Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 – Not yet meeting expectations | 2 – Meets minimal expectations | 3 – Fully meets expectations | 4 – Exceeding expectations |
| **Strategies and Approaches*** independence
* logic
* extensions
 | * did not attempt a strategy
* gave up when stuck
 | * needed support to get started
* persisted when stuck; needed support to get unstuck
 | * needed minor hint to get started
* persisted when stuck; needed minor hint to get unstuck
 | * got started without assistance
* persisted when stuck; got unstuck independently
 |
| * strategy not clear; logic cannot be followed
* strategy unrelated to problem
* ineffective strategy; incorrect solution
* many parts of problem incomplete
 | * strategy made sense but was not enough to solve whole problem
* some steps in logic are missing; difficult to follow
* largely solved through luck, not skill
* some parts incomplete
 | * strategy moderately effective; solved majority of problem
* strategy applied somewhat systematically; a step or diagram missing
* partially solved through luck
 | * applied effective strategy with systematic approach
* second method of solving is attempted and possibly completed
 |
| **Accuracy*** recording
* calculations
* diagrams
 | * recording frequently inaccurate
* major calculation errors
* no answer or incorrect answer given and no work shown
 | * some recording errors
* some calculations missing or incorrect; incorrect answer
* correct answer but no work shown
 | * minor recording errors
* some calculation errors, but answer is close
* correct answer but some calculations or steps missing
 | * answer correct
* may have minor recording errors
* may have minor calculation errors, but answer is very close or correct
 |
| * major errors in charts, diagrams and graphs
 | * several inaccuracies or omissions in charts, diagrams and graphs
 | * one or two inaccuracies or omissions in charts, diagrams and graphs
 | * charts, diagrams and graphs have minor errors or omissions
 |
| **Communication and Representation*** completeness
* clarity
* mathematical language
 | * wrote very little or nothing to explain how problem was solved or ideas that were considered
* key information omitted
 | * explanation omits information, calculations or reasoning for many of the steps, making it hard to follow
 | * included calculations and reasoning for most of the steps, but a few omissions make it somewhat hard to follow
 | * explained most of the steps with enough detail that another student could follow them
 |
| * unclear and confusing; difficult to read or understand
 | * minimal clarity; readable but hard for another student to follow
* messiness and spelling or other errors make it hard to understand
 | * reasonably clear; another student would be able to follow much of the process
* work could be neater and easier to read
 | * quite clear; another student would be able to follow all of the process
* neat and easy to read
* generally good grammar, spelling, and organization
 |
| * no words from word wall included
* several math words used incorrectly, indicating lack of understanding
 | * at least one term from word wall used
* a few terms used incorrectly; some misunderstandings
* math terms used in a simplistic manner
 | * includes at least three terms from word wall
* uses generally correct math vocabulary demonstrating satisfactory understanding
 | * includes at least four terms from word wall
* uses correct math language, indicating full understanding
 |