

6th and 7th Grade Math Rubric

GLE	Beginning	Approaching	Meeting	Exceeding
1.1.1 1.1.2	Student has enough understanding of using rational numbers (whole numbers, integers, decimals, fractions) to make a reasonable attempt.	With minimal guidance, student uses rational numbers (whole numbers, integers, decimals, fractions).	Consistently and independently, student uses rational numbers (whole numbers, integers, decimals, fractions).	Student uses rational numbers (whole numbers, integers, decimals, fractions) in intra- or inter-disciplinary contexts.
1.1.3	Student has enough understanding of applying the commutative, associative, and inverse properties to the rational number system to make a reasonable attempt.	With minimal guidance, student applies the commutative, associative, and inverse properties to the rational number system.	Consistently and independently, student applies the commutative, associative, and inverse properties to the rational number system.	Student applies the commutative, associative, and inverse properties to the rational number system in intra-or inter-disciplinary contexts.
1.1.4	Student has enough understanding of using ratios, percents, and direct proportions in situations to make a reasonable attempt.	With minimal guidance, student uses ratios, percents, and direct proportions in situations.	Consistently and independently, student uses ratios, percents, and direct proportions in situations.	Student uses ratios, percents, and direct proportions in intra- or inter-disciplinary contexts.
1.1.5 1.1.6	Student has enough understanding of applying order of operations to rational numbers to make a reasonable attempt.	With minimal guidance, student applies the order of operations to rational numbers.	Consistently and independently, student applies the order of operations to rational numbers.	Student applies the order of operations to rational numbers in intra-or inter-disciplinary contexts.
1.1.7	Student has enough understanding of using strategies and tools to complete tasks involving operations on non-negative rational numbers to make a reasonable attempt.	With minimal guidance, student uses strategies and tools to complete tasks involving operations on non-negative rational numbers.	Consistently and independently, student uses strategies and tools to complete tasks involving operations on non-negative rational numbers.	Student uses strategies and tools to complete tasks involving operations on non-negative rational numbers in intra-or inter-disciplinary contexts.
1.1.8	Student has enough understanding of estimating addition and subtraction involving non-negative rational numbers to make a reasonable attempt.	With minimal guidance, student estimates addition and subtraction involving non-negative rational numbers.	Consistently and independently, student estimates addition and subtraction involving non-negative rational numbers.	Student estimates addition and subtraction involving non-negative rational numbers in intra-or inter-disciplinary contexts.
1.2.1 1.2.2	Student has enough understanding of volume and surface area for solid shapes and can analyze how a change in linear dimension affects the other linear and measurements to make a reasonable attempt.	With minimal guidance, student understands volume and surface area for solid shapes and can analyze how a change in linear dimension affects the other linear and measurements.	Consistently and independently, student understands volume and surface area for solid shapes and can analyze how a change in linear dimension affects the other linear and measurements.	Student understands volume and surface area for solid shapes and can analyze how a change in a linear dimension affects the other linear measurements in intra-or inter-disciplinary contexts.

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1.2.3	Student has enough understanding of how the units of measurement can affect the precision of measurement to make a reasonable attempt.	With minimal guidance, student understands how the units of measurement can affect the precision of measurement.	Consistently and independently, student understands how the units of measurement can affect the precision of measurement.	Student understands how the units of measurement can affect the precision of measurement in intra-or inter-disciplinary contexts.
1.2.4	Student has enough understanding of using systematic procedures to measure volume for solid shapes to make a reasonable attempt.	With minimal guidance, student uses systematic procedures to measure volume for solid shapes.	Consistently and independently, student uses systematic procedures to measure volume for solid shapes.	Student uses systematic procedures to measure volume for solid shapes in intra-or inter-disciplinary contexts.
1.2.5	Student has enough understanding of finding measurements for one-, two-, and three-dimensional shapes using formulas to make a reasonable attempt.	With minimal guidance, student finds measurements for one-, two-, and three-dimensional shapes using formulas.	Consistently and independently, student finds measurements for one-, two-, and three-dimensional shapes using formulas.	Student finds measurements for one-, two-, and three-dimensional shapes using formulas in intra-or inter-disciplinary contexts.
1.3.1	Student has enough understanding of the characteristics of two- and three-dimensional figures as well as the concept of similarity to make a reasonable attempt.	With minimal guidance, student understands the characteristics of two- and three-dimensional figures as well as the concept of similarity.	Consistently and independently, student understands the characteristics of two- and three-dimensional figures as well as the concept of similarity.	Student understands the characteristics of two- and three-dimensional figures as well as the concept of similarity in intra-or inter-disciplinary contexts.
1.3.2	Student has enough understanding of applying the characteristics of angles, two-, and three-dimensional figures to make a reasonable attempt.	With minimal guidance, student applies the characteristics of angles, two-, and three-dimensional figures.	Consistently and independently, student applies the characteristics of angles, two-, and three-dimensional figures.	Student applies the characteristics of angles, two-, and three-dimensional figures in intra-or inter-disciplinary contexts.
1.3.3	Student has enough understanding of locating integers on the number line and locates points on a coordinate grid to make a reasonable attempt.	With minimal guidance, student locates integers on the number line and locates points on a coordinate grid.	Consistently and independently, student locates integers on the number line and locates points on a coordinate grid.	Student locates integers on the number line and locates points on a coordinate grid in intra-or inter-disciplinary contexts.
1.3.4	Student has enough understanding of applying rotations (turns), translations (slides), and reflections (flips) with two-dimensional figures to make a reasonable attempt.	With minimal guidance, student applies rotations (turns), translations (slides), and reflections (flips) with two-dimensional figures.	Consistently and independently, student applies rotations (turns), translations (slides), and reflections (flips) with two-dimensional figures.	Student applies rotations (turns), translations (slides), and reflections (flips) with two-dimensional figures in intra-or inter-disciplinary contexts.

