

## Kindergarten Math Section 1 Rubric

| Advanced Understanding<br>4                                                                                                                                                                                                                                                                                                                                                           | Meets the Standard<br>3                                                                                                                                                                                                                                                                                                                                  | Approaching<br>2                                                                                                                                                                                                                                                                                                                                                          | Does Not Meet<br>1                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The student uses developmentally appropriate mathematical concepts and skills <i>to solve unusual or extended response problems</i> with limited errors.</li> </ul> <p style="text-align: center;"><i>and ...</i></p> <ul style="list-style-type: none"> <li>Student explanations and reasoning are complete, logical and detailed.</li> </ul> | <ul style="list-style-type: none"> <li>The student uses appropriate mathematical concepts and skills <i>to solve familiar problems</i> with limited errors.</li> </ul> <p style="text-align: center;"><i>and ...</i></p> <ul style="list-style-type: none"> <li>Student explanations and reasoning are complete and logical but lack details.</li> </ul> | <ul style="list-style-type: none"> <li>The student <i>appears to understand</i> some appropriate mathematical concepts and skills but is <i>inconsistent in finding solutions</i>.</li> </ul> <p style="text-align: center;"><i>and ...</i></p> <ul style="list-style-type: none"> <li>Student explanations and reasoning are incomplete or lack logical flow.</li> </ul> | <ul style="list-style-type: none"> <li>The student <i>appears to not understand</i> appropriate mathematical concepts and skills and is <i>unsuccessful in finding solutions</i>.</li> </ul> <p style="text-align: center;"><i>and ...</i></p> <ul style="list-style-type: none"> <li>Student explanations are absent or do not match process/solution.</li> </ul> |

### Math Standards Expectations

Students can...

#### Counting and Cardinality:

- orally count accurately and efficiently from 1 to at least 10.
- count a set of at least 5 objects using one-to-one correspondence.
- understand and generalize the cardinal principle (the last number in a count represents all objects in the collection) for numbers 5 and greater.
- count arranged and scattered sets of up to 5 objects.



### Standards and Goals for Mathematical Practice

#### SMP 2- Reason abstractly and quantitatively.

- Create mathematical representations using numbers, words, symbols, gestures, tables, graphs, and concrete objects.
- Make sense of the representations you and others use.
- Make connections between representations. (eg: "five" & ●●●●●)

#### SMP 6- Attend to precision.

- Explain your mathematical thinking clearly and precisely.
- Use clear labels, units, and mathematical language.