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

Describes and compares measurable attributes of objects	N/A	N/A	 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: 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.
Describes.	M: Students will consistently identify, compare and	M: Students will consistently identify, compare	M: Students will consistently identify, compare
compares and	create two- and three- dimensional shapes of	and create two- and three- dimensional shapes of	and create two- and three- dimensional shapes of
compares and	different sizes describing their similarities,	different sizes describing their similarities,	different sizes describing their similarities,
goomotrio chonos	differences and other attributes. Students will	differences and other attributes. Students will	differences and other attributes. Students will
geometric snapes	consistently describe shapes and solids using	consistently describe shapes and solids using	consistently describe shapes and solids using
	positional words such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in</i>	positional words such as <i>above</i> , <i>below</i> , <i>beside</i> , in	positional words such as <i>above</i> , <i>below</i> , <i>beside</i> , in
	ront of, beside and next to. D: Students will inconsistently identify compare and	front of, beside and next to.	ront of, beside and next to.
	r : Students will inconsistently identity compare and create two- and three- dimensional shapes of	and create two, and three, dimensional shapes of	and create two- and three- dimensional shapes of
	different sizes describing their similarities	different sizes describing their similarities	different sizes describing their similarities
	differences and other attributes. Students will	differences and other attributes. Students will	differences and other attributes. Students will
	inconsistently describe shapes and solids using	inconsistently describe shapes and solids using	inconsistently describe shapes and solids using
	positional words such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in</i>	positional words such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in</i>	positional words such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in</i>
	front of, beside and next to.	front of, beside and next to.	front of, beside and next to.
Constructs viable	M: Students will construct arguments and defend	M: Students will construct arguments and defend	M: Students will construct arguments and defend
arguments and	their reasoning using objects, actions, drawings and	their reasoning using objects, actions, and	their reasoning using objects, actions, and
instifies	written representations. Students will participate in	drawings. Students will participate in	drawings. Students will participate in
roosoning within	mathematical discussions involving questions like	mathematical discussions involving questions like	mathematical discussions involving questions like
nrohlom colving	"How did you get that?" and "Why is that true?"	"How did you get that?" and "Why is that true?"	"How did you get that?" and "Why is that true?"
problem solving	P: Students will inconsistently construct arguments	P: Students will construct arguments and defend	P: Students will construct arguments and defend
	and defend their reasoning using objects, actions,	their reasoning using objects, actions, and	drawings. Students will inconsistently participate
	inconsistently participate in mathematical	in mathematical discussions involving questions	in mathematical discussions involving questions
	discussions involving questions like "How did you	like "How did you get that?" and "Why is that	like "How did you get that?" and "Why is that
	get that?" and "Why is that true?"	true?"	true?"
Effort	M: Students will work independently and	M: Students will work independently and	M: Students will work independently and
	collaboratively with minimal assistance. Students	collaboratively with minimal assistance. Students	collaboratively with minimal assistance. Students
	will attend to precision.	will attend to precision.	will attend to precision.
	P: Students will work independently and	P: Students will work independently and	P: Students will work independently and
	collaboratively with assistance. Students will	collaboratively with assistance. Students will	collaboratively with assistance. Students will
	inconsistently attend to precision.	inconsistently attend to precision.	inconsistently attend to precision.

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.