

Name: _____ Date: _____

Assessment Master 4

Performance Task Rubric

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> shows understanding by: <ul style="list-style-type: none"> creating a repeating pattern identifying the pattern core and explaining the pattern rule 	<input type="checkbox"/> with one-to-one help, may be able to create a simple repeating pattern <input type="checkbox"/> with one-to-one assistance, may be able to identify the core and explain the pattern rule	<input type="checkbox"/> creates a simple repeating pattern; may need help to get started <input type="checkbox"/> with limited prompting, identifies the core of his or her own pattern and gives a partial explanation of pattern rule	<input type="checkbox"/> creates a simple repeating pattern <input type="checkbox"/> identifies the core of several patterns and explains own pattern rule	<input type="checkbox"/> creates an appropriate and often innovative repeating pattern (may have some complexity) <input type="checkbox"/> identifies the core of a variety of patterns and explains several pattern rules
Procedural knowledge <ul style="list-style-type: none"> creates a pattern accurately represents someone else's pattern accurately 	<input type="checkbox"/> own pattern includes several errors <input type="checkbox"/> represents another's pattern with several errors	<input type="checkbox"/> own pattern includes some errors <input type="checkbox"/> represents another's pattern with some errors	<input type="checkbox"/> own pattern includes few errors <input type="checkbox"/> represents another's pattern with few errors	<input type="checkbox"/> own pattern includes very few or no errors <input type="checkbox"/> represents another's pattern with very few or no errors
Problem-solving skills <ul style="list-style-type: none"> chooses an appropriate way to cover a metre strip using a pattern 	<input type="checkbox"/> needs one-to-one guidance to decide how to cover the strip with a pattern	<input type="checkbox"/> with limited prompting, decides on a reasonable strategy for creating a pattern that covers most of the strip	<input type="checkbox"/> decides on a reasonable strategy for creating a pattern that covers most of the strip	<input type="checkbox"/> decides on an effective strategy for creating a pattern that covers the strip
Communication <ul style="list-style-type: none"> uses appropriate language to clearly explain pattern core and rule (e.g., <i>repeat, pattern, same, different</i>) 	<input type="checkbox"/> does not describe pattern core and rule clearly	<input type="checkbox"/> with prompting, describes pattern core and rule; tends to be vague	<input type="checkbox"/> clearly describes pattern core and rule using some appropriate language	<input type="checkbox"/> clearly and confidently describes pattern core and rule using appropriate language

Name: _____ Date: _____

Assessment Master 5

Patterning Rubric

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> shows understanding of repeating patterns and pattern rules by: <ul style="list-style-type: none"> demonstrating with manipulatives, diagrams, sounds, and actions finding patterns in the environment 	<input type="checkbox"/> with assistance, shows very limited understanding when: <ul style="list-style-type: none"> identifying and explaining pattern rules explaining how two patterns are the same and how they are different finding patterns in the environment 	<input type="checkbox"/> shows partial understanding of patterns when: <ul style="list-style-type: none"> identifying and explaining pattern rules explaining how two patterns are the same and how they are different finding patterns in the environment 	<input type="checkbox"/> shows understanding of patterns when: <ul style="list-style-type: none"> identifying and explaining pattern rules explaining how two patterns are the same and how they are different finding patterns in the environment 	<input type="checkbox"/> shows in-depth understanding, in a variety of contexts, when: <ul style="list-style-type: none"> identifying and explaining pattern rules explaining how two patterns are the same and how they are different finding patterns in the environment
Procedural knowledge <ul style="list-style-type: none"> accurately: <ul style="list-style-type: none"> describes, reproduces, extends, and creates a repeating pattern, using manipulatives, diagrams, sounds, and actions translates a repeating pattern using another format or pattern code (e.g., ABC; ABC) 	<input type="checkbox"/> little accuracy; major errors or omissions in: <ul style="list-style-type: none"> describing a pattern reproducing a pattern extending a pattern creating a pattern translating a pattern 	<input type="checkbox"/> somewhat accurate; minor errors or omissions in: <ul style="list-style-type: none"> describing a pattern reproducing a pattern extending a pattern creating a pattern translating a pattern 	<input type="checkbox"/> generally accurate; few errors or omissions in: <ul style="list-style-type: none"> describing a pattern reproducing a pattern extending a pattern creating a pattern translating a pattern 	<input type="checkbox"/> accurate; very few or no errors or omissions in: <ul style="list-style-type: none"> describing a pattern reproducing a pattern extending a pattern creating a pattern translating a pattern
Problem-solving skills <ul style="list-style-type: none"> uses appropriate strategies to create a simple repeating pattern 	<input type="checkbox"/> needs assistance to begin creating a repeating pattern	<input type="checkbox"/> with limited assistance, uses appropriate strategies to create a repeating pattern	<input type="checkbox"/> uses appropriate strategies to create a repeating pattern	<input type="checkbox"/> uses appropriate, often innovative, strategies to create a repeating pattern
Communication <ul style="list-style-type: none"> uses appropriate language (e.g., <i>repeat</i>, <i>pattern</i>, <i>same</i>, <i>different</i>) 	<input type="checkbox"/> unable to describe patterns and pattern rules clearly	<input type="checkbox"/> with prompting, describes patterns and pattern rules; tends to be vague	<input type="checkbox"/> clearly describes patterns and pattern rules using appropriate language	<input type="checkbox"/> confidently uses clear, appropriate language to describe patterns and pattern rules

