

Mathematics Criterion Rubric 8th Grade

	0	1 or 2	3 or 4	5 or 6	7 or 8
Criterion A: Knowledge and Understanding	The student does not reach a standard described by any of the descriptors below.	The student <b>attempts</b> to make appropriate deductions when solving <b>simple</b> problems in <b>familiar</b> contexts.	The student <b>attempts</b> to make appropriate deductions when solving <b>more complex</b> problems in <b>familiar</b> contexts.	The student <b>generally</b> makes appropriate deductions when solving <b>more complex</b> problems in a <b>variety</b> of <b>familiar contexts</b> .	The student <b>consistently</b> makes appropriate deductions when solving <b>more complex</b> problems in a <b>variety</b> of contexts including <b>unfamiliar situations</b> .
Criterion B: Investigating Patterns	The student does not reach a standard described by any of the descriptors below.	The student <b>applies, with some guidance,</b> mathematical problem-solving techniques to recognize <b>simple patterns</b> .	The student <b>applies</b> mathematical problem-solving techniques to <b>recognize</b> patterns and <b>describe</b> in words/diagrams.	The student <b>selects and applies</b> mathematical problem-solving techniques to recognize patterns, <b>describes</b> them as <b>relationships</b> or general rules.	The student <b>selects and applies</b> mathematical problem-solving techniques to recognize patterns, <b>describes</b> them as relationships or general rules, draws the <b>correct conclusions</b> consistent with the correct findings
Criterion C: Communication in Mathematics	The student does not reach a standard described by any of the descriptors below.	The student shows <b>basic use</b> of mathematical language and/or forms of mathematical representation with <b>some</b> guidance from the teacher .	The student shows <b>sufficient use</b> of mathematical language and forms of mathematical representation. The lines of reasoning are <b>clear though not always logical or complete</b> .	The student shows <b>good use</b> of mathematical language and forms of mathematical representation. The lines of reasoning are <b>clear</b> . The student moves between different forms of representation <b>with some success</b> .	n/a
Criterion D: Reflection in Mathematics	The student does not reach a standard described by any of the descriptors below.	The student <b>attempts to explain</b> whether his or her results make sense in the context of the problem. The student <b>attempts to describe</b> the importance of his or her findings in connection to real life where appropriate.	The student <b>correctly but briefly explains</b> whether his or her results make sense in the context of the problem. The student <b>describes the importance</b> of his or her findings in connection to real life where appropriate.	The student <b>critically explains</b> whether his or her results make sense in the context of the problem. The student provides a <b>detailed explanation</b> of the importance of his or her findings in connection to real life where appropriate. The student <b>attempts</b> to justify the degree of accuracy of his or her results where appropriate.	n/a

\*7th grade will use the 8th grade rubric for 2nd semester

