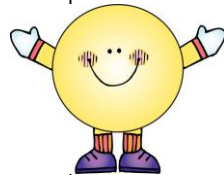


Math Section 5 Rubric

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



Math Standards Expectations

Students can...

Counting and Cardinality:

- read and write numbers from 0 to 20 and represent at least 10 objects with a numeral.

Operations and Algebraic Thinking:

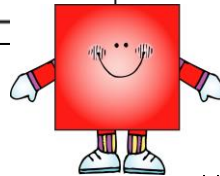
- solve simple number stories and problems involving addition and subtraction.
- find the number that makes 10 when added to a given number, using a ten frame for support.

Number and Operations in Base Ten:

- compose and decompose numbers 11-19 into ten ones and some further ones, using a double ten frame for support.

Geometry:

- describe objects in the environment using names of 2D shapes.
- model familiar shapes by drawing, but their drawings may not be totally accurate due to developing fine motor skills.



Standards and Goals for Mathematical Practice

SMP 3- Construct viable arguments and critique the reasoning of others.

- GMP3.1 Make mathematical conjectures and arguments.
- GMP3.2 Make sense of others' mathematical thinking.

SMP4- Model with mathematics.

- GMP4.1 Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations.
- GMP4.2 Use mathematical models to solve problems and answer questions.

