

West Bonner County Performance Task Rubric

	Understanding	Strategies, Reasoning, and Procedures	Communication
4	<ul style="list-style-type: none"> <li>The student has demonstrated a <b>full and complete understanding</b> of the mathematical content and practices essential to this task.</li> <li>The solution correctly addresses all mathematical components presented in the task.</li> <li>No errors are evident.</li> <li>Solution is correct.</li> </ul>	<ul style="list-style-type: none"> <li>The student has <b>fully addressed</b> the task.</li> <li>The student used an efficient and sophisticated strategy with refined and complex reasoning.</li> <li>The work may contain minor flaws that do not detract from a demonstration of knowledge of the process(es) involved.</li> </ul>	<ul style="list-style-type: none"> <li>The response contains <b>substantial evidence</b> of the student's competence in problem solving, reasoning, and/or modeling to the full extent that the processes apply to the specified task.</li> <li>It may contain minor flaws that do not detract from demonstrating full understanding.</li> <li>2<sup>nd</sup>-12<sup>th</sup> have written communication</li> <li>K-1<sup>st</sup> may rely on numbers, pictures, or words</li> <li>Minor spelling and/or grammatical errors may occur</li> </ul>
3	<ul style="list-style-type: none"> <li>The student has demonstrated a <b>broad understanding</b> of the mathematical content and practices essential to this task.</li> <li>The solution addresses <b>all</b> of the mathematical components presented in the task.</li> <li>Some of the solutions might not be correct due to minor computational errors.</li> </ul>	<ul style="list-style-type: none"> <li>The student has <b>addressed most</b> of the task in a mathematically sound manner which results in a correct solution and has only minor flaws in execution of processes.</li> <li>The student shows competence in reasoning.</li> <li>It may contain errors that can be attributed to misinterpretation of the prompt or to careless execution of processes.</li> </ul>	<ul style="list-style-type: none"> <li>The response contains <b>sufficient evidence</b> of the student's competence in problem solving, reasoning, and/or modeling of the processes applied to the specified task.</li> <li>The work may contain errors that can be attributed to misinterpretation of the prompt or to careless execution of processes.</li> <li>3<sup>rd</sup>-12<sup>th</sup> have written communication</li> <li>K-2<sup>nd</sup> may rely on numbers, pictures, or words</li> </ul>
2	<ul style="list-style-type: none"> <li>The student has demonstrated a <b>partial understanding</b> of the mathematical content and practices essential to this task</li> <li>The student knows how to start but not how to finish.</li> <li>The student understood parts but not all.</li> </ul>	<ul style="list-style-type: none"> <li>The student has <b>addressed some</b> of the task but with flaws using fundamental procedures where full understanding is questionable.</li> <li>The work may contain omissions or irregularities, and errors are in the fundamental processes.</li> </ul>	<ul style="list-style-type: none"> <li>The response contains <b>some evidence</b> of the student's competence in problem solving, reasoning, and/or modeling of the processes related to the specified task, but lacks convincing evidence of the student's ability.</li> <li>4<sup>th</sup>-12<sup>th</sup> have written communication</li> <li>K-3<sup>rd</sup> may rely on numbers, pictures, or words</li> </ul>
1	<ul style="list-style-type: none"> <li>The student has demonstrated <b>limited understanding</b> of the mathematical content and practices essential to this task.</li> <li>Errors are from faulty reasoning. The student only touched on concepts.</li> <li>The student used some appropriate concepts but got very few, if any solutions correct.</li> </ul>	<ul style="list-style-type: none"> <li>The student has <b>addressed little</b> of the task.</li> <li>Any evidence shows the problem solving, reasoning, and/or modeling is faulty or incomplete</li> </ul>	<ul style="list-style-type: none"> <li>The response contains <b>little evidence</b> of the student's competence in problem solving, reasoning, and/or modeling of the processes related to the specified task.</li> </ul>
0	<ul style="list-style-type: none"> <li>The student has demonstrated <b>no understanding</b> of the mathematical content and practices essential to this task.</li> <li>Significant omissions and irregularities show a lack of comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>The student has <b>addressed none</b> of the task and the response is completely incorrect or uninterpretable.</li> <li>The response may be about the topic, but the reasoning has nothing to do with the task.</li> </ul>	<ul style="list-style-type: none"> <li>The response contains <b>no evidence</b> of the student's competence in problem solving, reasoning, and/or modeling related to the specified task.</li> </ul>