - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle. - Count to answer “how many?” questions about as many as 10 things in a scattered configuration. - Count out that many objects. 	Student: <ul style="list-style-type: none"> - Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle. - Counts to answer “how many?” questions about as many as 10 things in a scattered configuration. - Counts out that many objects. 	Student consistently and independently : <ul style="list-style-type: none"> - Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle. - Counts to answer “how many?” questions about as many as 10 things in a scattered configuration. - Counts out that many objects.

Domain: Counting and Cardinality Standard: K.CC.C.7 Compare numbers			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Compare two numbers between 1 and 10 presented as written numerals. 	Student attempts to: <ul style="list-style-type: none"> - Compare two numbers between 1 and 10 presented as written numerals. 	Student: <ul style="list-style-type: none"> - Compares two numbers between 1 and 10 presented as written numerals. 	Student consistently and independently : <ul style="list-style-type: none"> - Compares two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

Domain: Operations and Algebraic Thinking

Standard: K.OA.A.1

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
<p>Student does not yet attempt to:</p> <ul style="list-style-type: none"> - Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 	<p>Student attempts to:</p> <ul style="list-style-type: none"> - Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 	<p>Student:</p> <ul style="list-style-type: none"> - Represents addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> - Represents addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Domain: Operations and Algebraic Thinking

Standard: K.OA.A.2

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
<p>Student does not yet attempt to:</p> <ul style="list-style-type: none"> - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 	<p>Student attempts to:</p> <ul style="list-style-type: none"> - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 	<p>Student:</p> <ul style="list-style-type: none"> - Solves addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> - Solves addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Domain: Operations and Algebraic Thinking

Standard: K.OA.A.3

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
<p>Student does not yet attempt to:</p> <ul style="list-style-type: none"> - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings. - Record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). 	<p>Student attempts to:</p> <ul style="list-style-type: none"> - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings. - Record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). 	<p>Student:</p> <ul style="list-style-type: none"> - Decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings. - Records each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> - Decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings. - Records each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

Domain: Operations and Algebraic Thinking Standard: K.OA.A.5 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Demonstrate accuracy and efficiency for addition and subtraction within 5. 	Student attempts to: <ul style="list-style-type: none"> - Demonstrate accuracy and efficiency for addition and subtraction within 5. 	Student: <ul style="list-style-type: none"> - Demonstrates accuracy and efficiency for addition and subtraction within 5. 	Student consistently and independently : <ul style="list-style-type: none"> - Demonstrates accuracy and efficiency for addition and subtraction within 5.

Numbers and Operations in Base 10

Domain: Number and Operations in Base Ten

Standard: K.NBT.A.1

Work with numbers 11–19 to gain foundations for place value

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
<p>Student does not yet attempt to:</p> <ul style="list-style-type: none"> - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); - understand that 	<p>Student attempts to:</p> <ul style="list-style-type: none"> - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by 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 	<p>Student:</p> <ul style="list-style-type: none"> - Composes and decomposes numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); - understands that these numbers are 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> - Composes and decomposes numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); - understands that

these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
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Measurement

Domain: Measurement			
Standard: K.M.A.1 Describe and compare measurable attributes			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Describe measurable attributes of objects, such as length or weight. - Describe several measurable attributes of a single object. 	Student attempts to: <ul style="list-style-type: none"> - Describe measurable attributes of objects, such as length or weight. - Describe several measurable attributes of a single object. 	Student: <ul style="list-style-type: none"> - Describes measurable attributes of objects, such as length or weight. - Describes several measurable attributes of a single object. 	Student consistently and independently : <ul style="list-style-type: none"> - Describes measurable attributes of objects, such as length or weight. - Describes several measurable attributes of a single object.

Domain: Measurement			
Standard: K.M.B.3 Work with money			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Identify the values of all U.S. coins and the one-dollar bill. 	Student attempts to: <ul style="list-style-type: none"> - Identify the values of all U.S. coins and the one-dollar bill. 	Student: <ul style="list-style-type: none"> - Identifies the values of all U.S. coins and the one-dollar bill. 	Student consistently and independently : <ul style="list-style-type: none"> - Identifies the values of all U.S. coins and the one-dollar bill.

Domain: Measurement			
Standard: K.M.B.3 Work with money			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. 	Student attempts to: <ul style="list-style-type: none"> - Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. 	Student: <ul style="list-style-type: none"> - Understands that certain objects are coins and dollar bills, and that coins and dollar bills represent money. 	Student consistently and independently : <ul style="list-style-type: none"> - Understands that certain objects are coins and dollar bills, and that coins and dollar bills represent money.

Data Literacy

Domain: Data Literacy			
Standard: K.DL.A.1 Classify objects and count the number of objects in each category			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: <ul style="list-style-type: none"> - Classify objects into given categories; - Count the numbers of objects in each category and sort the categories by count. 	Student attempts to: <ul style="list-style-type: none"> - Classify objects into given categories; - Count the numbers of objects in each category and sort the categories by count. 	Student: <ul style="list-style-type: none"> - Classifies objects into given categories; - Counts the numbers of objects in each category and sort the categories by count. 	Student consistently and independently : <ul style="list-style-type: none"> - Classifies objects into given categories; - Counts the numbers of objects in each category and sort the categories by count.

Geometry

Domain: Geometry

Standard: K.G.A.1

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

<p>1</p> <p>Does not meet grade level expectations of learning standards</p>	<p>2</p> <p>Partially meeting grade level expectations of learning standards</p>	<p>3</p> <p>Meeting grade level expectations of learning standards</p>	<p>4</p> <p>Exceeding grade level expectations of learning standards</p>
<p>Student does not yet attempt to:</p> <ul style="list-style-type: none"> - Describe objects in the environment using names of shapes. - Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to. 	<p>Student attempts to:</p> <ul style="list-style-type: none"> - Describe objects in the environment using names of shapes. - Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to. 	<p>Student:</p> <ul style="list-style-type: none"> - Describes objects in the environment using names of shapes. - Describes the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> - Describes objects in the environment using names of shapes. - Describes the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.

<p>Domain: Geometry</p> <p>Standard: K.G.A.2</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</p>			
<p>1</p> <p>Does not meet grade level expectations of learning standards</p>	<p>2</p> <p>Partially meeting grade level expectations of learning standards</p>	<p>3</p> <p>Meeting grade level expectations of learning standards</p>	<p>4</p> <p>Exceeding grade level expectations of learning standards</p>
<p>Student does not yet attempt to:</p> <ul style="list-style-type: none"> - Correctly name shapes regardless of their orientations or overall size. 	<p>Student attempts to:</p> <ul style="list-style-type: none"> - Correctly name shapes regardless of their orientations or overall size. 	<p>Student:</p> <ul style="list-style-type: none"> - Correctly names shapes regardless of their orientations or overall size. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> - Correctly names shapes regardless of their orientations or overall size.

<p>Domain: Geometry</p> <p>Standard: K.G.A.3 & K.G.B.4</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</p> <p>Analyze, compare, create, and compose shapes</p>			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
<p>Student does not yet attempt to:</p> <ul style="list-style-type: none"> - Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language 	<p>Student attempts to:</p> <ul style="list-style-type: none"> - Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their 	<p>Student:</p> <ul style="list-style-type: none"> - Identifies shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). - Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> - Identifies shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). - Analyzes and compares 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).	similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
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