Math – Kindergarten

Number

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics
	Consistently counts (forwards and backwards), counting is meaningful (see counting principles)	Routinely counts (forwards and backwards), counting is meaningful (see counting principles)	Sometimes counts (forwards and backwards), counting may not be meaningful (see counting principles)	Rarely counts with accuracy (forwards and backwards) (see counting principles)
	Consistently represents, and compares a wide range of whole numbers accurately	Routinely represents, and compares whole numbers accurately; may use pictorial or other representations	Sometimes represents, and compares whole numbers accurately; may require pictorial or other representations	Rarely represents, and compares whole numbers correctly, even with concrete or pictorial representations
	Consistently uses number relationships (including benchmarking to 5 and 10) and patterns effectively and efficiently	Routinely and effectively uses number relationships (including benchmarking to 5 and 10) and patterns	Sometimes uses number relationships (including benchmarking to 5 and 10) and patterns	Rarely uses number relationships (including benchmarking to 5 and 10) and patterns
	Consistently uses subitizing strategies effectively	Routinely uses subitizing effectively	Sometimes uses subitizing effectively	Rarely uses subitizing
	Consistently explains strategies and reasoning with clarity	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning, explanations may be incomplete	Has difficulty explaining strategies and reasoning
	Rarely makes minor errors	Few minor errors	Some major errors	Many major errors

Evidence: (following Shape and Space section)
Glossary of key words: (following Evidence section at end of document)

Math – Kindergarten

Patterns and Relations

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language
	Consistently and independently makes connections among concrete, pictorial and symbolic representations appropriately	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics
	Consistently identifies, describes, copies, extends, compares and creates a wide range of patterns	Routinely identifies, describes, copies, extends, compares and creates patterns	Sometimes identifies, describes, copies, extends, compares and creates patterns	Rarely identifies, describes, copies, extends, compares and creates patterns
	Consistently makes connections among a wide range of representations of patterns (written/oral, pictorial, objects, sounds, actions)	Routinely makes connections among various representations of patterns (written/oral, pictorial, objects, sounds, actions)	Sometimes makes connections among various representations of patterns (written/oral, pictorial, objects, sounds, actions)	Rarely makes connections among various representations of patterns (written/oral, pictorial, objects, sounds, actions)
	Consistently uses patterns to solve a wide range of problems	Routinely uses patterns to solve problems	Sometimes uses patterns to solve problems	Rarely able to use patterns to solve problems
	Consistently explains patterns and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains patterns and reasoning	Sometimes explains patterns and reasoning	Has difficulty explaining patterns and reasoning
	Rarely makes minor errors	Few minor errors	Some major errors	Many major errors

Evidence: (following Shape and Space section)
Glossary of key words: (following Evidence section at end of document)

Math – Kindergarten

Shape and Space

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language
Consistently and independently makes connections among concrete, pictorial and symbolic representations appropriately	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations
Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems
Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics
Consistently describes and directly compares a wide range of objects using attributes (including length/height, mass/weight and volume/capacity)	Routinely describes and directly compares objects using attributes (including length/height, mass/weight and volume/capacity)	Sometimes describes and directly compares objects using attributes (including length/height, mass/weight and volume/capacity)	Rarely describes and directly compares objects using attributes (including length/height, mass/weight and volume/capacity)
Consistently describes, builds and sorts a wide range of 3-D objects using attributes	Routinely describes, builds and sorts 3-D objects using attributes	Sometimes describes, builds and sorts 3-D objects using attributes	Rarely describes, builds and sorts 3-D objects using attributes
Consistently makes predictions and explains reasoning clearly, with precision, and thoroughness	Routinely makes predictions and clearly explains reasoning	Sometimes makes predictions and clearly explains reasoning, or explanations may be incomplete	Rarely makes predictions and explaining reasoning
Rarely makes minor errors	Few minor errors	Some major errors	Many major errors

(Left vertical label: Expectations included in all 4 strands)

Evidence: (following Shape and Space section)
Glossary of key words: (following Evidence section at end of document)

Evidence of Learning: Suggested Sources

Observations:
- Observe students using models (materials and manipulatives) and diagrams
- Observe students playing games.
- Observe students completing tasks
- Observe student presentations and demonstrations
- Use listening checklist of mathematical language
- Notes from guided math sessions
- "Gallery" walks

Conversations (oral/written):
- Conferences
- Interviews
- Whole class and group discussions
- Guided tasks
- Math talks
- Math journal entry
- Exit slips (written responses)
- Self- and peer assessment and reflection

Products:
- Quizzes (oral/written)
- Projects
- Tests
- Graphs
- Song, poem, art
- Work samples
- Exit slips or other responses to questions
- Math journal entry
- Photos of student use of models
- Group problem solving records
- Portfolios

<u>Glossary</u>

<u>Appropriate</u>: is aligned with the expectations of the curriculum document (e.g., *Routinely selects and applies appropriate strategies to solve problems).*

<u>Benchmarks</u>: numbers used to compare and order other numbers (e.g., 5, 10, 25, 50, 100).

<u>Concrete representation</u>: using materials/manipulatives (e.g., counters, pattern blocks) to show a mathematical concept or solve a problem

<u>Consistently</u>: always acting or behaving in the same way and of the same quality

<u>Effective</u>: approach used consistently provides an accurate solution

<u>Efficient</u>: approach used has minimal number of steps (based on the expectations of the curriculum) and consistently provides an accurate solution

<u>Pictorial representation</u>: using drawings/diagrams (e.g., drawings of the model, number lines) to show a mathematical concept or solve a problem

<u>Rarely</u>: not often; even with support

<u>Referent</u>: a concrete representation of a quantity or a unit of measurement (it is helpful if the representation is personally meaningful)

<u>Routinely</u>: done very often with no support

<u>Sometimes</u>: occasionally and/or with support

<u>Subitizing</u>: using familiar arrangements of objects to determine how many there are without counting (e.g., dice)

<u>Symbolic representation</u>: using numbers and mathematical symbols (e.g., 9, +, ÷) to show a mathematical concept or solve a problem