

Midlothian ISD Kindergarten First 9 Weeks- MATH Report Card Rubric

Learning Goals	1= Area of Concern	2= Progress being made toward Kindergarten State Standards	3=Meets Kindergarten State Standards
Numbers and Counting			
I can count by 1s forward and backwards to 5.	I rarely can count by 1s forward and backwards to 5.	I occasionally can count by 1s forward and backwards to 5.	I consistently can count by 1s forward and backwards to 5.
I can read, write and represent whole numbers to 5.	I rarely can read, write and represent whole numbers to 5.	I occasionally can read, write and represent whole numbers to 5.	I consistently can read, write and represent whole numbers to 5.
I can make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 5.	I rarely make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 5.	I occasionally make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 5.	I consistently make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 5.
I can use comparative language to describe numbers to 5.	I rarely use comparative language to describe numbers to 5.	I occasionally use comparative language to describe numbers to 5.	I consistently use comparative language to describe numbers to 5.
I can count to 25.	I rarely can count to 25.	I occasionally can count to 25.	I consistently can count to 25.

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Learning Goals	1= Area of Concern	2= Progress being made toward Kindergarten State Standards	3=Meets Kindergarten State Standards
Numbers and Counting			
I can count by 1s forward and backwards to 10.	I rarely can count by 1s forward and backwards to 10.	I occasionally can count by 1s forward and backwards to 10.	I consistently can count by 1s forward and backwards to 10.
I can read, write and represent whole numbers to 10.	I rarely read, write and represent whole numbers to 10.	I occasionally read, write and represent whole numbers to 10.	I consistently read, write and represent whole numbers to 10.
I can make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 10.	I rarely make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 10.	I occasionally make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 10.	I consistently make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 10.
I can use comparative language to describe numbers to 10.	I rarely use comparative language to describe numbers to 10.	I occasionally use comparative language to describe numbers to 10.	I consistently use comparative language to describe numbers to 10.
I can count to 50.	I rarely can count to 50.	I occasionally can count to 50.	I consistently can count to 50.

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Numbers and Counting			
I can count by 1s forward and backwards to 15.	I rarely can count by 1s forward and backwards to 15.	I occasionally can count by 1s forward and backwards to 15.	I consistently can count by 1s forward and backwards to 15.
I can read, write and represent whole numbers to 15.	I rarely read, write and represent whole numbers to 15.	I occasionally read, write and represent whole numbers to 15.	I consistently read, write and represent whole numbers to 15.
I can make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 15.	I rarely make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 15.	I occasionally make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 15.	I consistently make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 15.
I can use comparative language to describe numbers to 15.	I rarely use comparative language to describe numbers to 15.	I occasionally use comparative language to describe numbers to 15.	I consistently use comparative language to describe numbers to 15.
I can count to 75.	I rarely can count to 75.	I occasionally can count to 75.	I consistently can count to 75.
Computations and Algebraic Relationships			
I can model and explain the action of joining to represent addition up to 10.	I rarely can model and explain the action of joining to represent addition up to 10.	I occasionally can model and explain the action of joining to represent addition up to 10.	I consistently can model and explain the action of joining to represent addition up to 10.
I can model and explain	I rarely can model and	I occasionally can model and explain the	I consistently can model and explain the

the action of separating to represent subtraction up to 10.	explain the action of separating to represent subtraction up to 10.	action of separating to represent subtraction up to 10.	action of separating to represent subtraction up to 10.
I can solve word problems using objects or drawings to find sums and differences up to 10.	I rarely can solve word problems using objects or drawings to find sums and differences up to 10.	I occasionally can solve word problems using objects or drawings to find sums and differences up to 10.	I consistently can solve word problems using objects or drawings to find sums and differences up to 10.
Geometry and Measurement			
I can identify two dimensional shapes (circles, triangles, rectangles, squares).	I rarely can identify two dimensional shapes (circles, triangles, rectangles, squares).	I occasionally can identify two dimensional shapes (circles, triangles, rectangles, squares).	I consistently can identify two dimensional shapes (circles, triangles, rectangles, squares).
Data Analysis and Personal Financial Literacy			
I can use data to create real objects and picture graphs.	I rarely can use data to create real objects and picture graphs.	I occasionally can use data to create real objects and picture graphs.	I consistently can use data to create real objects and picture graphs.
I can draw conclusions from real object and picture graphs.	I rarely can draw conclusions from real object and picture graphs.	I occasionally can draw conclusions from real object and picture graphs.	I consistently can draw conclusions from real object and picture graphs.

