

SRPSD Kindergarten Math Rubrics

Part A: Number Strand

NK.1a Say the whole number sequence by 1s starting anywhere from 0 to 10.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
The student needs teacher prompts/assistance to count.	The student is able to count 0 to 10 without assistance.	The student is able to start anywhere and count forward to 10.	The student can state the number that comes after another number.

NK.1b Say the whole number sequence by 1s starting anywhere from 10 to 0.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
The student needs assistance (hundreds chart, manipulatives or the numerals) to count.	The student is able to count backwards 10 to 0 without assistance.	The student is able to start anywhere and count backwards to 0.	The student can state the number that comes before another number.

NK.2 Recognize at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to count the dots.	The student is able to count the dots one to one.	The student is able to recognize/subitize standard arrangements independently.	The student is able to recognize/subitize non-standard arrangements.

NK.3 Relate a numeral, 0 to 10 to its respective quantity

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance with counting one or more of the numeral cards.	The student is able to count objects, but cannot match the respective numeral.	The student is able to count objects and match the numeral when they are in ascending order.	The student is able to count objects and match the numeral from a random pile of numerals.

NK.4 Represent the partitioning of whole numbers (1 to 10) concretely and pictorially

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student can concretely partition a number with assistance.	The student is able to partition a number concretely.	The student is able to partition a number concretely and pictorially.	The student is able to partition a number concretely and pictorially and explain.

NK.5 Compare quantities, 0 to 10, using one-to-one correspondence

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
The student is able to match a set of objects to a given set. May need teacher assistance.	The student is able to show the same set and a set showing more or less.	The student is able to show the same, more, and less by matching the objects in a set.	The student is able to show same, more, and less by looking at a set of objects and explain .

PART B: Patterns & Relations Strand

PK.1 Demonstrate an understanding of repeating patterns (two or three elements)

Example: **2 elements** - AB AB AB or

3 elements - ABC ABC ABC or BBA BBA BBA or AAB AAB AAB

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student may or may not identify a pattern, with or without assistance.	The student is able to identify a pattern but can't explain or identify the core.	The student is able to identify, reproduce, extend, and create a pattern and can explain.	The student can find and explain an error in a repeating pattern and fix it.

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PART C: Shape & Space Strand

SSK.1 Use direct comparison to compare two objects based on a single attribute, **such as:** length including height, mass, volume, capacity.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
The student needs assistance to compare.	Student uses comparison words but cannot explain or use correct measurement terminology.	Student compares similar objects and explains using proper terminology.	Student is able to compare two dissimilar objects and explain the similarities and differences.

SSK.2 Sort 3-D objects using a single attribute.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to sort objects when given the sorting rule.	The student can sort a set of objects independently when given the sorting rule.	The student is able to sort a set of objects using a sorting rule of his or her choice independently.	The student is able to sort a set of objects and explain the sorting rule.

SSK.3 Build and describe 3-D objects.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to make a shape.	The student is able to build a 3-D object but cannot describe it.	The student is able to build and describe a 3D object using words such as, big, little...	Student can build and describe a 3D object using shape words to describe the similarities and differences. (flat, round, like a box, circle, corner)