

## Grade 4 Mathematics Task Specific Rubric

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<b>Problem Solving and Reasoning</b>	<ul style="list-style-type: none"> <li>- Shows an understanding of the problem and the mathematics concepts and procedures associated with it</li> <li>- Adapts and extends one or more efficient strategies and achieves a correct or reasonable answer with a thorough and precise explanation or justification</li> </ul> <p><i>For example, demonstrates more than one solution to the problem.</i></p>	<ul style="list-style-type: none"> <li>- Shows an understanding of the problem and the mathematics concepts and procedures associated with it</li> <li>- Develops and applies an appropriate strategy to solve the problem</li> <li>- Uses correct reasoning and justification and achieves a correct or reasonable answer (possibly with minor mistakes)</li> </ul> <p><i>For example, multiplies to change each fraction to a common denominator of 12, adds, and then subtracts from 12/12 to determine that John's share of the cake is 3/12.</i></p>	<ul style="list-style-type: none"> <li>- Provides a partial solution related to the problem</li> <li>- Shows partial understanding of concepts and procedures associated with the problem</li> <li>- Chooses a strategy that leads to a partial solution</li> <li>- Uses some correct reasoning or justification</li> <li>- Uses mostly unsystematic trial and error to solve the problem</li> </ul> <p><i>For example, used a common denominator of 6 to work with Carl, Shane, and Mateo's shares, but then could not work with Jamal or John's shares.</i></p>	<ul style="list-style-type: none"> <li>- Provides no solution or a solution unrelated to the problem</li> </ul> <p><i>For example, correctly represents the fractions mentioned in the problem separately from each other, but does not connect them to a single whole (the cake) and/or compares them incorrectly.</i></p>
<b>Representations and Connections</b>	<ul style="list-style-type: none"> <li>- Uses abstract or symbolic representation to record information and solve the problem</li> </ul> <p><i>For example, uses at least two representations (e.g., picture, number sentence, or explanation) that clearly demonstrate a correct solution.</i></p>	<ul style="list-style-type: none"> <li>- Uses appropriate and accurate representation to record information and solve the problem</li> <li>- Notices and describes patterns</li> </ul> <p><i>For example, draws the cake and labels the shares correctly.</i></p>	<ul style="list-style-type: none"> <li>- Makes an attempt to represent and record information from the problem that may be partial or inaccurate</li> </ul> <p><i>For example, correctly models the whole cake divided into 12 equal parts, but incorrectly/incompletely labels the boys' shares.</i></p>	<ul style="list-style-type: none"> <li>- Makes no attempt to construct a representation</li> </ul>

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<b>Communication</b>	- Uses precise mathematical language to clearly communicate process and thinking <i>For example, explains solution using vocabulary such as equal shares, equivalent, sixths, etc.</i>	- Communicates process in a sequential, coherent way <i>For example, uses words to explain how they solved part of the problem.</i>	- Provides partial communication of thinking <i>For example, explains that one boy received the most cake because his "fraction is bigger."</i>	- Shows little or no communication of process or thinking
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