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.

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

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 - 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 Demonstrates beginning subtraction skills	Student independently adds numbers 0-10 without using objects or pictures. Student independently subtracts numbers 0-10 without using objects or pictures.	Student independently adds numbers 0-10 using objects or pictures. Student independently subtracts numbers 0-10 using objects or pictures.	Student inconsistently adds numbers 0-10 using objects or pictures. Student inconsistently subtracts numbers 0-10 using objects or pictures.	Student rarely adds 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	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.	support. 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.		