

Math Project Rubric

CONTENT

Advanced Understanding 4	Meets the Standard 3	Approaching Standard 2	Does Not Meet 1
<ul style="list-style-type: none"> The student uses appropriate mathematical concepts and skills to solve application problems in both familiar and unfamiliar situations with limited scaffolds & supports. <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> The student solves problems that require connections among multiple concepts without scaffolded prompts. 	<ul style="list-style-type: none"> The student uses appropriate mathematical concepts and skills to solve application problems in familiar situations with scaffolds & support. <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> The student solves problems that require connections among multiple concepts with scaffolded prompts. 	<ul style="list-style-type: none"> The student uses appropriate mathematical concepts and skills to solve routine problems but is unsuccessful with applications to real life contexts. <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> The student solves problems involving concepts in isolation. 	<ul style="list-style-type: none"> The student demonstrates limited success in the use of appropriate mathematical concepts and skills to solve routine problems and applications to real life contexts. <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> The student has limited success solving problems with concepts in isolation.

COMMUNICATION

Advanced Understanding 4	Meets the Standard 3	Approaching Standard 2	Does Not Meet 1
<ul style="list-style-type: none"> The student demonstrates the ability to explain, construct and critique mathematical reasoning with concise, detailed, logical and complete arguments. The student demonstrates the ability to effectively communicate conceptual understanding and contextual interpretation of results. The student consistently uses accurate mathematical content language with sophistication appropriate to prompt and level of course. 	<ul style="list-style-type: none"> Student explanations are complete and logical but may lack details, and/or coherent flow in presentation. Conceptual or contextual understanding is inferred but not explicit. The student is accurate but inconsistent in the use of mathematical content language appropriate to prompt and level of course. 	<ul style="list-style-type: none"> Student explanations are fragmented with omissions in logic, details or coherent flow. Concept/context explanations are vague, incomplete or inconsistent. Basic mathematical language is present but not at levels appropriate to the prompt or level of course. 	<ul style="list-style-type: none"> Student provides only superficial explanations or explanations that do not match solutions. Concept/context connections are absent or inappropriate to prompt. Mathematical language is missing or generally inappropriate to the task.

PROCEDURAL FLUENCY

Advanced Understanding 4	Meets the Standard 3	Approaching Standard 2	Does Not Meet 1
<ul style="list-style-type: none"> The student demonstrates fluency in carrying out procedures flexibly, accurately, efficiently and with clarity in organization. The student consistently selects and applies appropriate and efficient strategies to make deductions and solve problems. 	<ul style="list-style-type: none"> Student procedural work is appropriate to task but may contain minor errors in execution or organization. The student often selects and applies appropriate and efficient strategies to make deductions and solve problems. 	<ul style="list-style-type: none"> Student procedural work lacks coherent organization, omits key steps or contains multiple errors in execution. The student selects and applies rote strategies to make deductions and solve problems. 	<ul style="list-style-type: none"> Student procedural work is incoherent, missing or inappropriate to task. The student demonstrates limited success in applying rote strategies to make deductions and solve problems.