Grade Kindergarten Progress Report Rubric 2016-17

Mathematics	December	March	June
Adds and subtracts within 5 with automaticity	**N/A**	**N/A**	**M:** Students will add and subtract within 5.
			P: Students will inconsistently add and subtract within 5.
Represents and compares numbers	**M:** Student identifies whether the number of objects in one group (0 to 10) is greater than, less than or equal to the number of objects in another group (0 to 10) by using matching and counting strategies. Student compares two numbers between 0 and 10 presented as written numerals.	**M:** Student identifies whether the number of objects in one group (0 to 20) is greater than, less than or equal to the number of objects in another group (0 to 20) by using matching and counting strategies. Student compares two numbers between 0 and 20 presented as written numerals.	**M:** Student identifies whether the number of objects in one group (0 to 20) is greater than, less than or equal to the number of objects in another group (0 to 20) by using matching and counting strategies. Student compares two numbers between 0 and 30 presented as written numerals.
	P: Student inconsistently identifies whether the number of objects in one group (0 to 10) is greater than, less than or equal to the number of objects in another group (0 to 10) by using matching and counting strategies. Student inconsistently compares two numbers between 0 and 10 presented as written numerals.	**P:** Student inconsistently identifies whether the number of objects in one group (0 to 20) is greater than, less than or equal to the number of objects in another group (0 to 20) by using matching and counting strategies. Student inconsistently compares two numbers between 0 and 20 presented as written numerals.	**P:** Student inconsistently identifies whether the number of objects in one group (0 to 20) is greater than, less than or equal to the number of objects in another group (0 to 20) by using matching and counting strategies. Student inconsistently compares two numbers between 0 and 30 presented as written numerals.
Understands addition as putting together and subtraction as taking apart	**N/A**	**M:** Student composes and decomposes numbers less than or equal to 10 using multiple strategies and records with drawings or equations. Student solves addition and subtraction word problems to 5.	**M:** Student represents addition and subtraction with objects, fingers, drawings or equations. Student composes and decomposes numbers less than or equal to 10 using multiple strategies and records with drawings or equations. Student consistently understands that 11-19 are composed of a ten and some ones. Student solves addition and subtraction word problems to 10.

Understands addition as putting together and subtraction as taking apart (cont.)		**P:** Student inconsistently composes and decomposes numbers less than or equal to 10 using multiple strategies and records with drawings or equations. Student inconsistently solves addition and subtraction word problems to 5.	**P:** Student inconsistently represents addition and subtraction with objects, fingers, drawings or equations. Student inconsistently composes and decomposes numbers less than or equal to 10 using multiple strategies and records with drawings or equations. Student inconsistently understands that 11-19 are composed of a ten and some ones. Student inconsistently solves addition and subtraction word problems to 10.
Counts, reads and writes numbers	**M:** Student counts to 30 by ones, by tens, and forward from a given number within the known sequence.	**M:** Student counts to 100 by ones, by tens, and forward from a given number within the known sequence. Student writes numbers 0 to 10. Student represents a number of objects (0 to 10) with a written numeral.	**M:** Student counts to 120 by ones, by tens, and forward from a given number within the known sequence. Student writes numbers 0 to 20. Student represents a number of objects (0 to 20) with a written numeral.
	P: Student inconsistently counts to 30 by ones, by tens, and forward from a given number within the known sequence.	**P:** Student inconsistently counts to 100 by ones, by tens, and forward from a given number within the known sequence. Student inconsistently writes numbers 0 to 10. Student inconsistently represents a number of objects (0 to 10) with a written numeral.	**P:** Student inconsistently counts to 120 by ones, by tens, and forward from a given number within the known sequence. Student inconsistently writes numbers 0 to 20. Student inconsistently represents a number of objects (0 to 20) with a written numeral.
Describes and compares measurable attributes of objects	**N/A**	**N/A**	**M:** Student sorts and compares objects with measurable attributes in common using more than, less than and equal to and describes the difference using comparative words like taller and shorter.
			P: Student inconsistently sorts and compares objects with measurable attributes in common using more than, less than and equal to and describes the difference using comparative words like taller and shorter.

Describes, compares and creates geometric shapes	**M:** Student identifies, compares and creates two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Student describes shapes and solids using positional words such as *above, below, beside, in front of, beside and next to*.	**M:** Student identifies, compares and creates two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Student describes shapes and solids using positional words such as *above, below, beside, in front of, beside and next to*.	**M:** Student identifies, compares and creates two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Student describes shapes and solids using positional words such as *above, below, beside, in front of, beside and next to*.
	P: Student inconsistently identifies compares and creates two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Student inconsistently describes shapes and solids using positional words such as *above, below, beside, in front of, beside and next to*.	**P:** Student inconsistently identifies compares and creates two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Student inconsistently describes shapes and solids using positional words such as *above, below, beside, in front of, beside and next to*.	**P:** Student inconsistently identifies compares and creates two- and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Student inconsistently describes shapes and solids using positional words such as *above, below, beside, in front of, beside and next to*.
Constructs viable arguments and justifies reasoning within problem solving	**M:** Student constructs arguments and defends their reasoning using objects, actions, drawings and written representations. Student participates in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”	**M:** Student constructs arguments and defends their reasoning using objects, actions, drawings and written representations. Student participates in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”	**M:** Student constructs arguments and defends their reasoning using objects, actions, drawings and written representations. Student participates in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”
	P: Student inconsistently constructs arguments and defend their reasoning using objects, actions, drawings and written representations. Student inconsistently participates in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”	**P:** Student inconsistently constructs arguments and defend their reasoning using objects, actions, drawings and written representations. Student inconsistently participates in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”	**P:** Student inconsistently constructs arguments and defend their reasoning using objects, actions, drawings and written representations. Student inconsistently participates in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”