

Mathematics Performance Task Rubric

Process Goals for Students	4	3	2	1
Problem Solving and Reasoning	<ul style="list-style-type: none"> - Shows a thorough understanding of the problem and connected mathematics - Shows a thorough understanding of concepts and procedures associated with the problem - Adapts and extends one or more efficient strategies that lead to a correct solution - Uses correct reasoning and justification and achieves a correct or reasonable answer with a thorough and precise explanation or justification - Uses a systematic approach to solve the problem 	<ul style="list-style-type: none"> - Shows an understanding of the problem and the mathematics of the problem - Shows an understanding of concepts and procedures associated with the problem - Develops and applies an appropriate strategy to solve the problem that leads to a correct solution - Uses correct reasoning and justification and achieves a correct or reasonable answer (possibly with minor mistakes) - Uses a systematic approach to solve the problem 	<ul style="list-style-type: none"> - Provides a partial solution related to the problem - Shows partial understanding of concepts and procedures associated with the problem - Chooses a strategy that leads to a partial solution - Uses some correct reasoning or justification - Uses mostly unsystematic trial and error to solve the problem - Provides a partially correct answer 	<ul style="list-style-type: none"> - Provides no solution or a solution unrelated to the problem - Shows limited or no understanding of concepts and procedures associated with the problem - Chooses a strategy that does not match the problem and/or lead to a solution - Provides no correct reasoning or justification
Representations and Connections	<ul style="list-style-type: none"> - Uses abstract or symbolic representation to record information and solve the problem - Recognizes and uses mathematical connections to extend or generalize patterns 	<ul style="list-style-type: none"> - Uses appropriate and accurate representation to record information and solve the problem - Notices and describes patterns 	<ul style="list-style-type: none"> - Makes an attempt to construct a representation to organize, and record information from the problem that may be partial or inaccurate - Indicates partial or incorrect patterns 	<ul style="list-style-type: none"> - Makes no attempt to construct a representation - Makes no identification of patterns
Communication	<ul style="list-style-type: none"> - Uses precise mathematical language to clearly communicate process and thinking 	<ul style="list-style-type: none"> - Communicates process and thinking in a sequential, coherent way 	<ul style="list-style-type: none"> - Provides a partial communication of process or thinking 	<ul style="list-style-type: none"> - Shows little or no communication of process or thinking