

## Grading Benchmarks – KINDERGARTEN

### Math

1) Understands and applies mathematical concepts. (K.MD.1, K.MD.2, K.MD.3, K.CC.6, K.CC.7, K.OA.3, K.NBT.1, K.G.1, K.G.2, K.G.3, K.G.4)

Trimester	1	2	3	4
1 <sup>st</sup>	<p>Student is unable or rarely able to classify objects into given categories; count the number of objects in each category, and sort the categories by count.</p> <p>0-10: Student is unable or rarely able to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>Student is unable or rarely able to compare two numbers between 1</p>	<p>Student can occasionally classify objects into given categories; count the number of objects in each category, and sort the categories by count.</p> <p>0-10: Student can occasionally identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>Student can occasionally compare two numbers between 1 and 10</p>	<p>Student can consistently classify objects into given categories; count the number of objects in each category, and sort the categories by count. <b>K.MD.3</b></p> <p>0-10: Student can consistently identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. <b>K.CC.6</b></p> <p>Student can consistently compare two numbers between 1 and 10</p>	<p>Student can consistently classify objects into given categories; count the number of objects in each category, and sort the categories by count. Student applies concept independently to other situations.</p> <p>0-10: Student can consistently identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Student applies concept independently to other situations.</p> <p>Student can consistently compare two numbers between 1 and 20</p>

	and 10 presented as written numerals.	presented as written numerals.	presented as written numerals. <b>K.CC.7</b>	presented as written numerals.
2 <sup>nd</sup>	<p>0-20: Student is unable or rarely able to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>Student is unable or rarely able to decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings.</p>	<p>0-20: Student can occasionally identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>Student can occasionally decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings.</p>	<p>0-20: Student can consistently identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. <b>K.CC.6</b></p> <p>Student can consistently decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings. <b>K.OA.3</b></p>	<p>0-20: Student can consistently identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Student applies concept independently to other situations.</p> <p>Student can consistently decompose numbers less than or equal to 20 into pairs in more than one way using objects or drawings.</p>
3 <sup>rd</sup>	<p>Student is unable or rarely able to compose and decompose numbers from 11 to 19 into ten ones and some further ones using objects and drawings.</p> <p>Student is unable or rarely able to describe objects in the environment using</p>	<p>Student can occasionally compose and decompose numbers from 11 to 19 into ten ones and some further ones using objects and drawings.</p> <p>Student can occasionally describe objects in the environment using names of shapes, and</p>	<p>Student can consistently compose and decompose numbers from 11 to 19 into ten ones and some further ones using objects and drawings. <b>K.NBT.1</b></p> <p>Student can consistently describe objects in the environment using names of shapes, and</p>	<p>Student can consistently compose and decompose numbers greater than 20 into ten ones and some further ones using objects and drawings.</p> <p>Student can consistently describe objects in the environment using names of shapes, and</p>

	<p>names of shapes, and positional words.</p> <p>Student is unable or rarely able to name shapes regardless of their orientations or size.</p> <p>Student is unable or rarely able to identify shapes as 2-D or 3-D.</p> <p>Student is unable or rarely able to compare 2-D and 3-D shapes, their attributes and properties.</p> <p>Student is unable or rarely able to describe and compare objects by length, weight, and capacity, and height.</p>	<p>positional words.</p> <p>Student occasionally names shapes regardless of their orientations or size.</p> <p>Student occasionally identifies shapes as 2-D or 3-D.</p> <p>Student occasionally compares 2-D and 3-D shapes, their attributes and properties.</p> <p>Student can occasionally describe and compare objects by length, weight, and capacity, and height.</p>	<p>positional words. <b>K.G.1</b></p> <p>Student consistently names shapes regardless of their orientations or size. <b>K.G.2</b></p> <p>Student consistently identifies shapes as 2-D or 3-D. <b>K.G.3</b></p> <p>Student consistently compares 2-D and 3-D shapes, their attributes and properties. <b>K.G.4</b></p> <p>Student can consistently describe and compare objects by length, weight, and capacity, and height. <b>K.MD.1, K.MD.2</b></p>	<p>positional words. Student applies concept independently to other situations.</p> <p>Student consistently names shapes regardless of their orientations or size. Student applies concept independently to other situations.</p> <p>Student consistently identifies shapes as 2-D or 3-D. Student applies concept independently to other situations.</p> <p>Student consistently compares 2-D and 3-D shapes, their attributes and properties. Student applies concept independently to other situations.</p> <p>Student can consistently describe and compare objects by length, weight, and capacity, and height. Student applies concept</p>
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				independently to other situations.
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2) Demonstrates an understanding of whole number concepts (counting, writing). (K.CC.1, K.CC.2, K.CC.3, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5)

