Content Rubrics

High School

Algebra Content Rubric	1	2	3	4
A-REI Solve systems of equations A-CED Create equations that describe numbers or relationships Claim 3	Did not meet Standard		Met Standard	
	Student was able to Do <u>one</u> of the folllowing: • 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	Student was able to: • 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	Student was able to: • 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	Student was able to: • 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 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.

Geometry Content Rubric G-GPE Use coordinates to prove simple geometric theorems algebraically. Claim 3	1	2	3	4
	Did not meet Standard		Met Standard	
	Student was able to do <u>one</u> of the following: 1. Find the correct length of AB = 5 OR 2. Find the correct slope of AB = -3/4	Student was able to: 1. Find the correct length of AB = 5 AND 2. Find the correct slope of AB = -3/4	Student was able to: 1. Find the correct length of AB = 5 AND 2. Find the correct slope of AB = -3/4 AND 3. Give partial proof that shows equal side lengths OR perpendicular slopes.	Student was able to: 1. Find the correct length of AB = 5 AND 2. Find the correct slope of AB = -3/4 AND 3. Give correct proof such as: The slope of DA = 4/3 = slope of CB The slope of AB = -3/4. Therefore the sides of the shape are perpendicular The lengths of AB and AD are 5 Therefore the shape is a square.
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.

Algebra 2 Content Rubric F-BF Build new functions from existing functions Claim 3	1	2	3	4
	Did not meet Standard		Met Standard	
	Student was able to do one of the following: • Support Kyle: a > 0, b ≠ 0, c <0 OR a < 0, b ≠ 0, c>0 • Support Sandy: a < 0, -5 ≤ b ≤ 5, c ≠ 0 OR a > 0, -5 ≤ b ≤ 5, c ≠ 0 • For neither correct: Vertex lies on *x* axis (*c*=0) with *a* and *b* both non-zero)	Student was able to do two of the following: • Support Kyle: a > 0, b ≠ 0, c <0 OR a < 0, b ≠ 0, c>0 • Support Sandy: a < 0, -5 ≤ b ≤ 5, c ≠ 0 OR a > 0, -5 ≤ b ≤ 5, c ≠ 0 • For neither correct: Vertex lies on *x* axis (c=0 with *a* and *b* both non-zero)	Student was able to: • Support Kyle: a > 0, b ≠ 0, c <0 OR a < 0, b ≠ 0, c>0 • Support Sandy: a < 0, -5 ≤ b ≤ 5, c ≠ 0 OR a > 0, -5 ≤ b ≤ 5, c ≠ 0 • For neither correct: Vertex lies on *x* axis (*c*=0) with *a* and *b* both non-zero) For example, y=3|x+2|+(-5) AND y=3|x+2|+5 AND y=3|x+2|+0	Student was able to: • Support Kyle: a > 0, b ≠ 0, c <0 OR a < 0, b ≠ 0, c>0 • Support Sandy: a < 0, -5 ≤ b ≤ 5, c ≠ 0 OR a > 0, -5 ≤ b ≤ 5, c ≠ 0 • For neither correct: Vertex lies on *x* axis (*c=0)* with *a* and *b* both non-zero) **AND** justify their selections for each value

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	\multicolumn 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.