

| MATH RUBRICS | | | | |
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| | 4 Exceeding | 3 Meeting | 2 Progressing | 1 Area of Concern |
| Counting and Cardinality | | | | |
| Know number names and the count sequence | | | | |
| Count to 100 by ones and by tens. K.CC.1 - same | <ul style="list-style-type: none"> Counts to 200 by 1's. | <ul style="list-style-type: none"> Count sequentially to 100 by ones Count by tens to 100. | Requires some assistance to: <ul style="list-style-type: none"> With teacher assistance count to 100 by ones and/or tens. | Requires significant assistance to: <ul style="list-style-type: none"> Count to 100 by ones and/or tens. |
| Write numbers from 0 to 20. Represent a number of object with a written numeral 0-20 (with 0 representing a count of no objects) K.CC.3 - Write numbers from 0 to 20. | <ul style="list-style-type: none"> Writes numbers to 100. | <ul style="list-style-type: none"> Recognize and name numerals 0-20 Write numerals 0-20 Count objects with one-to-one correspondence. | Requires some assistance to: <ul style="list-style-type: none"> Recognize and name numerals 0-20 Write numerals 0-20 Count objects with one-to-one correspondence. | Requires significant assistance to: <ul style="list-style-type: none"> Recognize and name numerals 0-20 Write numerals 0-20 Count objects with one-to-one correspondence. |
| Count to tell the number of objects | | | | |
| Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. K.CC.5 - Count to answer "how many" questions about as many as 20 things. | <ul style="list-style-type: none"> Count to answer "how many" questions about as many as 50 things arranged in a line, a rectangular array, or a circle, or as many as 25 things in a scattered configuration. Given a number from 1-50, count out that many objects. | <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, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects. | Requires some assistance 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, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects. | Requires significant assistance 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, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects. |
| Compare numbers. | | | | |
| Compare two numbers between 1 and 10 presented as written numerals. K.CC.7 - same | Compares 2-digit numbers using the symbols $<$, $>$, $=$. | <ul style="list-style-type: none"> Compare two numbers between 1 and 10 presented as written numerals. | Requires some assistance to: <ul style="list-style-type: none"> Compare two numbers between 1 and 10 presented as written | Requires significant assistance to: <ul style="list-style-type: none"> Compare two numbers between 1 and 10 presented as written |

| | | | numerals. | numerals. |
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| Operations and Algebraic Thinking | | | | |
| Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | | | | |
| <p>Solve addition and subtraction word problems, and add and subtract within 10.</p> <p><i>e.g., by using objects or drawings to represent the problem</i></p> <p>K.OA.2 - Solve addition and subtraction word problems, and add and subtract within 10.</p> | <ul style="list-style-type: none"> Solve addition and subtraction word problems to 20. Add and subtract problems to 20. | <ul style="list-style-type: none"> Solve addition and subtraction word problems to 10. Add and subtract problems to 10. | <p>Requires some assistance to:</p> <ul style="list-style-type: none"> Solve addition and subtraction word problems to 10. Add and subtract problems to 10. | <p>Requires significant assistance to:</p> <ul style="list-style-type: none"> Solve addition and subtraction word problems to 10. Add and subtract problems to 10. |
| <p>Fluently add and subtract within 5.</p> <p>K.OA.5 - same</p> | <ul style="list-style-type: none"> Add and subtract within 20. Demonstrates fluency with addition and subtraction within 10. | <ul style="list-style-type: none"> Add and subtract within 5. Demonstrates fluency with addition and subtraction within 5. | <p>Requires some assistance to:</p> <ul style="list-style-type: none"> Add and subtract within 10. Demonstrates fluency with addition and subtraction within 5. | <p>Requires significant assistance to:</p> <ul style="list-style-type: none"> Add and subtract within 10. Demonstrates fluency with addition and subtraction within 5. |
| Number & Operations in Base Ten | | | | |
| Work with numbers 11-19 to gain foundations for place value. | | | | |
| <p>Compose and decompose numbers from 11 to 19 into ten ones and some further ones.</p> <p><i>e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</i></p> | <ul style="list-style-type: none"> Compose and decompose numbers from 20-99 into tens and ones. | <ul style="list-style-type: none"> Compose and decompose numbers from 11 to 19 into tens and ones. | <p>Requires some assistance to:</p> <ul style="list-style-type: none"> Compose and decompose numbers from 11 to 19 into tens and ones. | <p>Requires significant assistance to:</p> <ul style="list-style-type: none"> Compose and decompose numbers from 11 to 19 into tens and ones. |

