



Mathematics Report Card Companion  
Kindergarten

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# Counting and Cardinality

Domain: Counting and Cardinality Standard: K.CC.A.1 Know number names and the count sequence			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 <b>does not yet attempt</b> to: - Count to 100 by ones.	Student <b>attempts</b> to: - Count to 100 by ones.	Student: - Counts to 100 by ones.	Student <b>consistently and independently</b> : - 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 <b>does not yet attempt</b> to: - Count to 100 by tens.	Student <b>attempts</b> to: - Count to 100 by tens.	Student: - Counts to 100 by tens.	Student <b>consistently and independently</b> : - 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 <b>does not yet attempt</b> to: <ul style="list-style-type: none"> <li>- Count forward starting with a given number.</li> </ul>	Student <b>attempts</b> to: <ul style="list-style-type: none"> <li>- Count forward starting with a given number.</li> </ul>	Student: <ul style="list-style-type: none"> <li>- Counts forward starting with a given number.</li> </ul>	Student <b>consistently and independently</b> : <ul style="list-style-type: none"> <li>- Counts forward starting with a given number.</li> </ul>

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 <b>does not yet attempt</b> to: <ul style="list-style-type: none"> <li>- Write numbers 0 - 20.</li> <li>- Represent a number of objects with a written numeral 0-20.</li> </ul>	Student <b>attempts</b> to: <ul style="list-style-type: none"> <li>- Write numbers 0 - 20.</li> <li>- Represent a number of objects with a written numeral 0-20.</li> </ul>	Student: <ul style="list-style-type: none"> <li>- Writes numbers 0 - 20.</li> <li>- Represents a number of objects with a written numeral 0-20.</li> </ul>	Student <b>consistently and independently</b> : <ul style="list-style-type: none"> <li>- Writes numbers 0 - 20.</li> <li>- Represents a number of objects with a written numeral 0-20.</li> </ul>

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 <b>does not yet attempt</b> to: <ul style="list-style-type: none"> <li>- Say the number name for each object in a group of objects when counting.</li> <li>- Pair each object with only one number name when counting.</li> </ul>	Student <b>attempts</b> to: <ul style="list-style-type: none"> <li>- Say the number name for each object in a group of objects when counting.</li> <li>- Pair each object with only one number name when counting.</li> </ul>	Student: <ul style="list-style-type: none"> <li>- Says the number name for each object in a group of objects when counting.</li> <li>- Pairs each object with only one number name when counting.</li> </ul>	Student <b>consistently and independently</b> : <ul style="list-style-type: none"> <li>- Says the number name for each object in a group of objects when counting.</li> <li>- Pairs each object with only one number name when counting.</li> </ul>

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 <b>does not yet attempt</b> to: <ul style="list-style-type: none"> <li>- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle.</li> <li>- Count to answer “how many?” questions about as many as 10 things in a scattered configuration.</li> <li>- Count out that many objects.</li> </ul>	Student <b>attempts</b> to: <ul style="list-style-type: none"> <li>- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle.</li> <li>- Count to answer “how many?” questions about as many as 10 things in a scattered configuration.</li> <li>- Count out that many objects.</li> </ul>	Student: <ul style="list-style-type: none"> <li>- Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle.</li> <li>- Counts to answer “how many?” questions about as many as 10 things in a scattered configuration.</li> <li>- Counts out that many objects.</li> </ul>	Student <b>consistently and independently</b> : <ul style="list-style-type: none"> <li>- Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle.</li> <li>- Counts to answer “how many?” questions about as many as 10 things in a scattered configuration.</li> <li>- Counts out that many objects.</li> </ul>

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 <b>does not yet attempt</b> to: <ul style="list-style-type: none"> <li>- Compare two numbers between 1 and 10 presented as written numerals.</li> </ul>	Student <b>attempts</b> to: <ul style="list-style-type: none"> <li>- Compare two numbers between 1 and 10 presented as written numerals.</li> </ul>	Student: <ul style="list-style-type: none"> <li>- Compares two numbers between 1 and 10 presented as written numerals.</li> </ul>	Student <b>consistently and independently</b> : <ul style="list-style-type: none"> <li>- Compares two numbers between 1 and 10 presented as written numerals.</li> </ul>

# 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

<p style="text-align: center;"><b>1</b></p> <p>Does not meet grade level expectations of learning standards</p>	<p style="text-align: center;"><b>2</b></p> <p>Partially meeting grade level expectations of learning standards</p>	<p style="text-align: center;"><b>3</b></p> <p>Meeting grade level expectations of learning standards</p>	<p style="text-align: center;"><b>4</b></p> <p>Exceeding grade level expectations of learning standards</p>
<p>Student <b>does not yet attempt</b> to:</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Student <b>attempts</b> to:</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>

