

## Renaissance Academy Math Rubric

	<b>Conceptual Understanding</b>	<b>Process &amp; Strategies</b>	<b>Verification</b>	<b>Communication</b>	<b>Accuracy</b>
6	The task is changed into thoroughly developed ideas and is enhanced by other main ideas.	Complex and/or enhanced processes and strategies are used to solve the task.	The second time solving the task is identified and enhanced, possibly by solving with a new strategy.	The path connecting concepts and strategies to the identified answer is very clear and enhanced where possible by graphics or examples.	
5	The task is changed into thoroughly developed math ideas that work very well.	A thoroughly developed plan using pictures, charts, words, graphs and/or symbols solves the task.	The second time solving the task is identified, clear and thoroughly developed, checking all parts of the work.	The path through all parts of the work to the identified answer is thoroughly developed.	The answer is correct and the work shows steps that led to the correct answer.
4	The task is changed into complete math ideas that can work.	A complete plan using pictures, charts, words, graphs and/or symbols used to solve the task (all work is shown).	The identified check completely solves the task a second time checking ideas, math steps, and a solution.	The path through the work to the identified answer is complete.	The work had a small mistake but the important parts of the work are fine.
3	Parts of the task are changed into math ideas that can work.	The plan could solve parts of the task or the work is only partly shown.	Some parts but not all of the work is checked.	The path through the work is partly shown.	
2	The concepts of the task are underdeveloped or the task is changed into some ideas that do not work.	The plan is underdeveloped (many missing sections) or the plan includes some strategies that cannot work	The check is underdeveloped (only a small section of the work is checked).	The path is not clear or is underdeveloped showing few connections within the work.	
1	Inappropriate or minimal concepts are used or no ideas are shown.	The plan is ineffective, the work is minimal, the work conflicts with the answer given or no work is shown.	The check is ineffective for the task, is only minimal or no identifiable check is shown.	The path is ineffective, minimal or is not shown at all.	The answer is not correct, not finished or does not match the work.
	Teacher Reflection:				
	Student Reflection:				