Subject: **Mathematics** Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: K-12

Enduring Skill: Mathematical Practice #6 - Attend to Precision

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet** | | **Approaches Expectations** | | | **Meets Expectations** | | | **Exceeds Expectations** | |
| **1** | **1.5** | | **2** | **2.5** | | **3** | **3.5** | | **4** |
| ***Content Vocabulary*** | Absence of content vocabulary. |  | | Uses some appropriate vocabulary with no definitions/ explanations or some with inaccurate definitions. |  | | Sufficient use of content vocabulary, except for minor aspects. |  | | Clear and accurate use of content vocabulary for intended audience. |
| ***Organization*** | Ineffective display of response. |  | | Response lacks appropriate notation such as labels, units, etc. |  | | Sufficient response with required notation. |  | | Clear and accurate response with accurate notation. |
| ***Communication*** | Ineffective communication of mathematical reasoning. |  | | Basic communication of mathematical reasoning with some gaps in explanation. |  | | Accurate communication of mathematical reasoning with sufficient explanations. |  | | Sophisticated communication of mathematical reasoning with deep understanding shown. |
| ***Calculations*** | Inaccurate answer with no relevant processes/steps shown. |  | | Shows minimal understanding of process. |  | | Demonstrates solid understanding of the calculation process. |  | | Accurate demonstration of process with *verification of work.* |