

Math Kindergarten Progress Report Rubric

Mathematics	December	March	June
Adds and subtracts within 5 with automaticity	N/A	M: Students will add and subtract within 5.	M: Students will add and subtract within 5.
		P: Students will inconsistently add and subtract within 5.	P: Students will inconsistently add and subtract within 5.
Represents and compares numbers	<p>M: Students will consistently compare 10 or fewer objects using greater than, less than and equal to. Students will consistently compare two numbers 0 to 10 presented as written numbers.</p> <p>P: Students will inconsistently compare 10 or fewer objects using greater than, less than and equal to. Students will inconsistently compare two numbers 0 to 10 presented as written numbers.</p>	<p>M: Students will consistently compare 20 or fewer objects using greater than, less than and equal to. Students will consistently compare two numbers 0 to 20 presented in written form.</p> <p>P: Students will inconsistently compare 10 or fewer objects using greater than, less than and equal to. Students will inconsistently compare two numbers 0 to 20 presented in written form.</p>	<p>M: Students will consistently compare 20 or fewer objects using greater than, less than and equal to. Students will consistently compare numbers 0 to 30 presented in written form.</p> <p>P: Students will inconsistently compare 20 or fewer objects using greater than, less than and equal to. Students will compare numbers 0 to 30 in written form.</p>
		<p>M: Students will consistently decompose numbers less than or equal to 10 in more than one way using objects and record with drawings or equations. Students will consistently solve addition and subtraction word problems to 5.</p> <p>P: Students will inconsistently decompose numbers less than or equal to 10 in more than one way using objects and record with drawings or equations. Students will inconsistently solve addition and subtraction word problems to 5.</p>	<p>M: Students will consistently represent addition and subtraction with objects, fingers, drawings or equations. Students will consistently decompose numbers less than or equal to 10 in more than one way using objects and record with drawings or equations and consistently understand that 11-19 are composed of ten ones and some further ones. Students will consistently solve addition and subtraction word problems to 10.</p> <p>P: Students will inconsistently represent addition and subtraction with objects, fingers, drawings or equations. Students will inconsistently decompose numbers less than or equal to 10 in more than one way using objects and record with drawings or equations and understand that 11-19 are composed of ten ones further ones. Students will inconsistently solve addition and subtraction word problems to 10.</p>
Understands addition as putting together and subtraction as taking apart	N/A	<p>M: Students will consistently count to 100 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will consistently represent numbers 0 to 10 with a written number.</p> <p>P: Students will inconsistently count to 100 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will inconsistently represent numbers 0 to 10 with a written number.</p>	<p>M: Students will consistently count to 120 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will consistently represent numbers 0 to 20 with a written number.</p> <p>P: Students will inconsistently count to 120 by ones and by tens connecting counting to cardinality. Students will inconsistently count forward from a given number within the known sequence. Students will inconsistently represent numbers 0 to 20 with a written number.</p>
		<p>M: Students will consistently count to 30 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence.</p> <p>P: Students will inconsistently count to 30 by ones and by tens connecting counting to cardinality. Students will inconsistently count forward from a given number within the known sequence.</p>	<p>M: Students will consistently count to 100 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will consistently represent numbers 0 to 10 with a written number.</p> <p>P: Students will inconsistently count to 100 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will inconsistently represent numbers 0 to 10 with a written number.</p>
Counts, reads and writes numbers	<p>M: Students will consistently count to 30 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence.</p> <p>P: Students will inconsistently count to 30 by ones and by tens connecting counting to cardinality. Students will inconsistently count forward from a given number within the known sequence.</p>	<p>M: Students will consistently count to 100 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will consistently represent numbers 0 to 10 with a written number.</p> <p>P: Students will inconsistently count to 100 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will inconsistently represent numbers 0 to 10 with a written number.</p>	<p>M: Students will consistently count to 120 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will consistently represent numbers 0 to 20 with a written number.</p> <p>P: Students will inconsistently count to 120 by ones and by tens connecting counting to cardinality. Students will inconsistently count forward from a given number within the known sequence. Students will inconsistently represent numbers 0 to 20 with a written number.</p>
		<p>M: Students will consistently count to 100 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will consistently represent numbers 0 to 10 with a written number.</p> <p>P: Students will inconsistently count to 100 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will inconsistently represent numbers 0 to 10 with a written number.</p>	<p>M: Students will consistently count to 120 by ones and by tens connecting counting to cardinality. Students will consistently count forward from a given number within the known sequence. Students will consistently represent numbers 0 to 20 with a written number.</p> <p>P: Students will inconsistently count to 120 by ones and by tens connecting counting to cardinality. Students will inconsistently count forward from a given number within the known sequence. Students will inconsistently represent numbers 0 to 20 with a written number.</p>