Assessment Master 4

Performance Task Rubric

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
<p>Conceptual understanding</p> <ul style="list-style-type: none"> shows understanding of conservation of number shows understanding that numbers can be built from combinations of smaller numbers (part-part-whole) 	<ul style="list-style-type: none"> often does not recognize that for a given number of objects, the total number does not change with the grouping shows very limited understanding of part-part-whole relationships 	<ul style="list-style-type: none"> with prompting, recognizes that for a given number of objects, the total number does not change with the grouping shows limited understanding of part-part-whole relationships 	<ul style="list-style-type: none"> independently recognizes that for a given number of objects, the total number does not change with the grouping shows understanding of part-part-whole relationships 	<ul style="list-style-type: none"> independently and confidently recognizes that for a given number of objects, the total number does not change with the grouping shows in-depth understanding of part-part-whole concepts in various contexts
<p>Procedural knowledge</p> <ul style="list-style-type: none"> uses one-to-one correspondence records numerals to 20 and reads number words to twenty correctly 	<ul style="list-style-type: none"> needs assistance to represent 17 with 17 objects records numerals to 20 and reads number words to twenty with major errors 	<ul style="list-style-type: none"> with limited assistance, represents 17 with 17 objects records numerals to 20 and reads number words to twenty with several minor errors 	<ul style="list-style-type: none"> represents 17 with 17 objects records numerals to 20 and reads number words to twenty with few minor errors 	<ul style="list-style-type: none"> represents 17 with 17 objects with ease records numerals to 20 and reads number words to twenty with no errors
<p>Problem-solving skills</p> <ul style="list-style-type: none"> finds several ways to represent 17 and 20 using concrete objects 	<ul style="list-style-type: none"> unable to build 17 and 20 in more than one way 	<ul style="list-style-type: none"> builds 17 and 20 in two ways; may need help 	<ul style="list-style-type: none"> independently builds 17 and 20 	<ul style="list-style-type: none"> independently builds 17 and 20; may use a more complex or innovative way (e.g., uses 3 sets)
<p>Communication</p> <ul style="list-style-type: none"> explains basic number relationships clearly; uses appropriate language (e.g., <i>more, less, same number as</i>) 	<ul style="list-style-type: none"> unable to describe numbers and their relationships clearly 	<ul style="list-style-type: none"> with prompting, describes numbers and their relationships; tends to be vague 	<ul style="list-style-type: none"> clearly describes numbers and their relationships; uses some appropriate language 	<ul style="list-style-type: none"> clearly and confidently describes numbers and their relationships; uses appropriate language

Assessment Master 5

Representing Numbers to 20 Rubric

This chart can be used to make decisions about children’s achievement.

