Kindergarten SBRC Rubrics

1-Does Not Meet Standards **2-Approaching Standards** **3-Meets Standards** **E-Exceeds Standards**

Math

1) Applies mathematical practices (MP.1-MP.8)				
Trimester	**1**	**2**	**3**	**E**
ALL (MP.1-MP.8)	**Student has limited ability to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems	**Student is developing ability to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems	**Student is able to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems	Student's ability to use a variety of strategies to solve problems exceeds standards.
Assessment: *On-Demand Math Reasoning Tasks , Math Journal Entries*				

Counting and Cardinality

2) Knows number names and the count sequence (K.CC.A1, K.CC.A2, K.CC.A3)				
Trimester	**1**	**2**	**3**	**E**
ALL (K.CC.A1)	With **teacher assistance,** student can **practice** counting to 100 by tens and ones. Student counts to 20, and/or is having difficulty with teen numbers or transitioning between tens.	**With prompting and support,** student can count to 100 by tens and ones. Student can successfully count to 50, and/or is not secure with transitions. May need prompting to count to 100.	Student can **consistently** count to 100 by tens and ones.	Student can **consistently** count **beyond 100** by tens and ones.
ALL (K.CC.A2)	With **teacher assistance,** student can **practice** counting forward from a given a number within a known sequence, instead of beginning at 1.	With **prompting and support**, student can count forward from a given a number within a known sequence, instead of beginning at 1.	Student can **consistently** count forward from a given a number within a known sequence, instead of beginning at 1.	NA
ALL (K.CC.A3)	Student **inconsistently** writes numbers 0-20 with **teacher assistance.**	With **prompting and support**, student can write numbers from 0-20.	Student can **consistently** write numbers from 0-20.	Student can **consistently** write numbers 0-20 and beyond independently.
Assessment: *Performance Tasks – Counting by 1st to 100, Counting by 10s to 100, Counting forward, and Number Writing Sample*				

3) Counts to tell the number of objects (K.CC.B4, K.CC.B.5)				
Trimester	**1**	**2**	**3**	**E**
ALL (K.CC.B4, K.CC.B5)	With support and prompting, student can count a collection of **less than 15** objects and may/may not identify the correct number of objects.	With support and prompting, student can count a collection of **up to 15** objects with one to one correspondence and may/may not identify the correct number of objects.	When given a collection of **up to 20** objects, student can **consistently** count objects with one to one correspondence and identify the correct number of objects.	When given a collection of **20 or more** objects, student can **consistently** demonstrate one to one correspondence in counting objects and identify the correct number of objects.
Assessment: *Performance Task – Counting Objects*				

4) Compares numbers (K.CC.C6, K.CC.C7)				
Trimester	**1**	**2**	**3**	**E**
ALL (K.CC.C6)	**With prompting and support,** student has difficulty comparing the number of objects in two groups, identifying equal quantities, and identifying greater/less than (group size below 5).	**With prompting and support,** student **can compare** the number of objects in two groups, identify some equal quantities, and some quantities that are greater/less than (group size to **15**).	Student **can** identify whether the number of objects in a group is greater than/less than or equal to the number of objects in another group (group size to **20**).	Student **can** identify whether the number of objects in a group is greater than/less than the number of objects in another group and **by how many** (group size **more than 20**).
ALL (K.CC.C7)	Student has difficulty comparing two numbers between 1 and 10 presented as written numerals and **needs teacher assistance**.	**With prompting and support,** student can compare two numbers between 1 and 10 presented as written numerals.	Student can **consistently** compare two numbers between 1 and 10 presented as written numerals.	Student can **consistently** compare two numbers between 1 and 20 presented as written numerals.
Assessment: Performance Task				

Operations and Algebraic Thinking

5) Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from (K.OA.A1, K.OA.A2, K.OA.A3, K.OA.A4)				
Trimester	**1**	**2**	**3**	**E**
ALL (K.OA.A1-K.OA.A4)	**Student requires teacher support** to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations.	**Student begins** to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to **5**.	Student can consistently represent addition /subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations from **10**.	Student can **consistently** represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations **greater than 10 and can represent the equation using a number sentence.**
Assessment: A minimum of two pieces of student work				

