Content Rubrics

High School

Algebra Content	1	2	3	4	
Rubric	Did not me	Did not meet Standard		Met Standard	
A-REI	Student was able to	Student was able	Student was able	Student was able	
Solve systems of	Do <u>one</u> of the	to:	to:	to:	
equations A-CED Create equations that describe numbers or relationships Claim 3	 following: Represent the relationships in the problem with one or more equations such as: x + y = 47; or 5x + 4y = 200 or equivalent Attempted an alternate solution method 	 Create a system of equations that could lead to a correct solution. Attempt to solve the system of equations algebraically or graphically; work leads to an incorrect conclusion Use alternate logical reasoning that could lead to a correct conclusion 	 Define variables and set up a system of equations. AND Solve the system of equations algebraically or graphically OR Use alternate logical reasoning with limited justification for their answer 	 Define variables and set up a system of equations. AND Solve the system of equations algebraically or graphically and uses this to justify their answer OR Use logical reasoning with complete justification for their answer 	
Standards for	1	2	3	4	
Mathematical	Did not mo	et Standard	Met Standard		
Practice:					
3 and 6	The Level 1 student can construct simple	The Level 2 student can construct viable	The Level 3 student can construct viable	The Level 4 student can construct viable	
ALD Claim:	viable arguments with	arguments with	arguments with	arguments with	
3	minimal clarity and	partial clarity and	adequate clarity and	thorough clarity and	
Students can clearly	precision to support	precision to support	precision to support	precision in	
and precisely	nis or her own	nis or her own	nis or ner own	unfamiliar contexts to	
construct viable	reasoning in tamiliar	reasoning and to	reasoning and to	support his or her	
arguments to support	contexts.	reasoning of others in	of others	critique the reasoning	
their own reasoning		familiar contexts		of others	
reasoning of others				or others.	
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	precision to support his or her own reasoning in familiar contexts.	precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.	precision to support his or her own reasoning and to critique the reasoning of others.	precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.	

Geometry Content	1	2	3	4	
Rubric	Did not me	Did not meet Standard		Met Standard	
G-GPE	Student was able to	Student was able	Student was able	Student was able	
Use coordinates to	do one of the	to:	to:	to:	
prove simple	following:	1. Find the correct	1. Find the correct	1. Find the correct	
geometric theorems	1. Find the correct	length of AB = 5	length of AB = 5	length of AB = 5	
algebraically.	length of AB = 5	AND	AND	AND	
	OR	2. Find the correct	2. Find the correct	2. Find the correct	
	2. Find the correct	slope of AB = $-3/4$	slope of AB = $-3/4$	slope of AB = $-3/4$	
Claim 3	slope of AB = $-3/4$	0.0p0 0112 0, 1	AND	AND	
	510pc 61712 - 571		3. Give partial proof	3. Give correct	
			that shows equal	proof such as:	
			side lengths OR	The slope of $DA =$	
			nernendicular	1/3 = slope of CB	
			slones	The slope of $\Delta B = -$	
			510 p c 5.	3/1 Therefore the	
				sides of the shape	
				are perpendicular	
				The lengths of AD	
				and AD are 5	
				inerefore the shape	
				is a square.	
Standards for	1	2	3	4	
Mathematical	Did not mo	at Ctondard			
Practice:	Dia not me	et Standard	iviet Standard		
3 and 6	The Level 1 student	The Level 2 student	The Level 3 student	The Level 4 student	
	can construct simple	can construct viable	can construct viable	can construct viable	
ALD Claim:	viable arguments with	arguments with	arguments with	arguments with	
3	minimal clarity and	partial clarity and	adequate clarity and	thorough clarity and	
Students can clearly	precision to support	precision to support	precision to support	precision in	
and precisely	reasoning in familiar	reasoning and to	rosconing and to	uniaminar contexts to	
construct viable	contexts	nartially critique the	critique the reasoning	own reasoning and to	
arguments to support	CONCEALS.	reasoning of others in	of others	critique the reasoning	
and to critique the		familiar contexts.	or others.	of others.	
reasoning of others		iannai contexts.			
reasoning of others.					

Algebra 2 Content	1	2	3	4
Rubric	Did not meet Standard		Met Standard	
	Student was able to	Student was able to	Student was able	Student was able
F-BF	do one of the	do two of the	to:	to:
Build new functions	following:	following:	• Support Kyle:	• Support Kyle:
from existing	• Support Kyle:	• Support Kyle:	a > 0. b ≠ 0. c < 0	a > 0. b ≠ 0. c < 0
functions	a > 0, b ≠ 0, c < 0	a > 0. b ≠ 0. c < 0	OR	OR
	OR	OR	a < 0. b ≠ 0. c>0	a < 0. b ≠ 0. c>0
Claim 3	a < 0, b ≠ 0, c>0	a < 0, b ≠ 0, c>0	• Support Sandy:	 Support Sandy:
	• Support Sandy:	• Support Sandy:	a < 05 < b < 5.	a < 0, -5 < b < 5
	a < 0.5 < h < 5	a < 0 - 5 < h < 5	c≠0	α < 0, 5 ≟ 5 ≟ 5, c ≠ 0
	c ≠ 0	α < 0, 5 ≟ 6 ≟ 5, c ≠ 0	OR	OR
	OR	OR	a > 0 - 5 < h < 5 c	a > 0 - 5 < h < 5 c
	a>0 -5 < h < 5 c	a>0 -5 < h < 5 c	±0, 5 ± 5 ± 5, €	±0,5≟5≟5,c
	±0	4 × 0, 5 ≟ 5 ≟ 5, c ≠ 0	 For neither 	 For neither
	 For neither 	 For neither 	correct: Vertex	correct: Vertex
	• For heither	• For heither	lies on x axis $(c=0)$	lies on x axis $(c-0)$
	lies on x axis $(c=0)$	lies on y axis (c=0	with a and b both	with a and b both
	with a and b both	with a and b both	non zoro)	
			For example	AND justify their
	11011-2010)	11011-2010)	v=2 v+2 v < E	coloctions for
			y-5 x+2 +(-5)	
				each value
			y=3 x+2 +5	
<u> </u>		•	y=3 x+2 +0	
Standards for	1	2	3	4
Practice:	Did not meet Standard		Met Standard	
3 and 6	The Level 1 student	The Level 2 student	The Level 3 student	The Level 4 student
	can construct simple	can construct viable	can construct viable	can construct viable
ALD Claim:	viable arguments with	arguments with	arguments with	arguments with
3	minimal clarity and	partial clarity and	adequate clarity and	thorough clarity and
Students can clearly	precision to support	precision to support	precision to support	precision in
and precisely	his or her own	his or her own	his or her own	unfamiliar contexts to
construct viable	reasoning in familiar	reasoning and to	reasoning and to	support his or her
arguments to support	contexts.	partially critique the	critique the reasoning	own reasoning and to
their own reasoning		reasoning of others in	of others.	critique the reasoning
and to critique the		rammar contexts.		or others.
reasoning of others.	1			