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
<p>Conceptual understanding</p> <ul style="list-style-type: none"> shows understanding of number by demonstrating with concrete objects, explaining orally, and/or recording in pictures or numbers 	<input type="checkbox"/> shows very limited understanding of: <ul style="list-style-type: none"> one-to-one correspondence conservation more and less relationships part-part-whole relationships 	<input type="checkbox"/> shows partial understanding of: <ul style="list-style-type: none"> one-to-one correspondence conservation more and less relationships part-part-whole relationships 	<input type="checkbox"/> shows understanding of: <ul style="list-style-type: none"> one-to-one correspondence conservation more and less relationships part-part-whole relationships 	<input type="checkbox"/> shows in-depth understanding of: <ul style="list-style-type: none"> one-to-one correspondence conservation more and less relationships part-part-whole relationships
<p>Procedural knowledge</p> <ul style="list-style-type: none"> accurately: <ul style="list-style-type: none"> counts objects; reads and prints numerals to 20 and reads number words to twenty; compares and orders quantities to 20 using objects, drawings, ten frames recognizes and names familiar arrangements of objects (to 10) 	<input type="checkbox"/> major errors or omissions in: <ul style="list-style-type: none"> counting to 20 reading, printing numerals to 20 reading number words to twenty identifying 1 or 2, more or less using ten frames comparing sets recognizing familiar arrangements 	<input type="checkbox"/> minor errors or omissions in: <ul style="list-style-type: none"> counting to 20 reading, printing numerals to 20 reading number words to twenty identifying 1 or 2, more or less using ten frames comparing sets recognizing familiar arrangements 	<input type="checkbox"/> few errors or omissions in: <ul style="list-style-type: none"> counting to 20 reading, printing numerals to 20 reading number words to twenty identifying 1 or 2, more or less using ten frames comparing sets recognizing familiar arrangements 	<input type="checkbox"/> very few or no errors or omissions in: <ul style="list-style-type: none"> counting to 20 reading, printing numerals to 20 reading number words to twenty identifying 1 or 2, more or less using ten frames comparing sets recognizing familiar arrangements
<p>Problem-solving skills</p> <ul style="list-style-type: none"> uses appropriate strategies to solve simple problems involving numbers and their relationships (e.g., counting on, concrete number line, equal groups) 	<input type="checkbox"/> needs assistance to attempt problems that involve: <ul style="list-style-type: none"> estimating quantity and counting building the same number in different ways comparing sets 	<input type="checkbox"/> with limited assistance, uses an appropriate strategy to solve problems that involve: <ul style="list-style-type: none"> estimating quantity and counting building the same number in different ways comparing sets 	<input type="checkbox"/> uses appropriate strategies to solve problems that involve: <ul style="list-style-type: none"> estimating quantity and counting building the same number in different ways comparing sets 	<input type="checkbox"/> uses appropriate, often innovative, strategies to solve problems that involve: <ul style="list-style-type: none"> estimating quantity and counting building the same number in different ways comparing sets
<p>Communication</p> <ul style="list-style-type: none"> explains basic number relationships; uses appropriate language 	<input type="checkbox"/> unable to describe numbers and their relationships clearly	<input type="checkbox"/> with prompting, describes numbers and their relationships; tends to be vague	<input type="checkbox"/> clearly describes numbers and their relationships; uses some appropriate language	<input type="checkbox"/> clearly and confidently describes numbers and their relationships; uses appropriate language

Name: _____ Date: _____

Assessment Master 4

Performance Task Rubric

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> models a number story that shows understanding of addition (joining) and subtraction (taking away) 	<input type="checkbox"/> with one-to-one assistance, may be able to model a number story that shows very limited understanding of addition and/or subtraction processes (joining and taking away)	<input type="checkbox"/> with support, models a number story that shows understanding of addition; may have more difficulty with subtraction	<input type="checkbox"/> with limited support, models a number story that shows understanding of addition and subtraction	<input type="checkbox"/> models a number story that shows understanding of addition and subtraction, and is able to clearly explain how it was done
Procedural knowledge <ul style="list-style-type: none"> creates an appropriate story for 12 makes addition and subtraction changes accurately 	<input type="checkbox"/> needs one-to-one help to create a simple story for 12 <input type="checkbox"/> makes several errors in addition and subtraction changes	<input type="checkbox"/> creates a simple story for 12; may need help to get started <input type="checkbox"/> makes some errors in addition or subtraction changes	<input type="checkbox"/> creates a story for 12 <input type="checkbox"/> makes few errors in addition and subtraction changes	<input type="checkbox"/> creates an appropriate or innovative story for 12 (may have some complexity) <input type="checkbox"/> makes no errors in addition and subtraction changes
Problem-solving skills <ul style="list-style-type: none"> chooses an appropriate strategy to solve addition and subtraction problems (e.g., using concrete objects, drawing, using numbers, mental math) 	<input type="checkbox"/> needs one-to-one guidance to decide on a strategy for creating and/or solving addition and subtraction problems	<input type="checkbox"/> with limited prompting, decides on a reasonable strategy for creating and/or solving addition and subtraction problems	<input type="checkbox"/> decides on a reasonable strategy for creating and/or solving addition and subtraction problems	<input type="checkbox"/> decides on an effective strategy for creating and/or solving addition and subtraction problems
Communication <ul style="list-style-type: none"> explains her or his work using appropriate mathematical language (e.g., <i>join, add, take away, subtract</i>) 	<input type="checkbox"/> unable to describe her or his processes and results	<input type="checkbox"/> with prompting, describes her or his processes; tends to be vague	<input type="checkbox"/> clearly explains her or his processes and results, using some appropriate language	<input type="checkbox"/> clearly and confidently describes her or his processes and results, using appropriate language

Assessment Master 5

Addition and Subtraction to 12 Rubric

This chart can be used to make decisions about children’s achievement.

