

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
Perseverance 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"> <input type="checkbox"/> uses a systematic approach that leads to extended exploration of underlying mathematical ideas, <input type="checkbox"/> applies existing mathematical knowledge to new contexts, <input type="checkbox"/> recognizes relationships between different problems.
Communication 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"> <input type="checkbox"/> extends or clarifies their thinking and the thinking of others, <input type="checkbox"/> provides evidence to support decisions and conclusions resulting in a clear, correct, and compelling explanation of reasoning.
Knows number names and count sequence	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"> ● Rote counts to 29 by 1s (fall), ● Rote counts to 100 by 1s (spring), ● Rote counts to 100 by 10s (spring), ● Counts forward beginning from any number (spring). 	Meets the level M benchmarks for numbers greater than 100 and can explain their thinking.

Counts to tell the number of objects	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"> Counts a pile of 10 (fall) and 32 (spring) objects, Counts out a set of up to 10 (fall) and 18 (spring) objects. 	Can count a pile or a given number in more than one way (e.g. by counting groups) and can explain the strategies.
Compares numbers	Requires significant teacher support to meet the level M benchmarks.	Requires some teacher support to meet the level M benchmarks.	Compares two quantities to determine more/less/equal to.	Meets the level M benchmark and can tell how many more or less, can represent the comparison in writing and explain the reasoning.
Puts together/takes apart numbers to 10 <i>Spring only</i>	Requires significant teacher support to meet the level M benchmarks.	Requires some teacher support to meet the level M benchmarks.	Makes combinations within 10 by using objects or drawings to represent the problem.	Initiates and extends own learning and exploration of combinations and can represent their thinking.
Knows combinations to 5 <i>Spring only</i>	Counts all to add and subtract within 5.	Counts on to add and subtract with 5.	Fluently adds and subtracts within 5 without manipulatives.	Meets level M benchmark for numbers above 5.
Uses shapes <i>Spring only</i>	Requires significant teacher support to meet the level M benchmarks.	Requires some teacher support to meet the level M benchmarks.	Identifies and describes 2D and 3D shapes. Combines shapes to form larger shapes.	Meets level M and can identify some shapes and their attributes.
Story problems Represents addition and subtraction <i>Spring only</i>	Requires significant teacher support to meet the level M benchmarks.	Requires some teacher support to meet the level M benchmarks.	Represents addition and subtraction situations with objects, fingers, mental images, drawings, sounds, acting out situations, and verbal explanations.	Meets level M and models; and independently initiates creation of own addition and subtraction situations.