Trimester	1	2	3	4
1 <sup>st</sup>	<p>Student is unable or rarely able to 1 to 1 count sets from 0 to 10 and tell how many.</p> <p>Student is unable or rarely able to understand that the last number name said tells the number of objects counted regardless of the order or arrangement.</p> <p>Student is unable or rarely able to understand that each successive number name refers to a quantity that is one larger.</p> <p>Student is unable or rarely able to count sets</p>	<p>Student can occasionally 1 to 1 count sets from 0 to 10 and tell how many.</p> <p>Student occasionally understands that the last number name said tells the number of objects counted regardless of the order or arrangement.</p> <p>Student occasionally understands that each successive number name refers to a quantity that is one larger.</p> <p>Student can occasionally count sets from 0 to 10</p>	<p>Student can consistently 1 to 1 count sets from 0 to 10 and tell how many. <b>K.CC.4a</b></p> <p>Student consistently understands that the last number name said tells the number of objects counted regardless of the order or arrangement. <b>K.CC.4b</b></p> <p>Student consistently understands that each successive number name refers to a quantity that is one larger. <b>K.CC.4c</b></p> <p>Student can consistently count sets from 0 to 10</p>	<p>Student can consistently 1 to 1 count sets from 0 to 20 and tell how many.</p> <p>Student consistently understands that the last number name said tells the number of objects counted regardless of the order or arrangement. Student applies concept independently to other situations.</p> <p>Student consistently understands that each successive number name refers to a quantity that is one larger. Student applies concept independently to other situations.</p> <p>Student can consistently count sets from 0 to 20</p>

	<p>from 0 to 10 and provide a written numeral.</p> <p>Student is unable or rarely able to answer “how many?” questions about as many as 10 objects and given a number from 1 to 10 count out that many objects.</p> <p>Student is unable or rarely able to count to 30.</p> <p>Student is unable or rarely able to count to 30 by tens.</p> <p>Student is unable or rarely able to count forward beginning from any given number from 0 to 30.</p>	<p>and provide a written numeral.</p> <p>Student can occasionally answer “how many?” questions about as many as 10 objects and given a number from 1 to 10 count out that many objects.</p> <p>Student can occasionally count to 30.</p> <p>Student can occasionally count to 30 by tens.</p> <p>Student can occasionally count forward beginning from any given number from 0 to 30.</p>	<p>and provide a written numeral. <b>K.CC.3</b></p> <p>Student can consistently answer “how many?” questions about as many as 10 objects and given a number from 1 to 10 count out that many objects. <b>K.CC.5</b></p> <p>Student can consistently count to 30. <b>K.CC.1</b></p> <p>Student can consistently count to 30 by tens. <b>K.CC.1</b></p> <p>Student can consistently count forward beginning from any given number from 0 to 30. <b>K.CC.2</b></p>	<p>and provide a written numeral.</p> <p>Student can consistently answer “how many?” questions about as many as 20 objects and given a number from 1 to 20 count out that many objects.</p> <p>Student can consistently count to 50.</p> <p>Student can consistently count to 50 by tens.</p> <p>Student can consistently count forward beginning from any given number from 0 to 50.</p>
2 <sup>nd</sup>	<p>Student is unable or rarely able to 1 to 1 count sets through 20 and tell how many.</p> <p>Student is unable or rarely able to understand</p>	<p>Student can occasionally 1 to 1 count sets through 20 and tell how many.</p> <p>Student occasionally understands that the last</p>	<p>Student can consistently 1 to 1 count sets through 20 and tell how many. <b>K.CC.4a</b></p> <p>Student consistently understands that the last</p>	<p>Student can consistently 1 to 1 count sets beyond 20 and tell how many.</p> <p>Student consistently understands that the last</p>

