

Category	Level 4: Strong Command/Mastery	Level 3: Moderate Command	Level 2: Partial Command	Level 1: No Command
<p>Solving the problem*</p> <p>(Student is unable to meet standard on this task if he/she receives a “Partial Command” or “No Command” on this section of the task)</p> <p>MP1 MP2 MP3(Construct viable arguments only) MP5 MP6</p>	<p>*The student creates a logical progression/sequence of information, which allows an audience who is unfamiliar with this topic to successfully complete the procedure and follow it.</p> <p>(This indicates the student shows evidence of strategic thinking by using an appropriate strategy to solve a multi-step problem.)</p>	<p>*The student creates a progression/sequence. Some steps or omissions may cause audience confusion in completing the procedure, but the logic can still be followed.</p> <p>(This indicates the student shows evidence of familiarity with certain aspects of strategic thinking by using an appropriate strategy to solve a multi-step problem .)</p>	<p>*The student does not create a progression of steps and cannot be followed. Work contains an intrusive error or work is incomplete.</p> <p>(This indicates the student does not show evidence of strategic thinking by using an incorrect strategy).</p>	<p>*Work is not provided or several intrusive errors are present.</p> <p>(This indicates the student does not show evidence of strategic thinking by using an incorrect strategy or not creating a strategy.)</p>
<p>Precision</p> <p>MP6</p>	<p>The student presents a coherent conclusion and communicates it in perfectly in detail.</p> <p>For example: The student specifies units of measure, labels axes to clarify the correspondence with quantities in a problem, calculates accurately and efficiently, and expresses numerical answers with a degree of precision appropriate for the problem context.</p>	<p>The student presents a coherent conclusion and communicates it in detail with minor error(s) or lack detail.</p> <p>For example: The student specifies units of measure, labels axes to clarify the correspondence with quantities in a problem, calculates accurately and efficiently, and expresses numerical answers with a degree of precision appropriate for the problem context.</p>	<p>The student does not show evidence of a coherent conclusion. Work contains an intrusive error or work is incomplete.</p> <p>For example: The student does not calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.</p>	<p>The student does not show evidence of a conclusion. Work is not provided or several intrusive errors are present.</p> <p>For example: The student does not calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.</p>

An asterisk (*) indicates essential indicators when determining preponderance of the evidence

VERSION 11

9-12-19

Meeting/Exceeding standard on this rubric indicates the student meets the 21st Century Skills to effectively apply the analysis, synthesis, and evaluative process that enables productive problem solving.