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| K.NBT.1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones. | | | | |
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Measurement & Data

Describe and compare measurable attributes

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| <p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.1 - Describe measurable attributes of objects.</p> | <ul style="list-style-type: none"> • Accurately measure length using standard units of measurement (to the nearest whole unit). | <ul style="list-style-type: none"> • Describe measurable attributes of objects, such as length or weight. • Describe several measurable attributes of a single object. • Accurately measure and record the length of objects using non-standard units of measurement. | <p>Requires some assistance to:</p> <ul style="list-style-type: none"> • Describe measurable attributes of objects, such as length or weight. • Describe several measurable attributes of a single object. • Accurately measure and record the length of objects using non-standard units of measurement. | <p>Requires significant assistance to:</p> <ul style="list-style-type: none"> • Describe measurable attributes of objects, such as length or weight. • Describe several measurable attributes of a single object. • Accurately measure and record the length of objects using non-standard units of measurement. |
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Classify objects and count the number of objects in each category

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| <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>K.MD.3 - Classify objects into given categories.</p> | <ul style="list-style-type: none"> • Choose and apply appropriate strategies for organizing and recording data. • Read and interpret graphical representations (physical graphs, tally charts, pictographs, and bar graphs) of data. • Communicate and defend solutions and solution paths. | <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. | <p>Requires some assistance to:</p> <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. | <p>Requires significant assistance to:</p> <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. |
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Geometry

Identify and describe shapes

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| <p>Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.2 - same</p> | <ul style="list-style-type: none"> Identifies additional two-dimensional shapes (trapezoids, half-circles, and quarter-circles). | <ul style="list-style-type: none"> Correctly name shapes regardless of their orientations or overall size. | <p>Requires some assistance to:</p> <ul style="list-style-type: none"> Correctly name shapes regardless of their orientations or overall size. | <p>Requires significant assistance to:</p> <ul style="list-style-type: none"> Correctly name shapes regardless of their orientations or overall size. |
| <p>Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>K.G.3 - Identify shapes as two-dimensional or three-dimensional.</p> | <ul style="list-style-type: none"> Identify 3D shapes (cube, cylinder, cone, rectangular prism, pyramid, and sphere). | <ul style="list-style-type: none"> Use geometric reasoning and visual characteristics to designate shapes as 2D or 3D. | <p>Requires some assistance to:</p> <ul style="list-style-type: none"> Use geometric reasoning and visual characteristics to designate shapes as 2D or 3D. | <p>Requires significant assistance to:</p> <ul style="list-style-type: none"> Use geometric reasoning and visual characteristics to designate shapes as 2D or 3D. |
| <p>Analyze, compare, create, and compose shapes.</p> | | | | |
| <p>Model shapes in the world by building shapes from components and drawing shapes.</p> <p><i>e.g., use sticks and clay balls to build a square.</i></p> <p>K.G.5 - Model shapes in the world by building shapes from components.</p> | <ul style="list-style-type: none"> Model shapes in the world by building 3D shapes from components. | <ul style="list-style-type: none"> Model shapes in the world by building shapes from components. Independently draws all 5 basic shapes. | <p>Requires some assistance to:</p> <ul style="list-style-type: none"> Model shapes in the world by building shapes from components. Draw the 5 basic shapes. | <p>Requires significant assistance to:</p> <ul style="list-style-type: none"> Model shapes in the world by building shapes from components. Draw the 5 basic shapes.. |