

**GOALS 2000 PROBLEM SOLVING RUBRIC
GRADES 3-5**

	No Evidence 1	Limited Evidence 2	Moderate Evidence 3	Strong Evidence 4
Strategies & Approaches/ Representation	<ul style="list-style-type: none"> • Work is confusing. • Makes major errors. • No strategy evident. 	<ul style="list-style-type: none"> • Most work is clear. May be confusing in places. Some omissions or errors. • Limited evidence of strategy. 	<ul style="list-style-type: none"> • Work is mostly clear. May include minor errors. • Strategy is attempted. 	<ul style="list-style-type: none"> • Work is detailed, clearly labeled, and logically organized. • Strategy is evident.
Knowledge & Concepts	<ul style="list-style-type: none"> • No apparent understanding of mathematical concepts. • No symbolic representation. 	<ul style="list-style-type: none"> • Demonstrates limited understanding of mathematical concepts. • Limited symbolic representation. 	<ul style="list-style-type: none"> • Demonstrates understanding of mathematical concepts. • Mostly symbolic representation (but minor error). 	<ul style="list-style-type: none"> • Demonstrates clear understanding of mathematical concepts and represents concepts symbolically (algorithms).
Communication	<ul style="list-style-type: none"> • Disorganized/no evidence. • Communication confusing or not attempted. 	<ul style="list-style-type: none"> • Thinking is somewhat organized and attempts limited communication. 	<ul style="list-style-type: none"> • Thinking is mostly organized and partially communicated in own terms. 	<ul style="list-style-type: none"> • Thinking highly organized and communicated clearly in mathematical terms.
Application/ Relevance	<ul style="list-style-type: none"> • Little or no application of mathematical concepts. • Makes no connections between mathematics and immediate task. 	<ul style="list-style-type: none"> • Some application of mathematical concepts. • Makes some connections between mathematics and immediate task. 	<ul style="list-style-type: none"> • Applies mathematical concepts. • Recognizes some connections between mathematics and real world activities. 	<ul style="list-style-type: none"> • Applies mathematical concepts in unfamiliar situations. • Recognizes how mathematics is relevant to a variety of real world activities.