Kindergarten Math

Purpose

The rubrics provide a guide to teachers on how to mark students. This helps with consistency across teachers, although all grading involves some subjectivity. In addition to this broad look, more valuable ongoing assessments are utilized to provide detailed data regarding student progress.

Kindergarten Math

Statement	Exceeds	Secure	Developing	Beginning
Counts using various patterns	Counts forward and back beyond 100, from any given number, OR skip-counts in ways other than by 1s, 5s, and 10s (Ex: 2s, 3s, etc).	Counts forward to 100, from a given number, by ones, fives, and tens.	Counts forward to 100, from a given number, using two of the three ways.	Counts forward to 100, from a given number, using zero or one of the three ways.
Writes numbers	Writes and represents numbers beyond 100 with no reversals.	Writes and represents numbers 0-31.	Writes and represents numbers 0-20.	Writes and represents numbers less than 10.
Uses the relationship between numbers and quantities to count objects	Uses a grouping strategy to count large numbers of objects.	Uses one-to-one correspondence to count 20 or more objects.	Uses one-to-one correspondence to count 10-19 objects.	Uses one-to-one correspondence to count less than 10 objects.
Fluently adds	Efficiently and effectively adds beyond 5 using mental strategies.	Efficiently and effectively adds within 5 using mental strategies. (rate, accuracy, strategy)	Adds within 5 using manipulatives and mental strategies.	Adds within 5 using manipulatives.
Fluently subtracts	Efficiently and effectively subtracts beyond 5 using mental strategies.	Efficiently and effectively subtracts within 5 using mental strategies. (rate, accuracy, strategy)	Subtracts within 5 using manipulatives and mental strategies.	Subtracts within 5 using manipulatives.
Solves word problems using addition and subtraction	Solves words problems beyond 10 using mental strategies.	Applies knowledge of word problems consisting of part, part, whole (Ex: 8-?=2; 2+6=?; ?+2=8; etc.) to solve word problems with or without manipulatives.	Solves word problems consisting of part, part, whole where whole is unknown (2+6=?) with or without manipulatives.	Models part, part, whole with or without manipulatives.

Classifies objects into given categories	Classifies, graphs, and analyzes data collected independently.	Classifies objects using two or more common attributes; counts the numbers of objects in each category and sorts the categories by count in graph form.	Classifies objects using two or more common attributes; counts the numbers of objects in each category.	Classifies objects using one common attribute.
Analyzes and compares shapes and their attributes	Deconstructs shapes into smaller shapes. Understands parts of a whole, leading into the concept of fractions.	Composes simple shapes to form larger shapes using knowledge of shape attributes.	Analyzes and compares two- and three-dimensional shapes in different sizes and orientations using informal language to describe their similarities, differences, parts and other attributes, OR composes simple shapes to form larger shapes.	Identifies two- OR three-dimensional shapes.
Constructs numbers to gain foundations for place value	Creates three-digit numbers with hundreds, tens, and ones.	Creates numbers 11-19 with a unit of ten and some ones.	Creates numbers 11-19 with units of one OR a unit of ten and some ones with teacher support.	Creates numbers 0-10 using units of one.
Uses a combination of coins to make a value	Uses a combination of pennies, nickels, dimes, and quarters within $1.00.	Uses a combination of pennies, nickels, and dimes to make multiple values within 50 cents.	Identifies the names AND values of penny, nickel, and dime.	Knows the name OR value of penny, nickel, and dime.

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.