	<p>that the last number name said tells the number of objects counted regardless of the order or arrangement.</p> <p>Student is unable or rarely able to understand that each successive number name refers to a quantity that is one larger.</p> <p>Student is unable or rarely able to count sets through 20 and provide a written numeral.</p> <p>Student is unable or rarely able to answer “how many?” questions about as many as 20 objects and given a number from 1 to 20 count out that many objects. <b>K.CC.5</b></p> <p>Student is unable or</p>	<p>number name said tells the number of objects counted regardless of the order or arrangement.</p> <p>Student occasionally understands that each successive number name refers to a quantity that is one larger.</p> <p>Student can occasionally count sets through 20 and provide a written numeral.</p> <p>Student can occasionally answer “how many?” questions about as many as 20 objects and given a number from 1 to 20 count out that many objects.</p> <p>Student can occasionally</p>	<p>number name said tells the number of objects counted regardless of the order or arrangement. <b>K.CC.4b</b></p> <p>Student consistently understands that each successive number name refers to a quantity that is one larger. <b>K.CC.4c</b></p> <p>Student can consistently count sets through 20 and provide a written numeral. <b>K.CC.3</b></p> <p>Student can consistently answer “how many?” questions about as many as 20 objects and given a number from 1 to 20 count out that many objects. <b>K.CC.5</b></p> <p>Student can consistently</p>	<p>number name said tells the number of objects counted regardless of the order or arrangement. Student applies concept independently to other situations.</p> <p>Student consistently understands that each successive number name refers to a quantity that is one larger. Student applies concept independently to other situations.</p> <p>Student can consistently count sets beyond 20 and provide a written numeral.</p> <p>Student can consistently answer “how many?” questions about more than 20 objects and given a number beyond 20 count out that many objects.</p> <p>Student can consistently</p>
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	<p>rarely able to count to 50.</p> <p>Student is unable or rarely able to count to 50 by tens.</p> <p>Student is unable or rarely able to count forward beginning from any given number from 0 to 50.</p>	<p>count to 50.</p> <p>Student can occasionally count to 50 by tens.</p> <p>Student can occasionally count forward beginning from any given number from 0 to 50.</p>	<p>count to 50. <b>K.CC.1</b></p> <p>Student can consistently count to 50 by tens. <b>K.CC.1</b></p> <p>Student can consistently count forward beginning from any given number from 0 to 50. <b>K.CC.2</b></p>	<p>count to 100.</p> <p>Student can consistently count to 100 by tens.</p> <p>Student can consistently count forward beginning from any given number from 0 to 100.</p>
3 <sup>rd</sup>	<p>Student is unable or rarely able to 1 to 1 count sets through 20 and tell how many.</p> <p>Student is unable or rarely able to understand that the last number name said tells the number of objects counted regardless of the order or arrangement.</p> <p>Student is unable or rarely able to understand that each successive number name refers to a quantity that is one</p>	<p>Student can occasionally 1 to 1 count sets through 20 and tell how many.</p> <p>Student occasionally understands that the last number name said tells the number of objects counted regardless of the order or arrangement.</p> <p>Student occasionally understands that each successive number name refers to a quantity that is one larger.</p>	<p>Student can consistently 1 to 1 count sets through 20 and tell how many. <b>K.CC.4a</b></p> <p>Student consistently understands that the last number name said tells the number of objects counted regardless of the order or arrangement. <b>K.CC.4b</b></p> <p>Student consistently understands that each successive number name refers to a quantity that is one larger. <b>K.CC.4c</b></p>	<p>Student can consistently 1 to 1 count sets beyond 20 and tell how many.</p> <p>Student consistently understands that the last number name said tells the number of objects counted regardless of the order or arrangement. Student applies concept independently to other situations.</p> <p>Student consistently understands that each successive number name refers to a quantity that is one larger. Student</p>

