Kindergarten Math Rubric

Standard	Needs Strengthening	Developing	Secure	Exemplary
Recognizes Numerals to Represent Quantity	Beginning to counts, sequences and read numerals 0-50	Inconsistently counts, sequences and reads numerals 0-50	Consistently counts, sequences and reads numerals 0-50	Consistently counts, sequences and reads numbers 0-299
Writes Numerals to Represent Quantity	Beginning to write numbers 0-50 consecutively	Inconsistently writes numbers 0-50 consecutively	Consistently writes numbers 0-50 consecutively	Consistently writes numbers 0-299
Solves Problems Using a Variety of Strategies Showing Understanding of the Process of Addition	*Unable to demonstrate basic addition skills with adult assistance (Adding up to 5) *Beginning to write number sentences (2 + 2 = 4)	*Demonstrates basic addition skills with assistance from adult (Adding up to 5) *Inconsistently writes basic number sentences (2 + 2 = 4)	*Demonstrates basic addition skills without assistance from adult (Adding up to 5) *Consistently writes basic number sentences (2+ 2 = 4)	*Demonstrates basic addition skills without assistance from adult (Adding up to 10) *Utilizes multiple strategies for solving addition problems *Consistently adds 2 digit numbers correctly
Recognizes and Sorts 2 and 3 dimensional objects	Beginning to: *Sort objects in multiple ways *Identify basic 2 and 3 dimensional shapes (cube, sphere, cone, cylinder)	Inconsistently: *Sorts objects in multiple ways *Identify basic 2 and 3 dimensional shapes (cube, sphere, cone, cylinder)	Consistently: *Sorts objects in multiple ways *Identify basic 2 and 3 dimensional shapes (cube, sphere, cone, cylinder)	Consistently: *Creates patterns of 3 or more parts *Sorts objects in a variety of ways *Identifies basic 2 and 3 dimensional shapes and intermediate level shapes (pyramid, rectangular prism etc)
Solves Problems Using a Variety of Strategies Showing Understanding of the Process of Subtraction	*Unable to demonstrate basic subtraction skills with adult assistance (Subtracting from 5) *Beginning to write number sentences (5 - 3 = 2)	*Demonstrates basic subtraction skills with assistance from adult (Subtracting from 5) *Inconsistently writes basic number sentences (5 - 3 = 2)	*Demonstrates basic subtraction skills without assistance from adult (Subtracting from 5) *Consistently writes basic number sentences (5- 3 = 2)	*Demonstrates basic subtraction skills without assistance from adult (Subtracting from 10) *Utilizes multiple strategies for solving subtraction problems *Consistently subtracts 2 digit numbers correctly
Constructs and Interprets Graph	Beginning to: *Understand the purpose of a graph *Unable to create a graph accurately representative of data.	Inconsistently: *Demonstrates an understand of the purpose of a graph *Creates graphs that are accurately representative of data	Consistently: *Demonstrates an understand of the purpose of a graph *Creates graphs that are accurately representative of data	Consistently demonstrates an understanding of the purpose of graphs, how to interpret graphs, and how to construct them accurately with appropriate methods of data collection
Understands Concept of Measurement	Beginning to: *Recognize coins and understand the concept of money *Tell time to the hour on an analog and digital clock	Inconsistently: *Recognizes coins and understands the concept of money *Tells times to the hour on an analog and digital clock	Consistently: *Recognizes coins and understands the concept of money *Tells time to the hour on an analog and digital clock	Consistently recognizes coins and understands the concept of money **AND** Consistently combines coin values to sums up to $1.00 **AND** Consistently tells time on an analog and digital clock