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding • shows understanding of addition and subtraction by demonstrating with concrete objects, describing, telling number stories, and/or recording in pictures, numbers, or words	<input type="checkbox"/> with assistance, shows very limited understanding that: - numbers can be made of smaller numbers (part-part-whole) - addition involves joining - subtraction involves taking one group away from another	<input type="checkbox"/> shows partial understanding that: - numbers can be made of smaller numbers (part-part-whole) - addition involves joining - subtraction involves taking one group away from another	<input type="checkbox"/> shows understanding that: - numbers can be made of smaller numbers (part-part-whole) - addition involves joining - subtraction involves taking one group away from another	<input type="checkbox"/> shows in-depth understanding, in a variety of contexts, that: - numbers can be made of smaller numbers (part-part-whole) - addition involves joining - subtraction involves taking one group away from another
Procedural knowledge • accurately demonstrates addition and subtraction facts, and represents addition and subtraction sentences using concrete objects	<input type="checkbox"/> major errors or omissions in: - demonstrating addition and subtraction facts to 12 - representing addition and subtraction sentences	<input type="checkbox"/> minor errors or omissions in: - demonstrating addition and subtraction facts to 12 - representing addition and subtraction sentences	<input type="checkbox"/> few errors or omissions in: - demonstrating addition and subtraction facts to 12 - representing addition and subtraction sentences	<input type="checkbox"/> very few or no errors or omissions in: - demonstrating addition and subtraction facts to 12 - representing addition and subtraction sentences
Problem-solving skills • uses appropriate strategies to solve simple number problems orally, by using concrete materials, or using mental math strategies	<input type="checkbox"/> needs assistance to attempt problems that involve joining or taking one group away from another	<input type="checkbox"/> with limited assistance, uses appropriate strategies to solve problems that involve joining or taking one group away from another	<input type="checkbox"/> uses appropriate strategies to solve problems that involve joining or taking one group away from another	<input type="checkbox"/> uses appropriate, often innovative, strategies to solve problems that involve joining or taking one group away from another
Communication • explains or demonstrates addition and subtraction clearly, using appropriate language (e.g., <i>join, add, take away</i>)	<input type="checkbox"/> unable to describe addition or subtraction activities	<input type="checkbox"/> with prompting, describes addition and subtraction activities, using some appropriate language; tends to be vague	<input type="checkbox"/> clearly describes addition and subtraction activities, sometimes using appropriate language	<input type="checkbox"/> clearly and confidently describes addition and subtraction activities, always using appropriate language

Name: _____ Date: _____

Assessment Master 4

Performance Task Rubric

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> shows understanding by choosing appropriate objects and explaining her or his choices 	<input type="checkbox"/> with one-to-one help, may be able to choose some appropriate objects <input type="checkbox"/> gives explanations that show very limited understanding	<input type="checkbox"/> with support, chooses appropriate objects <input type="checkbox"/> gives explanations that show partial understanding	<input type="checkbox"/> chooses appropriate objects <input type="checkbox"/> gives explanations that show understanding	<input type="checkbox"/> chooses the most appropriate objects <input type="checkbox"/> gives explanations that show in-depth understanding
Procedural knowledge <ul style="list-style-type: none"> compares objects accurately 	<input type="checkbox"/> little accuracy; makes several major errors in comparing objects	<input type="checkbox"/> some accuracy; makes some minor errors in comparing objects	<input type="checkbox"/> generally accurate; makes few errors in comparing objects	<input type="checkbox"/> accurate; makes no errors in comparing objects
Problem-solving skills <ul style="list-style-type: none"> uses appropriate strategies to compare objects 	<input type="checkbox"/> needs one-to-one guidance to use appropriate strategies	<input type="checkbox"/> with limited prompting, uses reasonable strategies	<input type="checkbox"/> uses reasonable strategies	<input type="checkbox"/> uses effective strategies
Communication <ul style="list-style-type: none"> explains her or his work, using appropriate mathematical language (e.g., <i>compare, shortest, longer</i>) 	<input type="checkbox"/> unable to describe procedures and results	<input type="checkbox"/> with prompting, uses some appropriate language to describe procedures and results	<input type="checkbox"/> clearly describes procedures and results, using some appropriate language	<input type="checkbox"/> clearly and confidently describes procedures and results, using appropriate language

Name: _____ Date: _____

Assessment Master 5

Measurement Rubric

This chart can be used to make decisions about children’s achievement of unit outcomes.

