Rochester City School District

Kindergarten Mathematics

Performance Based Assessment RUBRIC

12 Tasks for a total of 80 points

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 1 Rubric

Know number names and the count sequence.
- **K.CC.1** Count to 100 by ones and tens.
- **K.CC.2** Count forward beginning from a given number within the known sequence (instead of beginning at 1).

Student is Well Below Proficiency	Student is Partially Proficient	Student is Proficient	Student Has Excelled
1 POINT Student counts within 1-25	**2 POINTS** Student counts beyond 25 but no further than 50	**3 POINTS** Student counts beyond 50 but no further than 75	**4 POINTS** Student counts beyond 75
1 POINT Student counts by ten to 20	**2 POINTS** Student counts by ten beyond 20 but no further than 50	**3 POINTS** Student counts by ten beyond 50 but not past 80	**4 POINTS** Student counts by ten beyond 80
1 POINT Student is able to accurately count on for either 0 or 1 of the given sets of numbers	**2 POINTS** Student is able to accurately count on for 2 of the given sets of numbers	**3 POINTS** Student is able to accurately count on for 3 of the given sets of numbers	**4 POINTS** Student is able to accurately count on for all 4 of the given sets of numbers.

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 2 Rubric

Know number names and the count sequence.
- **K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.
- **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
- **K.CC.5** Count to answer "how many?" questions about as many as 20 things.

1 **Student is Well Below Proficiency**	2 **Student is Partially Proficient**	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is unable to count accurately to 4 in a line	**2 POINTS** Student accurately counts 4 objects in a line	**3 POINTS** Student accurately counts 12 objects in a line	**4 POINTS** Student accurately counts 19 objects in a line
1 POINT Student is unable to count accurately to 4 in a scattered arrangement	**2 POINTS** Student accurately counts to 4 in a scattered arrangement	**3 POINTS** Student accurately counts to 12 in a scattered arrangement	**4 POINTS** Student accurately counts to 19 in a scattered arrangement
1 POINT Student is unable to accurately record any of the numbers counted.	**2 POINTS** Student is able to record only one of the numbers accurately.	**3 POINTS** Student is able to record two of the numbers accurately.	**4 POINTS** Student is able to record all three of the numbers accurately.

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 3 Rubric

Compare numbers
- **K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

1 **Student is Well Below Proficiency**	2 **Student is Partially Proficient**	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is unable to accurately identify any of the comparisons (equal to, greater than, less than)	**2 POINTS** Student accurately identifies some comparisons (equal to, greater than, less than) Some= 1	**3 POINTS** Student accurately identifies most comparisons (equal to, greater than, less than) Most= 2	**4 POINTS** Student accurately identifies all comparisons (equal to, greater than, less than)

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 4 Rubric

Compare numbers
- **K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.**

1 **Student is Well Below Proficiency**	2 **Student is Partially Proficient**	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is unable to accurately identify greater than/less than for any of the number comparisons	**2 POINTS** Student accurately identifies greater than/less than for some of the number comparisons Some= 1-2	**3 POINTS** Student accurately identifies greater than/less than for most of the number comparisons Most= 3	**4 POINTS** Student accurately identifies greater than/less than for all of the number comparisons

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 5 Rubric

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- **K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

1 Student is Well Below Proficiency	2 Student is Partially Proficient	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is unable to solve any of the word problems accurately using objects, words, pictures, numbers, or mental math).	**2 POINTS** Student solves some word problems accurately using objects, words, pictures, numbers, or mental math). Some= 1	**3 POINTS** Student solves most word problems accurately using objects, words, pictures, numbers, or mental math). Most= 2	**4 POINTS** Student solves all word problems accurately using objects, words, pictures, numbers, or mental math).

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 6 Rubric

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- **K.OA.5** Fluently add and subtract within 5

1 **Student is Well Below Proficiency**	2 **Student is Partially Proficient**	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is not able to solve any word problems accurately and fluently (mentally with speed and without objects, words, pictures or numbers).	**2 POINTS** Student solves some word problems accurately and fluently (mentally with speed and without objects, words, pictures or numbers). Some= 1-2	**3 POINTS** Student solves most word problems accurately and fluently (mentally with speed and without objects, words, pictures or numbers). Most= 3	**4 POINTS** Student solves all word problems accurately and fluently (mentally with speed and without objects, words, pictures or numbers).