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Learning Goals	1= Area of Concern	2= Progress being made toward Kindergarten State Standards	3=Meets Kindergarten State Standards
Numbers and Counting			
I can count by 1s forward and backwards to 20.	I rarely can count by 1s forward and backwards to 20.	I occasionally can count by 1s forward and backwards to 20.	I consistently can count by 1s forward and backwards to 20.
I can read, write and represent whole numbers to 20.	I rarely read, write and represent whole numbers to 20.	I occasionally read, write and represent whole numbers to 20.	I consistently read, write and represent whole numbers to 20.
I can make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 20.	I rarely make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 20.	I occasionally make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 20	I consistently make a set using concrete or pictorial models that shows a number that is more than less than or equal to any number to 20.
I can use comparative language to describe numbers to 20.	I rarely use comparative language to describe numbers to 20.	I occasionally use comparative language to describe numbers to 20.	I consistently use comparative language to describe numbers to 20.
I can compose and decompose numbers up to 10.	I rarely can compose and decompose numbers up to 10.	I occasionally can compose and decompose numbers up to 10.	I consistently can compose and decompose numbers up to 10.
I can count to 100.	I rarely can count to 100.	I occasionally can count to 100.	I consistently can count to 100.
I can count by 10s to 100.	I rarely can count by 10s to 100.	I occasionally can count by 10s to 100.	I consistently can count by 10s to 100.

Computations and Algebraic Relationships

I can model and explain the action of joining to represent addition up to 10.	I rarely can model and explain the action of joining to represent addition up to 10.	I occasionally can model and explain the action of joining to represent addition up to 10.	I consistently can model and explain the action of joining to represent addition up to 10.
I can model and explain the action of separating to represent subtraction up to 10.	I rarely can model and explain the action of separating to represent subtraction up to 10.	I occasionally can model and explain the action of separating to represent subtraction up to 10.	I consistently can model and explain the action of separating to represent subtraction up to 10.
I can solve word problems using objects or drawings to find sums and differences up to 10.	I rarely can solve word problems using objects or drawings to find sums and differences up to 10.	I occasionally can solve word problems using objects or drawings to find sums and differences up to 10.	I consistently can solve word problems using objects or drawings to find sums and differences up to 10.

Geometry and Measurement

I can identify two dimensional shapes (circles, triangles, rectangles, squares).	I rarely can identify two dimensional shapes (circles, triangles, rectangles, squares).	I occasionally can identify two dimensional shapes (circles, triangles, rectangles, squares).	I consistently can identify two dimensional shapes (circles, triangles, rectangles, squares).
I can identify 3 dimensional solids (cylinders, cones, spheres, cubes).	I rarely can identify 3 dimensional solids (cylinders, cones, spheres, cubes).	I occasionally can identify 3 dimensional solids (cylinders, cones, spheres, cubes).	I consistently can identify 3 dimensional solids (cylinders, cones, spheres, cubes).
I can describe and compare objects by their attributes (size, shape, number of sides).	I rarely can describe and compare objects by their attributes (size, shape, number of sides).	I occasionally can describe and compare objects by their attributes (size, shape, number of sides).	I consistently can describe and compare objects by their attributes (size, shape, number of sides).
I can classify and sort a	I rarely can classify and	I occasionally can classify and sort a variety	I consistently can classify and sort a variety

variety of 2D and 3D figures.	sort a variety of 2D and 3D figures.	of 2D and 3D figures.	of 2D and 3D figures.
I can give an example of a measurable attribute of an object (length, weight, capacity).	I rarely give an example of a measurable attribute of an object (length, weight, capacity).	I occasionally give an example of a measurable attribute of an object (length, weight, capacity).	I consistently give an example of a measurable attribute of an object (length, weight, capacity).
Data Analysis and Personal Financial Literacy			
I can identify US coins by name (penny, nickel, dime, quarters).	I rarely can identify US coins by name (penny, nickel, dime, quarters).	I occasionally can identify US coins by name (penny, nickel, dime, quarters).	I consistently can identify US coins by name (penny, nickel, dime, quarters).
I can use data to create real objects and picture graphs.	I rarely can use data to create real objects and picture graphs.	I occasionally can use data to create real objects and picture graphs.	I consistently can use data to create real objects and picture graphs.
I can draw conclusions from real object and picture graphs.	I rarely can draw conclusions from real object and picture graphs.	I occasionally can draw conclusions from real object and picture graphs.	I consistently can draw conclusions from real object and picture graphs.