Math Section 8 Rubric

Advanced Understanding 4	Meets the Standard 3	Approaching 2	Does Not Meet 1
• The student uses developmentally appropriate mathematical concepts and skills ***to solve unusual or extended response problems*** with limited errors. ***and ...*** • Student explanations and reasoning are complete, logical and detailed.	• The student uses appropriate mathematical concepts and skills ***to solve familiar problems*** with limited errors. ***and ...*** • Student explanations and reasoning are complete and logical but lack details.	• The student ***appears to understand*** some appropriate mathematical concepts and skills but is ***inconsistent in finding solutions.*** ***and ...*** • Student explanations and reasoning are incomplete or lack logical flow.	• The student ***appears to not understand*** appropriate mathematical concepts and skills and is ***unsuccessful in finding solutions.*** ***and ...*** • Student explanations are absent or do not match process/solution.

Math Standards Expectations

Students can…

Counting and Cardinality:

- count to at least 100 by 1s and 10s.
- count forward by 1s to at least 100 starting from numbers other than 1.

Operations and Algebraic Thinking:

- find number pairs that add to 10 and record them with drawings or equations.

Number and Operations in Base Ten:

- compose, decompose, and understand numbers 11-19 as ten ones and some further ones; record with a drawing or equation.

Geometry:

- analyze and compare 2-and-3 dimensional shapes in different sizes and orientations, using informal descriptive language.
- model shapes in the world by building shapes from components and drawing shapes.

Standards and Goals for Mathematical Practice

SMP3- Construct viable arguments and critique the reasoning of others.

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

SMP5- Use appropriate tools strategically.

- GMP5.1 Choose appropriate tools.
- GMP5.2 Use tools effectively and make sense of your results.