6) Demonstrates fluency for + and - within 5 (K.OA.A5)				
Trimester	**1**	**2**	**3**	**E**
ALL (K.OA.A5)	**With teacher support**, student explores adding and subtracting within 5 **utilizing concrete objects or pictures.**	**Student independently** adds and subtracts within 5 **utilizing concrete objects or pictures.**	**Student independently and consistently** adds and subtracts within 5 **without** objects or pictures.	**Student independently and consistently** adds and subtracts beyond 5 **without** objects or pictures.
Assessment: Performance Task				

Numbers and Operations Within Base 10

7) Works with numbers 11-19 to gain foundations for place value (K.NBT.A1)				
Trimester	**1**	**2**	**3**	**E**
ALL (K.NBT.A1)	Student **requires teacher support** to demonstrate some understanding and **needs prompting** to compose and **decompose numbers below 11**.	**With support**, student **begins** to use objects or drawings to compose and decompose numbers **up to 11**, using objects, drawings, or equations.	Student can **consistently** compose and decompose numbers **from 11 to 19** using objects, drawings, or equations.	Student can **consistently** compose and decompose numbers **above 19** using more than one approach, i.e. using objects, drawings, and equations.
Assessment: Tens Frame Assessment				

Measurement and Data

8) Describes and compares measurable attributes (K.MD.A1, K.MD.A2)				
Trimester	**1**	**2**	**3**	**E**
ALL (K.MD.A1, K.MD.A2)	**With prompting and support**, student can describe **or** compare measureable attributes (using shorter, longer, taller, heavier, lighter) **between** 2 objects.	**With prompting and support,** student can describe and compare measureable attributes (using shorter, longer, taller, heavier, lighter) **between** 2 objects.	Student can **consistently** describe and compare measureable attributes (using shorter, longer, taller, heavier, lighter) **between** 2 objects.	Student can **consistently and independently** describe and compare measureable attributes (using shorter, longer, taller, heavier, lighter) for **more than 2** objects.
Assessment: Fill IN				

9) Classifies objects and count the number of objects in categories (K.MD.B3)				
Trimester	**1**	**2**	**3**	**E**
ALL (K.MD.B3)	Student **requires teacher support** to classify objects and count the number of objects in each category.	Student **independently** classifies objects **or** counts the number of objects in each category.	Student **independently and consistently** classifies objects **and** counts the number of objects in each category.	Student **independently and consistently** classifies objects **and** counts the number of objects in each category; describes **how** they classified the objects.
Assessment: Fill IN				

Geometry

10) Identifies and describes shapes (K.G.A1, K.G.A2, K.G.A3)- circle, square, rectangle, hexagon, triangle, sphere, cone, and cube				
Trimester	**1**	**2**	**3**	**E**
ALL (K.G.A1, K.G.A2)	Student can identify **fewer than 4** of the shapes listed above, describe **some** of the distinguishing characteristics, and **inconsistently** describe the shape's relative position.	Student can **consistently identify 4 to 8** of the shapes listed above, can describe **some** of the distinguishing characteristics of the shape, and the shape's relative position using **some** of the terms such as above, below, beside, in front of, behind, and next to.	Student can **consistently** identify all shapes listed above, describe all of the distinguishing characteristics of the shape, and describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to.	Student can **consistently** identify all shapes listed above, describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to; describe all the distinguishing characteristics of the shape, and apply concepts to trapezoids, rhombuses, prisms, pyramids, and additional shapes not previously learned in class.
ALL (K.G.A3)	Student **cannot** identify shapes as two-dimensional or three-dimensional and **needs teacher assistance.**	Student can identify shapes as two-dimensional **or** three-dimensional.	Student can **consistently** identify two-dimensional and three-dimensional shapes.	Student can **consistently** identify two-dimensional and three-dimensional shapes **and** describe what characteristics make them a 2D or 3D shape.
Assessment: Fill IN				

11) Analyzes, compares, creates, and composes shapes (K.G.B4, K.G.B5, K.G.B6)				
Trimester	**1**	**2**	**3**	**E**
ALL (K.G.B4-K.G.B6)	Student has a **limited understanding** of attributes and relationships of two- and three-dimensional shapes.	**With prompting and support**, student can analyze and compare two- and three-dimensional shapes **using informal language** to describe their similarities, differences, and other attributes.	Student can **consistently** analyze and compare two- and three-dimensional shapes **using informal language** to describe their similarities, differences, and other attributes.	Student can **consistently and independently** analyze and compare/contrast two- and three-dimensional shapes **using more formal language** to describe their similarities, differences, and other attributes.
Assessment: Fill IN – May make more sense what we are asking them to describe by using what is on the assessment				