	larger.			applies concept independently to other situations.
	Student is unable or rarely able to count sets through 20 and provide a written numeral.	Student can occasionally count sets through 20 and provide a written numeral.	Student can consistently count sets through 20 and provide a written numeral. <b>K.CC.3</b>	Student can consistently count sets beyond 20 and provide a written numeral.
	Student is unable or rarely able to answer “how many?” questions about as many as 20 objects and given a number from 1 to 20 count out that many objects.	Student can occasionally answer “how many?” questions about as many as 20 objects and given a number from 1 to 20 count out that many objects.	Student can consistently answer “how many?” questions about as many as 20 objects and given a number from 1 to 20 count out that many objects. <b>K.CC.5</b>	Student can consistently answer “how many?” questions about more than 20 objects and given a number beyond 20 count out that many objects.
	Student is unable or rarely able to count to 100.	Student can occasionally count to 100.	Student can consistently count to 100. <b>K.CC.1</b>	Student can consistently count to 120+.
	Student is unable or rarely able to count to 100 by tens.	Student can occasionally count to 100 by tens.	Student can consistently count to 100 by tens. <b>K.CC.1</b>	Student can consistently count beyond 100 by tens.
	Student is unable or rarely able to count forward beginning from any given number from 0 to 100.	Student can occasionally count forward beginning from any given number from 0 to 100.	Student can consistently count forward beginning from any given number from 0 to 100. <b>K.CC.2</b>	Student can consistently count forward beginning from any given number beyond 100.



3) Uses a variety of strategies to solve problems. (K.OA.2, K.G.5, K.G.6)

Trimester	1	2	3	4
2 <sup>nd</sup>	<p>Student is unable or rarely able to solve addition word problems within 10 using objects or drawings to represent the problem.</p> <p>Student is unable or rarely able to solve subtraction word problems within 10 using objects or drawings to represent the problem.</p>	<p>Student can occasionally solve addition word problems within 10 using objects or drawings to represent the problem.</p> <p>Student can occasionally solve subtraction word problems within 10 using objects or drawings to represent the problem.</p>	<p>Student can consistently solve addition word problems within 10 using objects or drawings to represent the problem. <b>K.OA.2</b></p> <p>Student can consistently solve subtraction word problems within 10 using objects or drawings to represent the problem. <b>K.OA.2</b></p>	<p>Student can consistently solve addition word problems beyond 10 using objects or drawings to represent the problem.</p> <p>Student can consistently solve subtraction word problems beyond 10 using objects or drawings to represent the problem.</p>
3 <sup>rd</sup>	<p>Student is unable or rarely able to solve addition word problems within 10 using objects or drawings to represent the problem.</p> <p>Student is unable or rarely able to solve subtraction word problems within 10 using objects or drawings to represent</p>	<p>Student can occasionally solve addition word problems within 10 using objects or drawings to represent the problem.</p> <p>Student can occasionally solve subtraction word problems within 10 using objects or drawings to represent the problem.</p>	<p>Student can consistently solve addition word problems within 10 using objects or drawings to represent the problem. <b>K.OA.2</b></p> <p>Student can consistently solve subtraction word problems within 10 using objects or drawings to represent the problem. <b>K.OA.2</b></p>	<p>Student can consistently solve addition word problems beyond 10 using objects or drawings to represent the problem.</p> <p>Student can consistently solve subtraction word problems beyond 10 using objects or drawings to represent the problem.</p>

	the problem.			
	Student is unable or rarely able to model shapes by building shapes from components and drawing shapes.	Student can occasionally model shapes by building shapes from components and drawing shapes.	Student can consistently model shapes by building shapes from components and drawing shapes. <b>K.G.5</b>	Student can consistently model shapes by building shapes from components and drawing shapes. Student applies concept independently to other situations.
	Student is unable or rarely able to compose simple shapes to form larger shapes.	Student can occasionally compose simple shapes to form larger shapes.	Student can consistently compose simple shapes to form larger shapes. <b>K.G.6</b>	Student can consistently compose simple shapes to form larger shapes. Student applies concept independently to other situations.

4) Computes accurately. (K.OA.1, K.OA.2, K.OA.4, K.OA.5)

Trimester	1	2	3	4
2 <sup>nd</sup>	Student is unable or rarely able to represent addition with objects, drawings, equations or verbal explanations.	Student can occasionally represent addition with objects, drawings, equations or verbal explanations.	Student can consistently represent addition with objects, drawings, equations or verbal explanations. <b>K.OA.1</b>	Student can consistently represent addition with objects, drawings, equations or verbal explanations. Student applies concept independently to other situations.
	Student is unable or rarely able to represent	Student can occasionally represent subtraction	Student can consistently represent subtraction	Student can consistently represent subtraction

