

## K-5 Math Rubric: A Work in Progress

	<b>Level 1</b> Insufficient Progress	<b>Level 2</b> Making Progress	<b>Level 3</b> Met Standard	<b>Level 4</b> Exceeds Expectation
<b>Mathematical concepts and procedures (computation accuracy):</b> The student understands mathematical concepts and performs related operations, chooses the appropriate math operations, and performs computations correctly.	I couldn't get started. I don't know how to begin.	I have part of the solution, but now I don't know what operation to use. I could complete simple calculations but cannot do complex computations.	I can select the proper operation. I can identify important information and solve the problem with accuracy.	I can complete the problem with accuracy. I can solve the problem in multiple ways to confirm accuracy.
<b>Mathematical communication:</b> The student explains the process, reasoning, and strategy used in solving the problem.	I did not explain how I solved the problem. My explanation is mostly restating the problem.	I explained part of the process and I explained my answer but not my thinking. Someone will need to add additional information for my explanation to make sense.	I clearly explained the process I used and my solution to the problem using numbers, words, pictures or diagrams.	I can explain a meaningful academic application to this task across contents.
<b>Mathematical problem-solving:</b> The student selects and carries out a strategy to find a solution, and checks results for reasonableness.	I'm not sure what the problem asked me to do. I didn't know which strategy to use.	I understand parts of the problem and I got started but I couldn't finish. My strategy seemed to work at the beginning, but did not work well for the whole problem.	I understood the problem and had an appropriate solution. All parts of the problem are addressed. I checked my solution for reasonableness.	My explanation can be read by others and easily understood.