

**Octorara Area School District
Standards Based Report Card Rubrics
2018-2019
MATH**

Standards-based grading aligns grading with the PA Core Standards. The report card accurately communicates achievement of learning targets to students, parents, and educators. Our report card provides specific information about the level of proficiency on the learning targets that are taught each trimester.

By the end of the year, students are expected to meet each grade-level standard (M). Students not meeting standards will receive instructional supports to achieve mastery for specific content and skills.

The purpose of these rubrics is to assist students, parents, and teachers in understanding what the specific learning expectations are for students to be considered at grade-level mastery in each skill area. These learning expectations may grow or increase as the school year progresses and more content/skills are introduced.

SBRC Descriptor	M	SP	LP	NA
Means:	Consistently meets grade level expectations/standards	Demonstrates steady progress toward meeting grade level expectations/standards	Demonstrates limited progress toward meeting grade level expectations/standards	Not assessed at this time
Counting and Cardinality				
Demonstrates correspondence between numbers and objects	Demonstrates 1:1 correspondence 0-20	Demonstrates 1:1 correspondence 0-19	Demonstrates 1:1 correspondence 0-12	Not assessed at this time.
Rote counts to 100	Independently counts by ones to 100	Counts by ones to 30	Counts by ones inconsistently	Not assessed at this time.

Kindergarten SBGR
Third Trimester

Counts by tens to 100	Independently counts by tens to 100	Inconsistently counts by tens	Is unable to count by tens	Not assessed at this time.
Identifies numbers to 30	Independently identifies numbers from 0-30	Identifies numbers from 0-9	Identifies numbers from 0-5	Not assessed at this time.
Writes numbers to 20	Independently writes numbers to 20	Writes numbers from 0-9	Writes numbers from 0-5	Not assessed at this time.
Numbers and Operations in Base Ten				
Uses place value to compose and decompose numbers up to 20	Independently and consistently composes and decomposes numbers from 11-19 into tens and ones using concrete objects	Inconsistently composes and decomposes numbers from 11-19 into tens and ones using concrete objects	Is unable to compose and decompose numbers from 11-19 using concrete objects	Not assessed at this time.
Operations and Algebraic Thinking				
Understands addition as putting together and subtraction as taking apart and/or taking from.	Consistently and independently is able to use manipulatives to demonstrate understanding of addition as putting together and subtraction as taking apart.	Inconsistently and somewhat independently is able to use manipulatives to demonstrate understanding of addition as putting together and subtraction as taking apart.	Struggles to use manipulatives to demonstrate understanding of addition as putting together and subtraction as taking apart without a great deal of teacher prompting and support.	Not assessed at this time.
Adds within five fluently.	Independently and consistently adds within five fluently.	Independently, but inconsistently, adds within five. May not be fluent.	Struggles to add within five fluently without a teacher prompting and support.	Not assessed at this time.
Subtracts within five fluently.	Independently and consistently subtracts within five fluently.	Independently, but inconsistently, subtracts within five. May not be fluent.	Struggles to subtract within five fluently without teacher prompting and support.	Not assessed at this time.
Solves problems using addition and/or subtraction within 10 using concrete objects	Independently solves problems using addition and/or subtraction within 10.	Solves problems using addition and/or subtraction within 10 with some teacher prompting and support.	Struggles to solve problems using addition and/or subtraction within 10 without a great deal of teacher prompting and support.	Not assessed at this time.

or drawings				
Geometry				
Identifies and describes shapes: circle, square, rectangle, hexagon, triangle, sphere, cone, cylinder, and cube, regardless of size or orientation.	Independently identifies and describes all shapes regardless of size or orientation.	Independently identifies and describes some shapes regardless of size or orientation. May be able to identify and describe all shapes with some teacher prompting and support.	Struggles to identify and describe most shapes regardless of size or orientation without teacher prompting and support.	Not assessed at this time.
Analyzes (explains) and compares the similarities and differences between 2D and 3D shapes.	Independently identifies the similarities and differences between 2D and 3D shapes.	Identifies the similarities and differences between 2D and 3D shapes with some teacher prompting and support.	Struggles to identify the similarities and differences between 2D and 3D shapes without teacher prompting and support.	Not assessed at this time.
Measurement and Data				
Describes and compares measurable attributes (length, area, weight, and capacity) of everyday objects	Independently describes and compares measurable attributes.	Describes and compares measurable attributes with some teacher support.	Struggles to describe and compare measurable attributes without teacher prompting and support.	Not assessed at this time.
Classifies objects and counts the number of objects in each category.	Independently classifies objects and counts the number of objects in each category.	Classifies objects and counts the number of objects in each category with some teacher support.	Struggles to classify and count the number of objects in each category without teacher prompting and support.	Not assessed at this time.