	<p>subtraction with objects, drawings, equations or verbal explanations.</p> <p>Student is unable or rarely able to add within 10.</p> <p>Student is unable or rarely able to subtract within 10.</p> <p>Student is unable or rarely able to find the number that makes 10 when added to a given number between 1 and 9 with objects, drawings or equations.</p>	<p>with objects, drawings, equations or verbal explanations.</p> <p>Student can occasionally add within 10.</p> <p>Student can occasionally subtract within 10.</p> <p>Student can occasionally find the number that makes 10 when added to a given number between 1 and 9 with objects, drawings or equations.</p>	<p>with objects, drawings, equations or verbal explanations. <b>K.OA.1</b></p> <p>Student can consistently add within 10. <b>K.OA.2</b></p> <p>Student can consistently subtract within 10. <b>K.OA.2</b></p> <p>Student can consistently find the number that makes 10 when added to a given number between 1 and 9 with objects, drawings or equations. <b>K.OA.4</b></p>	<p>with objects, drawings, equations or verbal explanations. Student applies concept independently to other situations.</p> <p>Student consistently applies the concept of addition independently.</p> <p>Student consistently applies the concept of subtraction independently.</p> <p>Student can consistently find the number that makes 20 when added to a given number between 1 and 19 with objects, drawings or equations.</p>
3 <sup>rd</sup>	<p>Student is unable or rarely able to represent addition with objects, drawings, equations or verbal explanations.</p>	<p>Student can occasionally represent addition with objects, drawings, equations or verbal explanations.</p>	<p>Student can consistently represent addition with objects, drawings, equations or verbal explanations. <b>K.OA.1</b></p>	<p>Student can consistently represent addition with objects, drawings, equations or verbal explanations. Student applies concept independently to other situations.</p>

	<p>Student is unable or rarely able to represent subtraction with objects, drawings, equations or verbal explanations.</p>	<p>Student can occasionally represent subtraction with objects, drawings, equations or verbal explanations.</p>	<p>Student can consistently represent subtraction with objects, drawings, equations or verbal explanations. <b>K.OA.1</b></p>	<p>Student can consistently represent subtraction with objects, drawings, equations or verbal explanations. Student applies concept independently to other situations.</p>
	<p>Student is unable or rarely able to add within 10.</p>	<p>Student can occasionally add within 10.</p>	<p>Student can consistently add within 10. <b>K.OA.2</b></p>	<p>Student consistently applies the concept of addition independently.</p>
	<p>Student is unable or rarely able to subtract within 10.</p>	<p>Student can occasionally subtract within 10.</p>	<p>Student can consistently subtract within 10. <b>K.OA.2</b></p>	<p>Student consistently applies the concept of subtraction independently.</p>
	<p>Student is unable or rarely able to fluently add within 5.</p>	<p>Student can occasionally fluently add within 5.</p>	<p>Student can fluently add within 5. <b>K.OA.5</b></p>	<p>Student can fluently add within 10.</p>
	<p>Student is unable or rarely able to fluently subtract within 5.</p>	<p>Student can occasionally fluently subtract within 5.</p>	<p>Student can fluently subtract within 5. <b>K.OA.5</b></p>	<p>Student can fluently subtract within 10.</p>

5) Forms numerals correctly. (K.CC.3)

Trimester	1	2	3	4
1 <sup>st</sup>	Student is unable or rarely able to copy numerals from 0 to 10.	Student can occasionally copy numerals from 0 to 10.	Student can consistently copy numerals from 0 to 10. <b>K.CC.3</b>	Student can write numerals from 0 to 10 independently.
2 <sup>nd</sup>	Student is unable or rarely able to write numerals from 0 to 20 with accuracy.	Student can occasionally write numerals from 0 to 20 with accuracy.	Student can consistently write numerals from 0 to 20 with accuracy. <b>K.CC.3</b>	Student can consistently write numerals greater than 20 with accuracy.
3 <sup>rd</sup>	Student is unable or rarely able to write numerals from 0 to 20 with accuracy.	Student can occasionally write numerals from 0 to 20 with accuracy.	Student can consistently write numerals from 0 to 20 with accuracy. <b>K.CC.3</b>	Student can consistently write numerals greater than 20 with accuracy.