

### Math Section 3 Rubric

Advanced Understanding 4	Meets the Standard 3	Approaching 2	Does Not Meet 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:

- read and write numbers through 10 and represent up to 10 objects with a written numeral.
- count a set of 10 objects using the correct count sequence and one-to-one correspondence.
- figure out "one more" without recounting a set of objects.
- count arranged and scattered sets up to 10 objects.
- compare the number of objects in two groups using the terms "more, fewer, and same".

#### Standards and Goals for Mathematical Practice

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

- GMP2.1 Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects.
- GMP2.2 Make sense of the representations you and others use.
- GMP2.3 Make connections between representations.

