Kindergarten Math Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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|  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| NK.1 Say the whole number sequence by 1’s starting anywhere from 0-10 and 10-0. | I am confident in counting and can understand and apply the number sequence. | I can count 0-10 and 10-0 and understand the number sequence. | I can count forwards, but may need prompting to count backwards and say the number before or after another number.. | I need more practice in order to count and understand he number sequence. |
| NK.2 Recognize at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures. | I can organize objects into patterns so that they can be identified without counting. | I can look at a familiar arrangement of 1 – 5 objects and identify how many there are without counting. | I need more time exploring groups of objects so that I can confidently identify how many there are without counting. | I need to count objects to say how many there are. |
| NK.3 Relate a numeral  0-10, to its  respective  quantity. | I have a deep understanding of the relationship between numerals and quantity.  Possibilities:   * Multiple contexts * Numerals beyond 1-10 | Can confidently relate numerals 0-10 to a quantity. | With some assistance, can relate some numerals from 0-10 to a quantity. More time is needed exploring numerals in multiple contexts. | Can relate very few or no numerals to a quantity, even with assistance. Much more time needs to be spent with concrete materials and written and oral numerals. |
| NK.4 Represent the  partitioning  of whole  numbers (1 to10)  concretely and pictorially. | I have an in depth understanding of how numbers can be made up from parts and am able to apply to multiple contexts involving concrete materials. | I can show numbers from 1-10 in two parts, naming the number of objects in each part. | With assistance, I can show some numbers from 1-10 in two parts and name the number of objects in each part. More time needs to be spent practicing, dividing, and naming. | With help, I can show a number in two parts and name the number of objects in each part. Much more time needs to be spent making groups, and counting. |
| NK.5 Compare  quantities, 0-10,  using one-to-one  correspondence. | I have a deep understanding of how to compare quantities and can apply it in multiple contexts of varying complexity. Possibilities:   * at a glance without using one to one correspondence * using other strategies * beyond 10 | I can compare quantities 0-10 using comparison words and constructing sets, using 1 to 1 correspondence . | With assistance, I can compare quantities 0-10 using comparison words and constructing sets, using 1 to 1 correspondence . More time is needed with vocabulary and sets of objects. | I have a limited understanding of:  \_\_ using 1-1 correspondence  \_\_comparing using the words more than, fewer than and as many as.  Much more time needs to be spent linking numerals to quantity and comparing quantities. |
| PK.1  Demonstrate an understanding of repeating patterns (two or three elements) by **identifying** patterns using manipulatives, sounds, and actions. | I show deep understanding of patterns by describing how patterns are identified, and I am able to apply this to multiple contexts and to my environment. | I can confidently identify the part that repeat in a pattern of 2 or 3 elements, distinguishing from non-repeating sequences, using actions, sounds, and manipulatives. | With some assistance, I can identify the part that repeats in a pattern of 2 or 3 elements. More time is needed distinguishing between repeating and non-repeating sequences and using many forms of patterns. | I am unsure of patterns, even with assistance. Much more time needs to be spent identifying parts that repeat using manipulatives, sounds, and actions. |
| PK.1  …**reproducing** patterns using manipulatives, sounds, and actions. | I readily copy and describe patterns in multiple contexts. | I can confidently copy and describe a repeating pattern of actions, sounds, color, size, shape, orientation. | With assistance, I can copy and describe a pattern. More time needs to be spent exploring patterns in multiple contexts. | I can copy a pattern with assistance. Much more time is needed with concrete materials and vocabulary to describe. |
| PK.1  …**extending** patterns using manipulatives, sounds, and actions. | I have a deep understanding of extending patterns and can apply it in multiple contexts. | I can extend a repeating pattern in more than one context. | With assistance, I can extend a repeating pattern. Needs more time the identifying repeating sequence to extend patterns. | With assistance, I am beginning to be able to extend a pattern. Much more time is needed extending patterns by modeling others, and by reviewing the characteristics of a pattern. |
| PK.1  …**creating** patterns using manipulatives, sounds, and actions. | I have a deep understanding of creating and describing patterns in multiple contexts. Clearly understands patterns and their application. | I can independently and confidently create and describe repeating patterns in multiple contexts. | With assistance, I can create and describe repeating patterns. More time is needed with concrete materials and vocabulary. | Much more time needs to be spent creating with concrete materials so that I can create a pattern. |
| SSK.1  Use Direct Comparison | I can compare 2 objects or multiple objects using more than one attribute and appropriate vocabulary. | I can compare 2 objects using a single attribute and I use the right vocabulary for comparisons. | I can describe a 3-D object, but I need help to compareobjects. | I need more work learning vocabulary to describe 3-D objects so that I can describe and compare 2 objects. |
| SSK.2  Sort 3-D objects | I have can sort and resort groups of 3-D objects in multiple ways, explaining the sorting rules for each. | I can confidently sort familiar 3-D objects by color, size, or shape and explain the sorting rule. | With assistance, I can sort familiar 3-D objects by color, size, or shape. More time is needed using vocabulary to explain sorting rules. | I may be able to sort a few familiar  3-D objects. Much more time is needed modeling how to sort. |
| SSK.3  Build 3-D objects | I can create a representation of a 3-D object and can compare it to the original in numerous ways, using appropriate vocabulary. | I can create a recognizable representation of a 3-D object and can compare it to the original using appropriate vocabulary. | I can create a recognizable shape or can compare it to the original, but need support to do both. | I need more work learning the appropriate vocabulary to talk about and create 3 –D shapes |