Rubrics

Kindergarten

Content Rubrics K.NBT.A: Work with numbers 11-19 to gain foundations for place value Claim 3	1	2	3	4
	Did not meet standard		Met Standard	
	The student was only able to find 1 or 2 combinations for the number 12.	The student • Found 3 or 4 combinations for the number 12 • did not represent 12 as ten ones and 2 ones.	The student • Found 5 or 6 of the combinations of 12 • included 10 cows in one pen and 2 in the other.	Student • Found the 7 combinations for 12 • Was clearly able to decompose and interpret 12 as 10 ones and 2 ones.

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.

First Grade

Content Rubrics 1.NBT.B Understand place value. Claim 3	1	2	3	4
	Did not meet standard		Met Standard	
	The student does <u>one</u> of the following: • Circled 30 dinosaurs in red • 5 dinosaurs in blue • Compared 21 as > 12. • Explained the size of the number correctly Ex. Drew a picture showing 21 dots compared to 12 dots. OR Ex. 21 has two tens and 12 has one ten.	The student does <u>two</u> of the following • Circled 30 dinosaurs in red • 5 dinosaurs in blue • Compared 21 as > 12. • Explained the size of the number correctly Ex. Drew a picture showing 21 dots compared to 12 dots. OR Ex. 21 has two tens and 12 has one ten.	The student does <u>three</u> of the following • Circled 30 dinosaurs in red • 5 dinosaurs in blue • Compared 21 as > 12. • Explained the size of the number correctly Ex. Drew a picture showing 21 dots compared to 12 dots. OR Ex. 21 has two tens and 12 has one ten.	The student <u>all</u> of the following: • Circled 30 dinosaurs in red • 5 dinosaurs in blue • Compared 21 as > 12 using the symbol. • Explained the size of the number correctly Ex. Drew a picture showing 21 dots compared to 12 dots. OR Ex. 21 has two tens and 12 has one ten.

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.

Second Grade

Content Rubrics 2.NBT.A Understand place value. Claim 3	1	2	3	4
	Did not meet standard		Met Standard	
	The student was not able to find any other combinations for 124	The student • found 1 or 2 combinations for the number 124 with some struggle.	The student • Found at 3 or 4 combinations for the number 124 • Gave a clear description of the ways to decompose the number	The Student • Found 5 or more combinations for the number 124 • Gave a clear description of the number 124 that clearly represented a strong understanding of the value of the digits.

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.