

The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the **end** of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

Kindergarten - Rubric for Mathematics - January

	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Beginning Skills
Names numerals at random	Student recognizes all numbers 0-31.	Student recognizes any 18-21 numbers in the range of 0-20.	Student recognizes any 11-17 numbers in the range of 0-20.	Student recognizes any 0-10 numbers in the range of 0-20.
Writes numbers	Student correctly writes all numbers 0-31.	Student correctly writes any 18-21 numbers in the range of 0-20.	Student correctly writes any 11-17 numbers in the range of 0-20.	Student correctly writes any 0-10 numbers in the range of 0-20.
Counts by ones	Student counts to 100 or higher.	Student counts to a number between 50-99.	Student counts to a number between 20-49.	Student counts to a number between 0-19.
Counts backwards	Student counts backwards from 20.	Student counts backwards from 10.	Student counts backwards from 5.	Student needs support counting backwards.
Counts objects	Student counts 20 objects using one-to-one correspondence.	Student counts 15-19 objects using one-to-one correspondence.	Student counts 0-14 objects using one-to-one correspondence.	Student counts 0-9 objects using one-to-one correspondence.
Compares objects by length and weight	Not Assessed in January			
Continues and develops patterns	Student continues and develops AB, AAB, ABB and ABC patterns.	Student continues and develops AB, AAB and ABB patterns.	Student continues and develops AB patterns.	Students needs support to continue or develop a pattern.
Names shapes	Student names 8 two-dimensional shapes (circle, diamond, hexagon, oval, rectangle, square, trapezoid and triangle) as well as 4 three-dimensional shapes (cone, cube, cylinder and sphere.)	Student names 8 two- or three-dimensional shapes. (Circle, diamond, hexagon, oval, rectangle, square, trapezoid, triangle, cone, cube, cylinder and sphere.)	Student names 4-7 shapes. (Circle, diamond, hexagon, oval, rectangle, square, trapezoid, triangle, cone, cube, cylinder and sphere.)	Student names 0-3 shapes. (Circle, diamond, hexagon, oval, rectangle, square, trapezoid, triangle, cone, cube, cylinder and sphere.)
Sorts objects by attributes	Student can sort two or more ways. (Color, shape, size, or thickness.)	Student can sort one way. (Color, shape, size, or thickness.)	Student can sort with prompt.	Student needs support to sort objects.
Demonstrates beginning addition skills	Student independently adds numbers 0-10 using objects or pictures.	Student independently adds numbers 0-5 using objects or pictures.	Student inconsistently adds numbers 0-5 using objects or pictures.	Student rarely adds numbers 0-5 using objects or pictures.
Demonstrates beginning subtraction skills	Student independently subtracts numbers 0-10 using objects or pictures.	Student independently subtracts numbers 0-5 using objects or pictures.	Student inconsistently subtracts numbers 0-5 using objects or pictures.	Student rarely subtracts numbers 0-5 using objects or pictures.
Demonstrates number combinations	Student independently uses objects, pictures or numerals to show different number combinations for a given number up to 10.	Student independently uses objects, pictures or numerals to show different number combinations for a given number up to 5.	Student uses objects, pictures or numerals to show different number combinations for a given number up to 5 with support.	Student rarely shows different number combinations for a given number up to 5.
Participates	Student contributes to discussions and work responsibilities. Student consistently cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to cooperate in groups.

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Kindergarten - Rubric for Mathematics - June

June	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Beginning Skills
Names numerals at random	Student recognizes all numbers 0-31 and at least eight other numbers between 32-50.	Student recognizes all numbers 0-31.	Student recognizes all numbers 0-20.	Student recognizes any 0-20 numbers in the range of 0-31.
Writes numbers	Student correctly writes all numbers 0-31 and at least eight other numbers between 32-50.	Student correctly writes all numbers 0-31.	Student correctly writes all numbers 0-20.	Student correctly writes any 0-20 numbers in the range of 0-31.
Counts by ones	Student counts to 120 or higher.	Student counts to a number between 100-119.	Student counts to a number between 50-99.	Student counts to a number between 0-49.
Counts backwards	Student counts backwards from 30.	Student counts backwards from 20.	Student counts backwards from 10.	Student needs support counting backwards.
Counts objects	Student counts at least 31 objects using one-to-one correspondence.	Student counts 20 objects using one-to-one correspondence.	Student counts 15-19 objects using one-to-one correspondence.	Student counts 0-14 objects using one-to-one correspondence.
Compares objects by length and weight		Student orders objects by shortest to longest and lightest to heaviest.	Student orders objects either by shortest to longest or lightest to heaviest.	Student orders objects with support.
Continues and develops patterns	Student continues and develops AB, AAB, ABB and ABC patterns.	Student continues and develops AB, AAB and ABB patterns.	Student continues and develops AB patterns.	Students needs support to continue or develop a pattern.
Names shapes	Student names 8 two-dimensional shapes (circle, diamond, hexagon, oval, rectangle, square, trapezoid and triangle) as well as 6 three-dimensional shapes (cone, cube, cylinder pyramid, sphere and triangular prism.)	Student names 8 two-dimensional shapes (circle, diamond, hexagon, oval, rectangle, square, trapezoid and triangle) as well as 4 three-dimensional shapes (cone, cube, cylinder and sphere.)	Student names 8 two- or three-dimensional shapes. (Circle, diamond, hexagon, oval, rectangle, square, trapezoid, triangle, cone, cube, cylinder and sphere.)	Student names 0-5 shapes. (Circle, diamond, hexagon, oval, rectangle, square, trapezoid, triangle, cone, cube, cylinder and sphere.)
Sorts objects by attributes	Student can sort more than two ways. (Color, shape, size, or thickness.)	Student can sort two ways. (Color, shape, size, or thickness.)	Student can sort one way. (Color, shape, size, or thickness.)	Student can sort with prompt.
Demonstrates beginning addition skills	Student independently adds numbers 0-10 without using objects or pictures.	Student independently adds numbers 0-10 using objects or pictures.	Student inconsistently adds numbers 0-10 using objects or pictures.	Student rarely adds numbers 0-10 using objects or pictures.
Demonstrates beginning subtraction skills	Student independently subtracts numbers 0-10 without using objects or pictures.	Student independently subtracts numbers 0-10 using objects or pictures.	Student inconsistently subtracts numbers 0-10 using objects or pictures.	Student rarely subtracts numbers 0-10 using objects or pictures.
Demonstrates number combinations	Student independently uses objects, pictures or numerals to show different number combinations for a given number up to 20.	Student independently uses objects, pictures or numerals to show different number combinations for a given number up to 10.	Student uses objects, pictures or numerals to show different number combinations for a given number up to 10 with support.	Student rarely shows different number combinations for a given number up to 10.
Participates	Student contributes to discussions and work responsibilities. Student consistently participates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually participates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to participate in groups.