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> shows understanding by explaining and demonstrating basic measurement concepts 	<input type="checkbox"/> shows very limited understanding that attributes of objects can be compared	<input type="checkbox"/> shows partial understanding that attributes of objects can be compared	<input type="checkbox"/> shows understanding that attributes of objects can be compared	<input type="checkbox"/> shows in-depth understanding, in a variety of contexts, that attributes of objects can be compared
Procedural knowledge <ul style="list-style-type: none"> accurately compares and orders objects by length, area, capacity, and mass 	<input type="checkbox"/> often makes major errors or omissions in comparing and ordering: <ul style="list-style-type: none"> – linear dimensions – area – capacity – mass 	<input type="checkbox"/> makes frequent minor errors or omissions in comparing and ordering: <ul style="list-style-type: none"> – linear dimensions – area – capacity – mass 	<input type="checkbox"/> makes few errors or omissions in comparing and ordering: <ul style="list-style-type: none"> – linear dimensions – area – capacity – mass 	<input type="checkbox"/> rarely makes errors or omissions in comparing and ordering: <ul style="list-style-type: none"> – linear dimensions – area – capacity – mass
Problem-solving skills <ul style="list-style-type: none"> uses appropriate strategies to solve measurement problems (comparing and ordering) 	<input type="checkbox"/> needs assistance to use appropriate strategies to solve measurement problems	<input type="checkbox"/> with limited assistance, uses some appropriate strategies to solve measurement problems	<input type="checkbox"/> uses appropriate strategies to solve measurement problems	<input type="checkbox"/> uses appropriate, often innovative, strategies to solve measurement problems
Communication <ul style="list-style-type: none"> uses appropriate language to compare attributes (e.g., <i>longer</i>, <i>heavier</i>, <i>more</i>, <i>same as</i>) 	<input type="checkbox"/> does not use appropriate comparative language	<input type="checkbox"/> with prompting, uses some appropriate comparative language; tends to be vague	<input type="checkbox"/> uses some appropriate comparative language	<input type="checkbox"/> clearly and confidently uses appropriate comparative language

Name: _____ Date: _____

Assessment Master 4

Performance Task Rubric

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> completes required tasks by <ul style="list-style-type: none"> appropriate uses, explanations, or demonstrations of counting and representing numbers using equal groups 	<input type="checkbox"/> may be unable to use or explain <ul style="list-style-type: none"> counting, using equal groups representing numbers using equal groups (with or without singles) 	<input type="checkbox"/> with some support, uses and gives a partial description or demonstration of <ul style="list-style-type: none"> counting, using equal groups representing numbers using equal groups (with or without singles) 	<input type="checkbox"/> uses and gives an appropriate description or demonstration of <ul style="list-style-type: none"> counting, using equal groups representing numbers using equal groups (with or without singles) 	<input type="checkbox"/> uses and gives an appropriate and complete description or demonstration of <ul style="list-style-type: none"> counting, using equal groups representing numbers using equal groups (with or without singles)
Procedural knowledge <ul style="list-style-type: none"> counts and records buttons accurately groups by 10s (with some left over) correctly 	<input type="checkbox"/> makes major errors in <ul style="list-style-type: none"> counting and recording buttons grouping by 10s 	<input type="checkbox"/> makes several minor errors in <ul style="list-style-type: none"> counting and recording buttons grouping by 10s 	<input type="checkbox"/> makes few errors in <ul style="list-style-type: none"> counting and recording buttons grouping by 10s 	<input type="checkbox"/> makes very few or no errors in <ul style="list-style-type: none"> counting and recording buttons grouping by 10s
Problem-solving skills <ul style="list-style-type: none"> uses appropriate strategies for <ul style="list-style-type: none"> counting and not "missing" any buttons, or counting twice 	<input type="checkbox"/> needs one-to-one guidance to group to count and record buttons	<input type="checkbox"/> with limited prompting, uses appropriate strategies to group to count and record buttons	<input type="checkbox"/> uses appropriate strategies to group to count and record buttons	<input type="checkbox"/> uses appropriate, often innovative, strategies to group to count and record buttons
Communication <ul style="list-style-type: none"> uses appropriate language to talk about her or his procedures and results 	<input type="checkbox"/> unable to use appropriate language to describe thinking, procedures, and results	<input type="checkbox"/> with prompting, uses limited appropriate language (often vague) to describe thinking, procedures, and results	<input type="checkbox"/> uses some appropriate language to clearly describe thinking, procedures, and results	<input type="checkbox"/> uses appropriate language to clearly, confidently, and thoroughly describe thinking, procedures, and results

