

Grade 2 Mathematics Task Specific Rubric

	4	3	2	1
Problem Solving and Reasoning	<ul style="list-style-type: none"> - Shows a thorough understanding of unit fractions and the relationship between numerator and denominator - Demonstrates an understanding that their answer depends on the size of the 'whole' - Uses correct reasoning and justification and achieves a correct or reasonable answer with a thorough and precise explanation or justification 	<ul style="list-style-type: none"> - Shows a thorough understanding of unit fractions and the relationship between numerator and denominator - Demonstrates an understanding that their answer depends on the size of the 'whole' - Uses correct reasoning and justification and achieves a correct or reasonable answer with a thorough and precise explanation or justification (Minor errors may exist.) 	<ul style="list-style-type: none"> - Shows a partial understanding of unit fractions but may not understand the relationship between the numerator and the denominator - Unable to demonstrate an understanding that the size of the 'whole' is key - Uses some correct reasoning and justification - Answer may be incorrect 	<ul style="list-style-type: none"> - Provides little or no solution - Shows limited or no understanding of concepts and procedures associated with the problem - Provides no correct reasoning or justification
Representations and Connections	<ul style="list-style-type: none"> - Uses abstract or symbolic representations of fractions to record their and show their answer 	<ul style="list-style-type: none"> - Uses appropriate and accurate fractional representations of the problem 	<ul style="list-style-type: none"> - Representations only partially match the problem or may be inaccurate 	<ul style="list-style-type: none"> - Makes no attempt to draw representations of the problem - Unable to solve problem
Communication	<ul style="list-style-type: none"> - Clearly communicates their process and the thinking behind it -Explains that $\frac{1}{2}$ is larger than $\frac{1}{3}$ and <i>may include when both candy bars are the same size and/or</i> -Explains that Joe's candy bar piece may be larger IF his candy bar was larger than Melinda's when it was whole 	<ul style="list-style-type: none"> - Communicates process and the thinking -Explains that $\frac{1}{2}$ is larger than $\frac{1}{3}$ 	<ul style="list-style-type: none"> - Provides a partial explanation of their strategy 	<ul style="list-style-type: none"> - Shows little or no communication of the strategy used