Department of Education
Carmen Fariña, Chancellor

UNIT ONE
RUBRIC

Ready For the Future
Jeffrey M. Rapport School

STUDENT NAME _____ SUBJECT_____

MP 2: Reason Abstractly and Quantitatively Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

	4 - Advanced	3 – Competent	2 – Limited	1 - Emerging
Contextualize Information	Student can apply context to the numbers and symbols in a problem, articulating their understanding of a real world scenario in which the equation or expression may be used. Student's explanation shows deep understanding of the concept and allows for others to understand as well.	Student can apply context to the numbers and symbols in a problem, articulating their understanding of a real world scenario in which the equation or expression may be used. Student's explanation is clear and makes sense.	Student attempts to apply context to the numbers and symbols in a problem, but requires guidance and prompting from teacher or peers. Student's explanation is vague.	Student cannot apply context to the numbers and symbols in a problem.
Week 1				
Week 2				
Week 3				
Decontextualize Information	Student can evaluate a real world situation and create an accurate and symbolic representation of it. Student utilizes the mathematical representation to solve the problem, assesses its accuracy, and is able to redesign as necessary.	Student can evaluate a real world situation and create a mostly accurate and symbolic representation of it. Student attempts to use the mathematical representation, recognizes it's inaccuracy, and attempts to redesign it.	Student evaluates a real world situation and attempts to create a symbolic representation of it. Student can explain their thinking, regardless of accuracy.	Student does not create a symbolic representation or cannot explain thinking.
Week 1				
Week 2				
Week 3				

INSTRUCTIONAL NEXT STEPS: