

Grade 3 Mathematics Task-Specific Rubric

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Problem Solving and Reasoning	<ul style="list-style-type: none"> - Shows a thorough understanding of the problem and connected fraction concepts. - Shows a thorough understanding of fraction of a set and part to whole. - 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, solving part 1 before part 2 	<ul style="list-style-type: none"> - Shows an understanding of the problem and fraction concepts. - Shows an understanding of fraction of a set and part to whole. - 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, solving part 1 before part 2 		<ul style="list-style-type: none"> - Provides no solution or a solution unrelated to the problem - Shows limited or no understanding of fraction of a set and part to whole. - 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 of the fraction concepts related to the problem to record information and solve the problem -Explicit connections between part 1 and part 2 are used to solve the problem -Makes a strong connection between fraction concepts and other mathematical concepts or patterns 		<ul style="list-style-type: none"> - Makes an attempt to construct a representation, of the fractions related to the problem, however representations may be unclear, partial, or inaccurate -Some connections between part 1 and part 2 of the problem are evident, but may be partially correct or incorrect -Makes a weak connection between fraction concepts and other mathematical concepts or patterns 	<ul style="list-style-type: none"> - Makes no attempt to construct a representation of the fractions related to the problem -Makes no connections between part 1 and part 2 of the problem -Makes no connections between fraction concepts and other mathematical concepts or patterns

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Communication		- Communicates process and thinking in a sequential, coherent way using pictures of fraction models, mathematical language, or symbols	- Provides a partial communication of process or thinking using pictures of fraction models, mathematical language, or symbols	- Shows little or no communication of process or thinking. Pictures, words or symbols, if present, are mathematically inaccurate
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