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

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

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

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

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

<p style="text-align: center;"><b>1</b></p> <p>Does not meet grade level expectations of learning standards</p>	<p style="text-align: center;"><b>2</b></p> <p>Partially meeting grade level expectations of learning standards</p>	<p style="text-align: center;"><b>3</b></p> <p>Meeting grade level expectations of learning standards</p>	<p style="text-align: center;"><b>4</b></p> <p>Exceeding grade level expectations of learning standards</p>
<p>Student <b>does not yet attempt</b> to:</p> <ul style="list-style-type: none"> <li>- Demonstrate accuracy and efficiency for addition and subtraction within 5.</li> </ul>	<p>Student <b>attempts</b> to:</p> <ul style="list-style-type: none"> <li>- Demonstrate accuracy and efficiency for addition and subtraction within 5.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>- Demonstrates accuracy and efficiency for addition and subtraction within 5.</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li>- Demonstrates accuracy and efficiency for addition and subtraction within 5.</li> </ul>

# 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

<p style="text-align: center;"><b>1</b></p> <p>Does not meet grade level expectations of learning standards</p>	<p style="text-align: center;"><b>2</b></p> <p>Partially meeting grade level expectations of learning standards</p>	<p style="text-align: center;"><b>3</b></p> <p>Meeting grade level expectations of learning standards</p>	<p style="text-align: center;"><b>4</b></p> <p>Exceeding grade level expectations of learning standards</p>
<p>Student <b>does not yet attempt</b> to:</p> <ul style="list-style-type: none"> <li>- 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., <math>18 = 10 + 8</math>);</li> <li>- understand that</li> </ul>	<p>Student <b>attempts</b> to:</p> <ul style="list-style-type: none"> <li>- 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., <math>18 = 10 + 8</math>);</li> <li>- understand that these numbers are</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>- 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., <math>18 = 10 + 8</math>);</li> <li>- understands that these numbers are</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li>- 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., <math>18 = 10 + 8</math>);</li> <li>- understands that</li> </ul>

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

Domain: Measurement			
Standard: K.M.A.1 Describe and compare measurable attributes			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 <b>does not yet attempt</b> to:</p> <ul style="list-style-type: none"> <li>- Describe measurable attributes of objects, such as length or weight.</li> <li>- Describe several measurable attributes of a single object.</li> </ul>	<p>Student <b>attempts</b> to:</p> <ul style="list-style-type: none"> <li>- Describe measurable attributes of objects, such as length or weight.</li> <li>- Describe several measurable attributes of a single object.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>- Describes measurable attributes of objects, such as length or weight.</li> <li>- Describes several measurable attributes of a single object.</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li>- Describes measurable attributes of objects, such as length or weight.</li> <li>- Describes several measurable attributes of a single object.</li> </ul>

Domain: Measurement			
Standard: K.M.B.3 Work with money			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 <b>does not yet attempt</b> to: - Identify the values of all U.S. coins and the one-dollar bill.	Student <b>attempts</b> to: - Identify the values of all U.S. coins and the one-dollar bill.	Student: - Identifies the values of all U.S. coins and the one-dollar bill.	Student <b>consistently and independently</b> : - Identifies the values of all U.S. coins and the one-dollar bill.

Domain: Measurement			
Standard: K.M.B.3 Work with money			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 <b>does not yet attempt</b> to:</p> <ul style="list-style-type: none"> <li>- Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money.</li> </ul>	<p>Student <b>attempts</b> to:</p> <ul style="list-style-type: none"> <li>- Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>- Understands that certain objects are coins and dollar bills, and that coins and dollar bills represent money.</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li>- Understands that certain objects are coins and dollar bills, and that coins and dollar bills represent money.</li> </ul>

# Data Literacy

Domain: Data Literacy			
Standard: K.DL.A.1 Classify objects and count the number of objects in each category			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 <b>does not yet attempt</b> to:</p> <ul style="list-style-type: none"> <li>- Classify objects into given categories;</li> <li>- Count the numbers of objects in each category and sort the categories by count.</li> </ul>	<p>Student <b>attempts</b> to:</p> <ul style="list-style-type: none"> <li>- Classify objects into given categories;</li> <li>- Count the numbers of objects in each category and sort the categories by count.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>- Classifies objects into given categories;</li> <li>- Counts the numbers of objects in each category and sort the categories by count.</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li>- Classifies objects into given categories;</li> <li>- Counts the numbers of objects in each category and sort the categories by count.</li> </ul>

# Geometry

<p>Domain: Geometry</p> <p>Standard: K.G.A.1</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</p>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 <b>does not yet attempt</b> to:</p> <ul style="list-style-type: none"> <li>- Describe objects in the environment using names of shapes.</li> <li>- Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.</li> </ul>	<p>Student <b>attempts</b> to:</p> <ul style="list-style-type: none"> <li>- Describe objects in the environment using names of shapes.</li> <li>- Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>- Describes objects in the environment using names of shapes.</li> <li>- Describes the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li>- Describes objects in the environment using names of shapes.</li> <li>- Describes the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.</li> </ul>

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

Domain: Geometry			
Standard: K.G.A.3 & K.G.B.4			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)			
Analyze, compare, create, and compose shapes			
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 <b>does not yet attempt</b> to:</p> <ul style="list-style-type: none"> <li>- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li>- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language</li> </ul>	<p>Student <b>attempts</b> to:</p> <ul style="list-style-type: none"> <li>- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li>- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>- Identifies shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li>- Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li>- Identifies shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li>- Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language</li> </ul>

<p>to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>	<p>similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>	<p>similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>	<p>to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>
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