

Mathematics Problem Solving Scoring Guide Unofficial (to be used as a support for students as they learn the official scoring guide).
 (based on the Plain Language Student Version updated by Marie Cramer and Cheryl Beaver 4/2014)

Process Dimensions	**6/5	4	3	2/1*
<p>Making Sense of the Task Understand the ideas and change them into a math task</p> <p>WHAT?</p>	<ul style="list-style-type: none"> The problem is changed into thoroughly developed ideas that work. The ideas are connected to other math ideas. 	<ul style="list-style-type: none"> The problem is changed into a math task AND The math ideas can work 	<ul style="list-style-type: none"> Parts of the problem are changed into a math task OR Some of the math ideas can work. 	<ul style="list-style-type: none"> Only a small portion of the problem is understood. No understanding is shown.
<p>Representing and Solving the Task Choose the strategy that works best for this problem.</p> <p>Use pictures, charts, words, graphs and/or numbers.</p> <p>HOW?</p>	<ul style="list-style-type: none"> A thoroughly developed plan is used The plan is clever and advanced. The plan is connected to other math ideas. 	<ul style="list-style-type: none"> A plan is used to solve the problem. AND The plan is complete. 	<ul style="list-style-type: none"> The plan could solve some parts of the problem. OR The plan has a few missing parts 	<ul style="list-style-type: none"> The plan has many missing parts. The plan cannot work. No work is shown.
<p>Communicating Reasoning Use the language of math (words, equations, graphs, charts) to make your ideas clear to others.</p> <p>WHY?</p>	<ul style="list-style-type: none"> The steps to complete the work are very clear. The explanations are insightful An explanation connecting each part is given which may include some examples or pictures. 	<ul style="list-style-type: none"> The path through the work is clear. AND The work leads to a clearly identified answer. 	<ul style="list-style-type: none"> The path leaves out important parts of the work. OR The path does not clearly lead to the answer. 	<ul style="list-style-type: none"> The steps to complete the work are just started. No steps are shown.
<p>Accuracy The answer is...</p> <p>IS IT RIGHT?</p>	<ul style="list-style-type: none"> The solution is correct and extended to an additional question or math idea. The solution is correct and the problem is shown another way. A related question is asked and solved. 	<ul style="list-style-type: none"> The answer given is correct and matches the work shown. 	<ul style="list-style-type: none"> The answer given may have a small error. OR Most of the work is correct and Most of the work is complete. 	<ul style="list-style-type: none"> The answer given is not correct or not finished. The answer given doesn't match the work. No answer is given.
<p>Reflecting and Evaluating State and check your answer, and explain why it makes sense.</p> <p>CHECK?</p>	<ul style="list-style-type: none"> A different way is used to solve the problem. Different methods used are compared to each other. Comments are made about which approach works better. 	<ul style="list-style-type: none"> The answer is written in a complete sentence and answers the question that was asked. AND A second look has been taken to completely check the work and shows why the answer makes sense. 	<ul style="list-style-type: none"> The answer is not written in a complete sentence or does not answer the question that was asked. OR Some, but not all of the work is checked. 	<ul style="list-style-type: none"> The check doesn't work. The check is barely started. The check is not there at all.

**6 for a given dimension would have most of the list; 5 would have some of the list

*2 for a given dimension would be inadequate in some of the list; while a 1 would be inadequate in most of the list