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

Enduring Skill: Mathematical Practice #6 - Attend to Precision

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| **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.* |