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 |