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1.4.1	Student has enough understanding of the concepts of complementary, independent, and mutually exclusive events to make a reasonable attempt.	With minimal guidance, student understands concepts of complementary, independent, and mutually exclusive events.	Consistently and independently, student understands concepts of complementary, independent, and mutually exclusive events.	Student understands concepts of complementary, independent, and mutually exclusive events in intra-or inter-disciplinary contexts.
1.4.2	Student has enough understanding of using strategies to determine outcomes of events or situations and the probability of multiple trials to make a reasonable attempt.	With minimal guidance, student uses strategies to determine outcomes of events or situations and the probability of multiple trials.	Consistently and independently, student uses strategies to determine outcomes of events or situations and the probability of multiple trials.	Student uses strategies to determine outcomes of events or situations and the probability of multiple trials in intra-or inter-disciplinary contexts.
1.4.3	Student has enough understanding of analyzing how data collection methods affect the data collected and use the information to inform, persuade, or answer questions to make a reasonable attempt.	With minimal guidance, student analyzes how data collection methods affect the data collected and use the information to inform, persuade, or answer questions.	Consistently and independently, student analyzes how data collection methods affect the data collected and use the information to inform, persuade, or answer questions.	Student analyzes how data collection methods affect the data collect and use the information to inform, persuade, or answer questions in intra-or inter-disciplinary contexts.
1.4.4	Student has enough understanding of interpreting data using measures of central tendencies and understands how variations in data impact choice of data analysis techniques to make a reasonable attempt.	With minimal guidance, student interprets data using measures of central tendencies and understands how variations in data impact choice of data analysis techniques.	Consistently and independently, student interprets data using measures of central tendencies and understands how variations in data impact choice of data analysis techniques.	Student interprets data using measures of central tendencies and understands how variations in data impact choice of data analysis techniques in intra-or inter-disciplinary contexts.
1.4.5	Student has enough understanding of using a variety of methods to organize, display, and interpret data from various sources to make a reasonable attempt.	With minimal guidance, student uses a variety of methods to organize, display, and interpret data from various sources.	Consistently and independently, student uses a variety of methods to organize, display, and interpret data from various sources.	Student uses a variety of methods to organize, display, and interpret data from various sources in intra-or inter-disciplinary contexts.
1.4.6	Student has enough understanding of evaluating data sets to support different points of view to make a reasonable attempt.	With minimal guidance, student evaluates data sets to support different points of view.	Consistently and independently, student evaluates data sets to support different points of view.	Student evaluates data sets to support different points of view in intra-or inter-disciplinary contexts.

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1.5.1 1.5.2	Student has enough understanding of developing rules for number patterns involving two arithmetic operations, for linear patterns, for sequences, and for situations in a table, graph, or other situations to make a reasonable attempt.	With minimal guidance, student develops rules for number patterns involving two arithmetic operations, for linear patterns, for sequences, and for situations in a table, graph, or other situations.	Consistently and independently, student develops rules for number patterns involving two arithmetic operations, for linear patterns, for sequences, and for situations in a table, graph, or other situations.	Student develops rules for number patterns involving two arithmetic operations, for linear patterns, for sequences, and for situations in a table, graph, or other situations in intra-or inter-disciplinary contexts.
1.5.3	Student has enough understanding of relationships between quantities using equations and inequalities and relationships between squares and square roots to make a reasonable attempt.	With minimal guidance, student understands relationships between quantities using equations and inequalities and relationships between squares and square roots.	Consistently and independently, student understands relationships between quantities using equations and inequalities and relationships between squares and square roots.	Student understands relationships between quantities using equations and inequalities and relationships between squares and square roots in intra-or inter-disciplinary contexts.
1.5.4	Student has enough understanding of representing situations involving two arithmetic operations as well as linear relationships using tables, graphs, expressions, equations, and inequalities to make a reasonable attempt.	With minimal guidance, student represents situations involving two arithmetic operations as well as linear relationships using tables, graphs, expressions, equations, and inequalities.	Consistently and independently, student represents situations involving two arithmetic operations as well as linear relationships using tables, graphs, expressions, equations, and inequalities.	Student represents situations involving two arithmetic operations as well as linear relationships using tables, graphs, expressions, equations, and inequalities in intra-or inter-disciplinary contexts.
1.5.5	Student has enough understanding of evaluating expressions and formulas considering order of operations to make a reasonable attempt.	With minimal guidance, student evaluates expressions and formulas considering order of operations.	Consistently and independently, student evaluates expressions and formulas considering order of operations.	Student evaluates expressions and formulas considering order of operations in intra-or inter-disciplinary contexts.
1.5.6	Student has enough understanding of solving one- and two-step equations to make a reasonable attempt.	With minimal guidance, student solves one- and two-step equations.	Consistently and independently, student solves one- and two-step equations.	Student solves one- and two-step equations in intra-or inter-disciplinary contexts.
2.1.1 2.2.1 2.2.2 3.2.2	Student has enough understanding of defining the problem, devises a plan, applies tools to solve and draws and supports conclusions to make a reasonable attempt.	With minimal guidance, student defines the problem, devises a plan, applies tools to solve and draws and supports conclusions.	Consistently and independently, student defines the problem, devises a plan, applies tools to solve and draws and supports conclusions.	Student defines the problem, devises a plan, applies tools to solve and draws and supports conclusions in intra-or inter-disciplinary contexts.