

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding facts, terms, procedural skills #2,3,4,5,6 understanding of concepts #1	demonstrates limited knowledge of facts, terms, procedural skills by applying them with several major errors demonstrates a limited (1-3) Explanation is unclear or very limited so that understanding is not clear	demonstrates some knowledge of facts, terms, procedural skills by applying them with several minor errors or omissions (4- 6) correct Explanation demonstrates some understanding of prime and composite numbers but is simplistic or incomplete	demonstrates considerable knowledge of facts, terms, procedural skills, by applying them with few minor errors or omissions (7- 9/) correct Explanation demonstrates a general understanding of prime and composite numbers	demonstrates thorough knowledge of facts, terms, procedural skills, by applying them with rarely any errors or omissions (10-11) correct Explanation demonstrates a thorough understanding of prime and composite numbers
Thinking understands the problem ,makes a plan(chooses a strategy) carries out the plan, looks back # 9.10.11. 12	Rarely demonstrates an understanding what the problems are asking chooses a strategy that may be inappropriate rarely carries it through to an accurate solution	For some problems show some understanding of what the problems are asking chooses a strategy and sometimes carries it through to an accurate solution	For most problems demonstrates an understanding what the problems are asking choosing appropriate strategies and usually carrying them through to accurate solutions	Consistently demonstrates understanding what the problems are asking choosing effective strategies and carrying them through to accurate solutions
Communication expresses mathematical ideas visually and in writing using numbers symbols, diagrams and words (all questions)	communicates mathematical thinking with limited effectiveness with little evidence of organization, uses conventions, vocabulary, and terminology with limited effectiveness to convey mathematical information	communicates mathematical thinking with some effectiveness with some degree of organization, uses conventions, vocabulary and terminology with some effectiveness to convey basic mathematical information	communicates mathematical thinking with considerable effectiveness with an appropriate degree of organization, clarity, uses conventions, vocabulary, and terminology with considerable effectiveness to convey mathematical information	communicates mathematical thinking effectively with a high degree of organization, clarity uses conventions, vocabulary, and terminology effectively to convey mathematical information
Application Applies skills and concepts in context #7. 8	Attempts to apply the skills taught in the contexts but has significant difficulty arriving at an accurate solution	Attempts to apply the skills taught in the contexts but has some difficulty arriving at accurate solutions	Demonstrates considerable effectiveness applying the skills taught in the contexts usually arriving at an accurate solution	Is highly effective in applying the skills taught in the contexts to arrive at accurate solutions

