



REGIONAL SCHOOL DISTRICT 13

Kindergarten Math Rubric

	4 Meeting	3 Approaching	2 Developing	1 Beginning
K.CC.1 Counts to 100	Counts to 100 by ones and tens and counts forward from any given number	Counts to 100 by ones	Counts to 50 by ones	Counts to 20 by ones inconsistently
K.CC.5 Counts to identify a number of objects from 0-20 verbally	Counts a collection of objects through 20	Counts a collection of objects through 20 with support	Counts a collection of objects through 10	Counts a collection with direct consistent support for the following; 1-to-1 correspondence, counting sequence, or cardinality
K.CC.3 Counts to identify a number of objects from 0-20 in writing	Counts a collection of objects and represents the number of objects through 20 with the correct written numeral	Counts a collection of objects through 20 with support and/or represents the number of objects through 20 with the correct written numeral with support (e.g., number line)	Counts a collection of objects through 10 and/or represents the number of objects through 10 with the correct written numeral	Counts a collection with direct consistent support for the following; 1-to-1 correspondence, counting sequence, or cardinality and /or direct consistent support to form numerals
K.CC.6 Compares two groups of objects (10 or fewer) using more than, less than, or equal to when describing the quantities	Compares two groups of objects (10 or fewer) using more than and identifies how many more; compares two groups of objects using less than and identifies how many less; compares two	Compares two groups of objects (10 or fewer) using one or more of the following vocabulary: more than, less than or equal to	Compares two groups of objects (10 or fewer) but may not be able to use the vocabulary of more than, less than, and/or equal to	Compares two groups of 1 to 5 objects

	groups of objects using equal to			
K.OA.1 Understands and represents addition within 10 concepts as putting together and adding to	Understands and represents addition (within 10) concepts as putting together and adding to; can match addition models to equations or expressions	Represents addition (within 10) concepts as putting together and adding to using pictures	Represents addition (within 10) concepts as putting together and adding to using concrete materials	Represents addition (within 10) concepts as putting together and adding to with direct consistent support
K.OA.1 Understands and represents subtraction (within 10) concepts as taking apart and taking from	Understands and represents subtraction concepts as taking apart and taking from; matches subtraction models to equations or expressions	Represents subtraction concepts as taking apart and taking from using pictures	Represents subtraction concepts as taking apart and taking from using concrete materials	Represents subtraction concepts as taking apart and taking from using concrete materials with direct consistent support
K.OA.3 Decomposes numbers within 10 in more than one way	Decomposes numbers within 10 in more than one way by connecting a concrete and/or pictorial representation to an equation	Decomposes numbers within 10 using pictures	Decomposes numbers within 10 using concrete materials	Decomposes numbers within 10 using concrete materials with direct consistent support
K.OA.5 Fluently adds and subtracts within 5	Adds and subtracts within 5 fluently	Adds and subtracts within 5 by counting on, up, or back	Adds and subtracts within 5 using concrete materials or uses the count all strategy	Adds and subtracts within 5 by modeling the equation with concrete materials and direct consistent support
K.NBT.1 Composes and decomposes numbers from 11-19 into tens and ones	Composes and decomposes numbers from 11 through 19 into tens and ones and matches the representation to numerals	Composes and decomposes numbers from 11 through 19 into tens and ones using drawings to represent the concrete materials used	Composes and decomposes numbers from 11 through 19 into tens and ones using concrete materials	Composes and decomposes numbers from 11 through 19 into tens and ones using concrete materials with direct consistent support
K.G.2 K.G.5 Names, describes and builds shapes	Names, describes and builds circles, squares, rectangles, triangles, hexagons, cubes, cones, cylinders, and spheres	Names, describes and builds some of the following shapes: circles, squares, rectangles, triangles, hexagons, cubes, cones, cylinders, and spheres	Names and describes some of the following shapes: circles, squares, rectangles, triangles, hexagons, cubes, cones, cylinders, and spheres.	Names some of the following shapes: circles, squares, rectangles, triangles, hexagons, cubes, cones, cylinders, and spheres

K.G.4 Explains and compares the similarities and differences between two dimensional and three dimensional shapes	Explains and compares the similarities and differences between two dimensional and three dimensional shapes	Describes shapes by telling the number of sides/vertices or other attributes	Names two and three dimensional shapes and distinguishes between them	Sorts two and three dimensional shapes into categories
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