<p>Describes and compares measurable attributes of objects</p>	<p>N/A</p>	<p>N/A</p>	<p>M: Students will consistently sort and compare objects with measurable attributes in common using more than, less than and equal to and describe the difference using comparative words like taller and shorter.</p> <p>P: Students will inconsistently sort and compare objects with measurable attributes in common using more than, less than and equal to and describe the difference using comparative words like taller and shorter.</p>
<p>Describes, compares and creates geometric shapes</p>	<p>M: Students will consistently identify, compare and create two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Students will consistently describe shapes and solids using positional words such as <i>above, below, beside, in front of, beside and next to.</i></p> <p>P: Students will inconsistently identify compare and create two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Students will inconsistently describe shapes and solids using positional words such as <i>above, below, beside, in front of, beside and next to.</i></p>	<p>M: Students will consistently identify, compare and create two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Students will consistently describe shapes and solids using positional words such as <i>above, below, beside, in front of, beside and next to.</i></p> <p>P: Students will inconsistently identify compare and create two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Students will inconsistently describe shapes and solids using positional words such as <i>above, below, beside, in front of, beside and next to.</i></p>	<p>M: Students will consistently identify, compare and create two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Students will consistently describe shapes and solids using positional words such as <i>above, below, beside, in front of, beside and next to.</i></p> <p>P: Students will inconsistently identify compare and create two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Students will inconsistently describe shapes and solids using positional words such as <i>above, below, beside, in front of, beside and next to.</i></p>
<p>Constructs viable arguments and justifies reasoning within problem solving</p>	<p>M: Students will construct arguments and defend their reasoning using objects, actions, drawings and written representations. Students will participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”</p> <p>P: Students will inconsistently construct arguments and defend their reasoning using objects, actions, drawings and written representations. Students will inconsistently participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”</p>	<p>M: Students will construct arguments and defend their reasoning using objects, actions, and drawings. Students will participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”</p> <p>P: Students will construct arguments and defend their reasoning using objects, actions, and drawings. Students will inconsistently participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”</p>	<p>M: Students will construct arguments and defend their reasoning using objects, actions, and drawings. Students will participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”</p> <p>P: Students will construct arguments and defend their reasoning using objects, actions, and drawings. Students will inconsistently participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”</p>
<p>Effort</p>	<p>M: Students will work independently and collaboratively with minimal assistance. Students will attend to precision.</p> <p>P: Students will work independently and collaboratively with assistance. Students will inconsistently attend to precision.</p>	<p>M: Students will work independently and collaboratively with minimal assistance. Students will attend to precision.</p> <p>P: Students will work independently and collaboratively with assistance. Students will inconsistently attend to precision.</p>	<p>M: Students will work independently and collaboratively with minimal assistance. Students will attend to precision.</p> <p>P: Students will work independently and collaboratively with assistance. Students will inconsistently attend to precision.</p>

Science Kindergarten Progress Report Rubric

Science	December	March	June
Understands scientific concepts, facts, principles and methods	M: Consistently describes and/or demonstrates similarities and differences of: properties of matter; distinguishes between living and non-living things; describes daily weather conditions; human use of materials in the environment for shelters.	M: Consistently describes and/or demonstrates similarities and differences of: properties of matter; distinguishes between living and non-living things; describes daily weather conditions; human use of materials in the environment for shelters.	M: Consistently describes and/or demonstrates similarities and differences of: properties of matter; distinguishes between living and non-living things; describes daily weather conditions; human use of materials in the environment for shelters.
	P: Inconsistently describes and/or demonstrates similarities and differences of: properties of matter; distinguishes between living and non-living things; describes daily weather conditions; human use of materials in the environment for shelters.	P: Inconsistently describes and/or demonstrates similarities and differences of: properties of matter; distinguishes between living and non-living things; describes daily weather conditions; human use of materials in the environment for shelters.	P: Inconsistently describes and/or demonstrates similarities and differences of: properties of matter; distinguishes between living and non-living things; describes daily weather conditions; human use of materials in the environment for shelters.
Observes, questions and problem solves using appropriate vocabulary	M: Consistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.	M: Consistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.	M: Consistently use senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.
	P: Inconsistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.	P: Inconsistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.	P: Inconsistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.
Records, interprets and communicates scientific data	M: Consistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.	M: Consistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.	M: Consistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.
	P: Inconsistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.	P: Inconsistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.	P: Inconsistently uses senses and simple measuring tools to gather and organize data about physical properties and ask questions about objects and organisms.
Effort	M: Students will often work independently and collaboratively with assistance. Students will attend to precision.	M: Students will often work independently and collaboratively with assistance. Students will attend to precision.	M: Students will often work independently and collaboratively with assistance. Students will attend to precision.
	P: Students will sometimes work independently and collaboratively with assistance. Students will inconsistently attend to precision.	P: Students will sometimes work independently and collaboratively with assistance. Students will inconsistently attend to precision.	P: Students will sometimes work independently and collaboratively with assistance. Students will inconsistently attend to precision.