

Standard-Based Problem Solving Rubric
3rd-5th Grade Students

Student's Name _____

Date _____

Big Idea: Through problem solving, students are given the opportunity to fluently apply a variety of strategies and add to their conceptual understanding. Having a systematic approach will make problem solving more efficient.

Performance	Expert - 4	Practitioner - 3	Apprentice - 2	Novice - 1
Understand the Problem (Problem Solving) SSC2P01 SSC2P02 SSC2P03	My strategy is efficient, answers the question, and leads to a correct solution.	My strategy answers the question and leads to a correct solution (or I may have minor calculation errors).	My strategy could answer the question, but I got confused before I found the correct solution.	My strategy doesn't answer the question.
Check My Work (Reasoning and Proof) SSC2P07	My solution makes sense and I proved it with a different strategy.	My solution makes sense and I have shown some proof.	My solution makes sense but I do not know how to prove it.	I don't know if my solution makes sense.
Explain my Thinking (Communication) SSC2P06	I explained what I knew, how I solved the problem, and why my solution makes sense using precise math language and symbols.	I explained what I knew and how I solved the problem using math language and symbols.	I explained what I knew using some math language and symbols.	I can't explain what I did.
Show my Strategy (Representation) SSC2P05	I showed my solution path using words, numbers, pictures, and/or symbols in a way that would be easy for someone else to understand.	I showed my solution path using words, numbers, pictures, and/or symbols in a way that someone could understand most of my thinking.	I showed some of my work and it may not make sense to others.	I didn't show any work.

STUDENT RUBRIC, GRADES 3-5

Part a) I arrived at a correct solution YES NO

Check List	4	3	2	1
Part b) Concept I understand the problem.	I selected the important facts and understood what to do.	I selected the important facts and showed that I understood some of the problem.	I selected some of the important facts and showed that I understood some of the problem.	I did not show that I understood the problem.
Part c) Procedure I know what to do.	I selected a strategy and used an orderly plan to solve the problem correctly. I did not have any careless mistakes in my math work.	I selected a strategy and used an orderly plan to solve the problem correctly. I made some careless mistakes in my math work.	I selected a strategy, but I did not use an orderly plan to solve the problem correctly. I made some careless mistakes in my math work, or I did not finish because my plan did not work.	I selected an inappropriate strategy for this problem, and my solution was incorrect. I showed little to no work, or my work had lots of mistakes.
Part d) Communication I will tell you what I understood and what I did.	I explained my strategy selection and my procedure. I showed that my solution is reasonable. I used accurate math vocabulary.	I explained my strategy selection and my procedure. I showed that my solution is reasonable. I used some accurate math vocabulary.	I partially explained my strategy selection and my procedure. I used some accurate math vocabulary.	I gave very little or no explanation of what I did. I used the wrong or little math vocabulary.