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| Level  | Understanding and Solving  | Strategies, Reasoning and Analyzing | Communication  | Connecting and Reflecting |
| Exceeding  | * Shows a superior understanding of the problem including the ability to identify the appropriate mathematical concepts and the information necessary for its solution
* Completely addresses all mathematical concepts upon with the task is designed
* Put to use the underlying mathematical concepts upon which the task is designed
* Solution must be complete and correct
 | * Uses a very efficient and sophisticated strategy leading directly to a solution
* Employs refined and complex reasoning
* Evaluates the reasonableness of the solution
 | * Clear, effective explanation detailing how the problem is solved; all of the steps are included so that the reader does not need to infer how and why decisions were made
* Mathematical representation effectively used
* Precise and effective use of mathematical terminology and notation
 | * Reflects on mathematical thinking
* Makes mathematically relevant observations and connections
* Evaluates strategies and solutions
 |
| Meeting | * Shows an adequate understanding of the problem and the major concepts necessary for its solution
* Addresses all of the components presented in the task
* Solution must be complete and correct
 | * Uses a strategy that leads to a solution of the problem
* Uses effective mathematical reasoning
* All parts are correct and a correct answer is achieved
 | * Clear explanation given
* Appropriate use of accurate mathematical representation
* Appropriate use of mathematical terminology and notation
 | * Reflects on mathematical thinking
* Makes mathematically relevant observations and connections
* Evaluates strategies and solutions
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| Approaching | * Shows a partial understanding of the problem and the major concepts necessary for its solution
* Addresses some, but not all, of the mathematical components presented in the task
* Incomplete solution, indicating that parts of the problem are not understood
 | * Uses a strategy that is partially useful, leading some way toward a solution, but not to a full solution of the problem
* Some evidence of mathematical reasoning
* Some parts may be correct, but a correct answer is not achieved
 | * Incomplete explanation; may not be clearly presented
* Some use of appropriate mathematical representation
* Some use of mathematical terminology and notation appropriate to the problem
 | * Starting to reflect on mathematical thinking
* Starting to make mathematically relevant observations and connections
* Starting to evaluate strategies and solutions
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| Not Yet  | * Shows limited understanding of the problem and the major concepts necessary for its solution
* Inappropriate concepts are applied and/or inappropriate procedures are used
* May address some of the mathematical components presented in the task
 | * Little or no evidence of a strategy or procedure or uses a strategy that does not help solve the problem
* Little or no evidence of mathematical reasoning
* So many mathematical errors that the problem could not be resolved
 | * No explanation of the solution, the explanation cannot be understood or it is unrelated to the problem
* No use, or mostly inappropriate use, of mathematical terminology and notation
 | * Not yet able to reflect on math thinking
* No mathematically relevant observations and connections
* Is not yet aware of strategies and solutions/unable to reflect on
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