

Rubric to Assess Math Curricular Competencies (10-12)

Categories & Expectations	Criteria	Emerging 30%	Developing 60%	Competent 80%	Proficient 90%	Extending 100%
Interpret	Can I understand what the question/problem is asking?	With support, I can understand what the question/ problem is asking.	I can sometimes understand what the question/ problem is asking but I often need support.	I can usually understand what the question/ problem is asking.	I always understand what the question/ problem is asking.	I can understand the sophisticated problems and what I need to do.
Model	When given a word problem or a scenario, can I create a mathematical model (ex. diagram, equation, etc) to represent the situation?	With support, I can create a mathematical model to represent a situation.	I sometimes can create a mathematical model to represent a situation but I often need support.	I usually can create a mathematical model to represent a situation.	I always can create a mathematical model to represent a standard situation.	I can model sophisticated problems.
Solve	Can I do the math accurately?	With support, I can solve the problem, but I make many errors.	I can sometimes solve the problem but there are often errors and I often need support	I can usually solve the problem with few errors.	I can always solve the problem often without errors.	I can solve sophisticated problems that I have not seen before. I can apply my understanding of concepts to solve new problems.
Analyze	Can I logically explain and justify the process used in arriving at my solution to the problem? Can I estimate and use my estimation to check if my final solution is reasonable?	I can't logically explain the process used in arriving at my solution to the problem. I can't estimate an answer without technology. I'm not sure if my final answer is reasonable.	I can sometimes logically explain the process used in arriving at my solution to the problem. I can sometimes estimate an answer without technology. I sometimes know if my answer is reasonable.	I can usually logically explain the process used in arriving at my solution to the problem. I often estimate an answer without technology. I usually know if my answer is reasonable.	I can always logically explain the process used in arriving at my solution to the problem. I always can estimate an answer without technology. I always know if my answer is reasonable.	I can analyze sophisticated problems.
Communication	Can I clearly show, explain and organize all steps when solving math problems? Is my Math work organized and neat?	My work is unorganized. Often, only the answer is shown without any supporting steps.	My work is often unorganized. Sometimes, only an answer is given without any support. If there is some work shown, it is often missing steps.	My work is usually neat and well organized. Answers are usually well supported with logical steps.	My work is always neat and organized. Answers are always fully supported with clear logical steps.	I use the language of mathematics to clearly and accurately communicate my solution.

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Persistence and Positive Attitude	Learning math often takes time and persistence. I know this and don't give up easily.	I give up easily. I am often frustrated and "shut down".	I usually give up when I don't get it. Sometimes I will ask for help or try again, but I often get frustrated and move on.	I usually ask for help if I don't understand and I usually try again until I "get it". Sometimes I get frustrated, but usually I find a way to work through it.	I always ask for help if I don't understand and I try again until I "get it". Sometimes I get frustrated, but usually I find a way to work through it.	When I get stuck or have difficulty understanding, I use the resources I need and patiently take the time I need and persevere to learn it.
Reflect on your learning	What do I know? What do I still need to work on? What resources do I need to learn? How do I learn best?	I am unaware of how I am doing in Math. I don't reflect on my learning. I do not know which competencies are my strengths and weaknesses. I do not learn from my mistakes.	I am somewhat reflective. I know what the competencies are, but I am not always sure what my strengths and weaknesses are. I sometimes learn from my mistakes.	I usually know what my strengths and weaknesses are. I know the competencies and usually reflect on them in a detailed, thoughtful way. I usually learn from my mistakes.	I know what my strengths and weaknesses are. I know the competencies and can explain how competent I am in them. I usually learn from my mistakes.	I can clearly explain what my strengths and weaknesses are. I can explain how I am doing in the competencies in a detailed, thoughtful way. I always learn from my mistakes.