Name: _____ Date: _____

Assessment Master 5

Numbers to 100 Rubric

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding counts quantities to 100 <ul style="list-style-type: none"> uses skip counting and a variety of strategies to count large numbers (to 100) builds and interprets numbers in terms of equal groups (with and without singles) 	<input type="checkbox"/> shows little or no understanding of <ul style="list-style-type: none"> counting to 100 counting strategies representing numbers as equal groups and some more 	<input type="checkbox"/> uses and shows partial understanding of <ul style="list-style-type: none"> counting to 100 counting strategies representing numbers as equal groups and some more 	<input type="checkbox"/> uses and shows understanding of <ul style="list-style-type: none"> counting to 100 counting strategies representing numbers as equal groups and some more 	<input type="checkbox"/> uses and shows in-depth understanding in a variety of contexts, of <ul style="list-style-type: none"> counting to 100 counting strategies representing numbers as equal groups and some more
Procedural knowledge <ul style="list-style-type: none"> reads and prints numerals to 100 counts by 1s, 5s, 10s (to 100); 2s to 20 shows numbers with equal groups (with or without singles) represents numbers as groups of 10 and some more 	<input type="checkbox"/> often makes major errors/omissions in <ul style="list-style-type: none"> reading and printing numerals to 100 counting by 1s, 5s, 10s (to 100); 2s to 20 showing numbers with equal groups (with or without singles) representing numbers as groups of 10 and some more 	<input type="checkbox"/> makes frequent minor errors/omissions in <ul style="list-style-type: none"> reading and printing numerals to 100 counting by 1s, 5s, 10s (to 100); 2s to 20 showing numbers with equal groups (with or without singles) representing numbers as groups of 10 and some more 	<input type="checkbox"/> makes few errors/omissions in <ul style="list-style-type: none"> reading and printing numerals to 100 counting by 1s, 5s, 10s (to 100); 2s to 20 showing numbers with equal groups (with or without singles) representing numbers as groups of 10 and some more 	<input type="checkbox"/> rarely makes errors/omissions in <ul style="list-style-type: none"> reading and printing numerals to 100 counting by 1s, 5s, 10s (to 100); 2s to 20 showing numbers with equal groups (with or without singles) representing numbers as groups of 10 and some more
Problem-solving skills <ul style="list-style-type: none"> uses appropriate strategies to count quantity to 100, and represent numbers to 100 	<input type="checkbox"/> may be unable to use counting strategies for counting quantities to 100 (e.g., grouping, counting on)	<input type="checkbox"/> with some help, uses appropriate counting strategies for counting quantities to 100 (e.g., grouping, counting on)	<input type="checkbox"/> uses appropriate counting strategies for counting quantities to 100 (e.g., grouping, counting on)	<input type="checkbox"/> uses appropriate, often innovative, counting strategies for counting quantities to 100 (e.g., grouping, counting on)
Communication <ul style="list-style-type: none"> uses appropriate language to talk about number, counting, grouping 	<input type="checkbox"/> unable to use appropriate language to describe thinking, procedures, and results	<input type="checkbox"/> with prompting, uses limited appropriate language (often vague) to describe thinking, procedures, and results	<input type="checkbox"/> uses some appropriate language to clearly describe thinking, procedures, and results	<input type="checkbox"/> uses appropriate language to clearly, confidently, and thoroughly describe thinking, procedures, and results

Assessment Master 4

Performance Task Rubric

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> shows understanding of the attributes of 3-D objects and 2-D shapes recognizes geometric attributes others used to sort collections of objects or shapes 	<input type="checkbox"/> may be unable to choose a geometric attribute and use it to sort a set of objects or shapes <input type="checkbox"/> has difficulty identifying the attributes others used to sort	<input type="checkbox"/> with some support, chooses a simple geometric attribute and sorts a set of objects or shapes; makes some errors; may have "leftovers" <input type="checkbox"/> can sometimes identify the attributes others used to sort	<input type="checkbox"/> chooses a geometric attribute and uses it to sort a set of objects or shapes with few errors <input type="checkbox"/> can usually identify the attributes others used to sort	<input type="checkbox"/> chooses a geometric attribute and uses it to sort a set of objects or shapes with no errors; may choose a more subtle or complex attribute <input type="checkbox"/> can successfully and confidently identify the attributes others used to sort
Procedural knowledge <ul style="list-style-type: none"> replicates a simple tower 	<input type="checkbox"/> tower does not appear to represent the original in any way	<input type="checkbox"/> attempts to replicate the original tower; some basic errors	<input type="checkbox"/> replicates the original tower with one or more minor errors	<input type="checkbox"/> replicates the original tower; no errors
Problem-solving skills <ul style="list-style-type: none"> predicts and selects 3-D objects needed to replicate the tower uses tangram pieces to complete the "key" template 	<input type="checkbox"/> needs one-to-one guidance to predict and select objects needed <input type="checkbox"/> unable to attempt the task without ongoing support	<input type="checkbox"/> with limited prompting, predicts and selects some of the objects needed <input type="checkbox"/> with support, arranges some of the tangram pieces in the template	<input type="checkbox"/> predicts and selects most of the objects needed; may self-correct <input type="checkbox"/> arranges most of the tangram pieces in the template; may have a space	<input type="checkbox"/> predicts and selects the objects needed <input type="checkbox"/> arranges tangram pieces in the template to complete the key; may experiment with other arrangements
Communication <ul style="list-style-type: none"> explains her/his work, using appropriate geometric language (e.g., <i>round, curved, straight</i>) 	unable to describe procedures and results	with prompting, uses some appropriate language to describe procedures and results	clearly describes procedures and results, using some appropriate language	clearly and confidently describes procedures and results, using appropriate language

Assessment Master 5

Geometry Rubric

This chart can be used to make decisions about children's achievement.

