

6th Grade Fellows Task Rubrics

Content Standard: 6.RP.A Understand ratio concepts and use ratio reasoning to solve problems.	1	2	3	4
	Did not meet Standard		Met Standard	
	<ul style="list-style-type: none"> The solutions were inaccurate. The justification was not represented or inaccurate. 	Student was able to do one of the following: <ul style="list-style-type: none"> Correctly identify the fraction of students that are boys as $\frac{4}{9}$ or Correctly identify the total number of students as 270 	Student was able to: <ul style="list-style-type: none"> Correctly identify the fraction of students that are boys as $\frac{4}{9}$. Accurately justify the fractional relationship. Correctly identify the total number of students as 270 Accurately justify their solution using one mathematical strategy 	Student was able to: <ul style="list-style-type: none"> Correctly identify the fraction of students that are boys as $\frac{4}{9}$. Accurately justify the fractional relationship. Correctly identify the total number of students as 270. Accurately justify their solution using two or more mathematical strategies
Standards for Mathematical Practice: 3 and 6 ALD Claim: 3 Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	1	2	3	4
	Did Not Meet Standard		Met Standard	
	The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.	The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.	The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.	The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.

7th Grade Fellows Task Rubric

<p>Content Standard: 7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>	1	2	3	4
	Did not meet Standard		Met Standard	
	<ul style="list-style-type: none"> Unable to identify 0.6 gallons as the amount of green pain in 1 gallon. Did not accurately produce a solution to part 2. 	<p>Student was able to do one of the following:</p> <ul style="list-style-type: none"> Identify 0.6 gallons as the amount of green paint in 1 gallon Decide that the Tim’s use of 28 gallons of green paint and 22 gallons of blue paint would not produce the same color as his 80 gallons. 	<p>Student was able to:</p> <ul style="list-style-type: none"> Identify 0.6 gallons as the amount of green paint in 1 gallon Decide that the Tim’s use of 28 gallons of green paint and 22 gallons of blue paint would not produce the same color as his 80 gallons. Show accurate mathematical justification. 	<p>Student was able to:</p> <ul style="list-style-type: none"> Identify 0.6 gallons as the amount of green paint in 1 gallon Decide that the Tim’s use of 28 gallons of green paint and 22 gallons of blue paint would not produce the same color as his 80 gallons. Recognize that Tim needs 30 gallons of green and 20 gallons of blue. Show accurate mathematical justification.
<p>Standards for Mathematical Practice: 3 and 6 ALD Claim: 3 Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>	1	2	3	4
	Did Not Meet Standard		Met Standard	
	<p>The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.</p>	<p>The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.</p>	<p>The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.</p>	<p>The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.</p>

8th Grade Fellows Task Rubric

<p>Content Standard: 8.EE.B Understand the connections between proportional relationships, lines, and linear equations.</p>	1	2	3	4
	Did not meet Standard		Met Standard	
	<p>Student does one of the following:</p> <ul style="list-style-type: none"> • Did not answer. • Identify Jason was making more money. • Completely unclear or inaccurate mathematical reasoning and/or representation • No evidence of algebraic representation 	<p>Student was able to:</p> <ul style="list-style-type: none"> • Identify Anna was making more money. • Attempt some mathematical reasoning and/or representation of their solution. • No evidence of algebraic representation 	<p>Student was able to:</p> <ul style="list-style-type: none"> • Identify Anna was making more money. • Justify why Anna makes more money using accurate proportional reasoning and mathematical representations • Inaccurate evidence of algebraic representation 	<p>Student was able to:</p> <ul style="list-style-type: none"> • Identify Anna was making more money. • Justify why Anna makes more money using accurate proportional reasoning and mathematical representations • Accurate evidence of algebraic representation that models Jason and Anna’s earnings.
<p>Standards for Mathematical Practice: 3 and 6 ALD Claim: 3 Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>	1	2	3	4
	Did Not Meet Standard		Met Standard	
	<p>The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.</p>	<p>The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.</p>	<p>The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.</p>	<p>The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.</p>