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 7 Rubric

Work with numbers 11-19 to gain foundations for place value.
- **K.NBT.1** Compose and decompose numbers from 11 to 19 into tens ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$)*; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- *Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.*

1 Student is Well Below Proficiency	2 Student is Partially Proficient	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is unable to accurately compose/decompose any of the numbers	**2 POINTS** Student accurately composes/decompose some of the numbers Some= 1	**3 POINTS** Student accurately composes/decomposes most of the numbers Most= 2	**4 POINTS** Student accurately composes/decomposes all three of the numbers

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 8 Rubric

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- **K.G.1** Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **K.G.2** Correctly name shapes regardless of their orientations or overall size.
  Analyze, compare, create, and compose shapes
- **K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

1 **Student is Well Below Proficiency**	2 **Student is Partially Proficient**	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is able to accurately identify very few two-dimensional and 3-dimensional shapes. Few= 0-2	**2 POINTS** Student accurately identifies some two-dimensional and three-dimensional shapes. Some = 3-4	**3 POINTS** Student accurately identifies most two-dimensional and three-dimensional shapes. Most = 5-7	**4 POINTS** Student accurately identifies all two-dimensional and three-dimensional shapes.
1 POINT Student accurately draws very few of the two-dimensional shapes. Few= 0-1	**2 POINTS** Student accurately draws some of the two-dimensional shapes. Some= 2	**3 POINTS** Student accurately draws most of the two-dimensional shapes. Most = 3	**4 POINTS** Student accurately draws all of the two-dimensional shapes.
1 POINT Student is unable to accurately build any of the three-dimensional shapes.	**2 POINTS** Student accurately builds some of the three-dimensional shapes. Some= 1	**3 POINTS** Student accurately builds most of the three-dimensional shapes. Most= 2	**4 POINTS** Student accurately builds all of the three-dimensional shapes.
1 POINT Student is unable to accurately place an object in any of the five positions.	**2 POINTS** Student accurately places an object in some of the five positions. Some= 1-2	**3 POINTS** Student accurately places an object in most of the five positions. Most= 3-4	**4 POINTS** Student accurately places the object in all five positions.

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 9 Rubric

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- **K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.
- **K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g.,
  number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

1 **Student is Well Below Proficiency**	2 **Student is Partially Proficient**	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is unable to accurately sort any of the two-dimensional shapes from the three-dimensional shapes.	**2 POINTS** Student accurately sorts some of the two-dimensional /three-dimensional shapes. Some= 1-4	**3 POINTS** Student accurately sorts most of the two-dimensional /three-dimensional shapes. Most= 5-8	**4 POINTS** Student accurately sorts all two-dimensional /three-dimensional shapes.
1 POINT Student is unable to accurately compare any of the shapes	**2 POINTS** Student accurately compares some comparison set of shapes Some= 1	**3 POINTS** Student accurately compares most comparison sets of shapes Most= 2	**4 POINTS** Student accurately compares all comparison sets of shapes

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 10 Rubric

Analyze, compare, create, and compose shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- **K.G.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

1 **Student is Well Below Proficiency**	2 **Student is Partially Proficient**	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is unable to accurately join sets of shapes to make larger shapes.	**2 POINTS** Student accurately joins some of the two sets of shapes to make larger shapes. Some= 1	**3 POINTS** Student accurately joins most sets of shapes to make larger shapes. Most= 2	**4 POINTS** Student accurately joins most sets of shapes to make larger shapes and is able to explain their reasoning

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 11 Rubric

Performance Task 11:

Describe and compare measurable attributes.
- **K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- **K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the different.

1 Student is Well Below Proficiency	2 Student is Partially Proficient	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is unable to accurately compare measurable attributes of objects.	**2 POINTS** Student compares and describes measurable attributes of some objects. Some=1	**3 POINTS** Student compares and describes measurable attributes of most objects. Compares both but only describes one	**4 POINTS** Student compares and describes measurable attributes of objects.

Rochester City School District Kindergarten Mathematics Performance Assessment
Task 12 Rubric

Classify objects and count the number of objects in each category.
- **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).

1 **Student is Well Below Proficiency**	2 **Student is Partially Proficient**	3 Student is Proficient	4 Student Has Excelled
1 POINT Student is unable to accurately sort the cubes by color, count the cubes within each category or sort them by count.	**2 POINTS** Student accurately sorts by color but is unable to accurately count the cubes within each category or sort by count.	**3 POINTS** Student accurately sorts by color and counts the cubes within each category but is unable to sort by count.	**4 POINTS** Student accurately sorts by color, accurately counts the categories and accurately sorts the categories by count.