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> shows understanding of the characteristics of 3-D objects and 2-D shapes by: <ul style="list-style-type: none"> describing, comparing, sorting, and explaining a sorting rule relating 2-D shapes to parts of 3-D objects in the environment 	<input type="checkbox"/> shows little or no understanding that: <ul style="list-style-type: none"> 3-D objects and 2-D shapes have attributes that can be used to describe, sort, and compare 3-D objects have parts similar to 2-D shapes 	<input type="checkbox"/> shows partial understanding that: <ul style="list-style-type: none"> 3-D objects and 2-D shapes have attributes that can be used to describe, sort, and compare 3-D objects have parts similar to 2-D shapes 	<input type="checkbox"/> shows understanding that: <ul style="list-style-type: none"> 3-D objects and 2-D shapes have attributes that can be used to describe, sort, and compare 3-D objects have parts similar to 2-D shapes 	<input type="checkbox"/> shows in-depth understanding, in a variety of contexts, that: <ul style="list-style-type: none"> 3-D objects and 2-D shapes have attributes that can be used to describe, sort, and compare 3-D objects have parts similar to 2-D shapes
Procedural knowledge accurately: <ul style="list-style-type: none"> sorts objects and shapes according to one geometric attribute identifies geometric attributes replicates a given composite object 	<input type="checkbox"/> often makes major errors or omissions in: <ul style="list-style-type: none"> sorting by one attribute identifying geometric attributes replicating a composite object 	<input type="checkbox"/> makes frequent minor errors or omissions in: <ul style="list-style-type: none"> sorting by one attribute identifying geometric attributes replicating a composite object 	<input type="checkbox"/> makes few errors or omissions in: <ul style="list-style-type: none"> sorting by one attribute identifying geometric attributes replicating a composite object 	<input type="checkbox"/> rarely makes errors or omissions in: <ul style="list-style-type: none"> sorting by one attribute identifying geometric attributes replicating a composite object
Problem-solving skills <ul style="list-style-type: none"> uses appropriate strategies to: <ul style="list-style-type: none"> replicate composite 2-D shapes or 3-D objects predict which objects or shapes have been used to construct a composite and verify by deconstructing 	<input type="checkbox"/> may be unable to: <ul style="list-style-type: none"> replicate composite 2-D shapes or 3-D objects follow spatial clues predict and verify which objects or shapes have been used 	<input type="checkbox"/> with some help, uses appropriate strategies to: <ul style="list-style-type: none"> replicate composite 2-D shapes or 3-D objects follow spatial clues predict and verify which objects or shapes have been used 	<input type="checkbox"/> uses appropriate strategies to: <ul style="list-style-type: none"> replicate composite 2-D shapes or 3-D objects follow spatial clues predict and verify which objects or shapes have been used 	<input type="checkbox"/> uses appropriate, often innovative, strategies to: <ul style="list-style-type: none"> replicate composite 2-D shapes or 3-D objects follow spatial clues predict and verify which objects or shapes have been used
Communication <ul style="list-style-type: none"> explains and/or demonstrates thinking and procedures clearly, using simple geometric language (e.g., <i>round, flat, straight</i>) 	unable to provide explanations or demonstrations	with prompting, provides some simple explanations or demonstrations; often vague	provides simple explanations and demonstrations	provides clear and often specific explanations and demonstrations

