

## Kindergarten Grade Progress Report Rubric

The criteria in "Meeting" indicates end of the year benchmarks, but for Term 1 a student should be evaluated based only on material taught to date.

E-- Student easily demonstrates understanding of the end-of-year grade level standard. Approach is systematic and often leads to deep exploration of underlying mathematical ideas.

M-- Student is meeting end of year grade level standards independently.

P-- Student is developing understanding of grade level standards, but requires teacher support some of the time with material taught to date.

B-- Student is showing limited evidence of understanding of grade level standards and requires significant teacher support most of the time.

Progress Report Item	Beginning	Progressing	Meeting Consistently and independently...	Exceeding
<b>Perseverance</b> Makes sense of problems and perseveres at solving them.	Requires significant teacher support and/or cues to understand the problem and generate strategies to solve the problem.	Requires some teacher support or teacher prompting to meet some level M benchmarks.	Remains engaged in solving a problem even when a problem challenges the student.	Meets level M and shows evidence of deep mathematical understanding and <u>independently</u> : <ul style="list-style-type: none"> <li><input type="checkbox"/> uses a systematic approach that leads to extended exploration of underlying mathematical ideas,</li> <li><input type="checkbox"/> applies existing mathematical knowledge to new contexts,</li> <li><input type="checkbox"/> recognizes relationships between different problems.</li> </ul>
<b>Communication</b> Communicates mathematical thinking clearly and precisely, orally and in writing.	Requires significant teacher support and/or cues to use mathematical language to communicate understanding.	Requires some teacher support or teacher prompting to meet some level M benchmarks.	Uses mathematical language to accurately communicate understanding and reasoning.  Listens and responds to the reasoning of others.	Meets level M and <u>independently</u> : <ul style="list-style-type: none"> <li><input type="checkbox"/> extends or clarifies their thinking and the thinking of others,</li> <li><input type="checkbox"/> provides evidence to support decisions and conclusions resulting in a clear, correct, and compelling explanation of reasoning.</li> </ul>
<b>Knows number names and count sequence</b>	Requires significant teacher support to meet the level M benchmarks.	Requires some teacher support to meet the level M benchmarks.	Accurately: <ul style="list-style-type: none"> <li>● Rote counts to 29 by 1s (fall),</li> <li>● Rote counts to 100 by 1s (spring),</li> <li>● Rote counts to 100 by 10s (spring),</li> <li>● Counts forward beginning from any number (spring).</li> </ul>	Meets the level M benchmarks for numbers greater than 100 and can explain their thinking.

<b>Counts to tell the number of objects</b>	Requires significant teacher support to meet the level M benchmarks.	Requires some teacher support to meet the level M benchmarks.	Accurately: <ul style="list-style-type: none"><li>• Counts a pile of 10 (fall) and 32 (spring) objects,</li><li>• Counts out a set of up to 10 (fall) and 18 (spring) objects.</li></ul>	Can count a pile or a given number in more than one way (e.g. by counting groups) and can explain the strategies.
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