Name: _____ Date: _____

Assessment Master 4

Performance Task Rubric

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> shows understanding by <ul style="list-style-type: none"> using and explaining addition and subtraction creating a word problem for a given number sentence 	<input type="checkbox"/> may be unable to use or explain <ul style="list-style-type: none"> addition and subtraction a word problem for a given number sentence 	<input type="checkbox"/> with some support, uses and gives a partial description or demonstration of <ul style="list-style-type: none"> addition and subtraction a word problem for a given number sentence 	<input type="checkbox"/> uses and gives an appropriate description or demonstration of <ul style="list-style-type: none"> addition and subtraction a word problem for a given number sentence 	<input type="checkbox"/> uses and gives an appropriate and complete description or demonstration of <ul style="list-style-type: none"> addition and subtraction a word problem for a given number sentence
Procedural knowledge <ul style="list-style-type: none"> correctly identifies <ul style="list-style-type: none"> number of party hats and additional balloons needed the correct "doubles" for the party game 	<input type="checkbox"/> makes major errors in identifying <ul style="list-style-type: none"> number of party hats additional balloons needed "doubles" for the party game 	<input type="checkbox"/> makes several minor errors in <ul style="list-style-type: none"> number of party hats additional balloons needed "doubles" for the party game 	<input type="checkbox"/> makes few errors in <ul style="list-style-type: none"> number of party hats additional balloons needed "doubles" for the party game 	<input type="checkbox"/> makes very few or no errors in <ul style="list-style-type: none"> number of party hats additional balloons needed "doubles" for the party game
Problem-solving skills <ul style="list-style-type: none"> uses appropriate strategies to <ul style="list-style-type: none"> create a new party problem for a given number sentence 	<input type="checkbox"/> needs one-to-one guidance to <ul style="list-style-type: none"> create a new party problem for a given number sentence 	<input type="checkbox"/> with limited prompting, uses appropriate strategies to <ul style="list-style-type: none"> create a simple party problem for a given number sentence 	<input type="checkbox"/> uses appropriate strategies to <ul style="list-style-type: none"> create a new party problem for a given number sentence 	<input type="checkbox"/> uses appropriate, often innovative, strategies to <ul style="list-style-type: none"> create a new party problem with some complexity for a given number sentence
Communication <ul style="list-style-type: none"> uses appropriate mathematical language to describe her or his procedures and results 	<input type="checkbox"/> unable to use appropriate language to describe thinking, procedures, and results <ul style="list-style-type: none"> procedures, and results 	<input type="checkbox"/> with prompting, uses limited appropriate language (often vague) to describe thinking, procedures, and results <ul style="list-style-type: none"> procedures, and results 	<input type="checkbox"/> uses some appropriate language to clearly describe thinking, procedures, and results <ul style="list-style-type: none"> procedures, and results 	<input type="checkbox"/> uses appropriate language to clearly, confidently, and thoroughly describe thinking, procedures, and results <ul style="list-style-type: none"> procedures, and results

Assessment Master 5

Addition and Subtraction to 20 Rubric

This rubric can be used to assess and summarize children’s achievement.

Knowledge/Skills	Not yet adequate (needs assistance)	Adequate (limited assistance)	Proficient	Excellent
Conceptual understanding <ul style="list-style-type: none"> uses understanding of number to <ul style="list-style-type: none"> model and discuss number story problems choose appropriate operations explain how addition and subtraction are related 	<input type="checkbox"/> shows little or no understanding that <ul style="list-style-type: none"> numbers are made of parts (part-part-whole) addition involves joining subtraction involves separating addition and subtraction are related 	<input type="checkbox"/> shows partial understanding that <ul style="list-style-type: none"> numbers are made of parts (part-part-whole) addition involves joining subtraction involves separating addition and subtraction are related 	<input type="checkbox"/> shows understanding that <ul style="list-style-type: none"> numbers are made of parts (part-part-whole) addition involves joining subtraction involves separating addition and subtraction are related 	<input type="checkbox"/> shows in-depth understanding, in a variety of contexts, that <ul style="list-style-type: none"> numbers are made of parts (part-part-whole) addition involves joining subtraction involves separating addition and subtraction are related
Procedural knowledge <ul style="list-style-type: none"> identifies doubles and their equal parts demonstrates and represents addition and subtraction facts to 20 	<input type="checkbox"/> often makes major errors/omissions in <ul style="list-style-type: none"> identifying doubles and their equal parts demonstrating and representing addition and subtraction facts 	<input type="checkbox"/> makes frequent minor errors/omissions in <ul style="list-style-type: none"> identifying doubles and their equal parts demonstrating and representing addition and subtraction facts 	<input type="checkbox"/> makes few errors/omissions in <ul style="list-style-type: none"> identifying doubles and their equal parts demonstrating and representing addition and subtraction facts 	<input type="checkbox"/> rarely makes errors/omissions in <ul style="list-style-type: none"> identifying doubles and their equal parts demonstrating and representing addition and subtraction facts
Problem-solving skills <ul style="list-style-type: none"> uses appropriate strategies to create and solve number story problems involving addition and subtraction to 20 	<input type="checkbox"/> may be unable to <ul style="list-style-type: none"> create and solve number story problems 	<input type="checkbox"/> with some help, uses appropriate strategies to <ul style="list-style-type: none"> create and solve number story problems 	<input type="checkbox"/> uses appropriate strategies to <ul style="list-style-type: none"> create and solve number story problems 	<input type="checkbox"/> uses appropriate, often innovative, strategies to <ul style="list-style-type: none"> create and solve number story problems
Communication <ul style="list-style-type: none"> uses appropriate language to talk about addition and subtraction in a story problem (e.g., <i>add, join, subtract, take away</i>) 	<input type="checkbox"/> unable to use appropriate language to describe <ul style="list-style-type: none"> addition and subtraction in a story problem 	<input type="checkbox"/> with prompting, uses limited appropriate language (often vague) to describe <ul style="list-style-type: none"> addition and subtraction in a story problem 	<input type="checkbox"/> uses some appropriate language to clearly describe <ul style="list-style-type: none"> addition and subtraction in a story problem 	<input type="checkbox"/> uses appropriate language to clearly, confidently, and thoroughly describe <ul style="list-style-type: none"> addition and subtraction in a story problem