# Pre-Algebra Problem of the Week Scoring Rubric for Students

For each category, find the level that *best describes* your work.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Practitioner</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation</strong></td>
<td>I do not understand much of the problem.</td>
<td>I understand some of the math in the problem. I completed part of the problem.</td>
<td>I understand all of the math in the problem. I attempted all parts of the main problem.</td>
<td>I understand the Extra question and solved it correctly. I am at least a Practitioner in Strategy.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>I didn’t know how to set up the problem. or My work does not show my strategy. or My strategy didn’t work.</td>
<td>I tried a strategy that makes sense, but it wasn’t enough to solve the whole problem. or My strategy relied on luck.</td>
<td>I picked a good strategy. I solved the problem through skill, not luck.</td>
<td>I used two separate strategies. or I used a good strategy for the Extra(s). or I used an unusual or sophisticated strategy.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>I think I made many errors. Some of my work is accurate. I may have one or two errors. I didn't use correct units.</td>
<td>My work is accurate and contains no arithmetic mistakes. I've used appropriate units.</td>
<td>[not possible for most problems]</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Communication</th>
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<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td>I wrote very little to explain how I solved the problem. or I included calculations without any explanation.</td>
<td>I included an explanation but none of my calculations. I explained why I used my equations, expressions, and calculations.</td>
<td>I explained almost all of the steps taken to solve the problem. I made an effort to check my grammar, spelling, formatting, spelling, and typing.</td>
<td>I included some special ideas and/or patterns I discovered about the problem. My answer is very readable and it looks good! My organization makes my ideas especially clear. Optional: I included a diagram to help a reader understand.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>My explanation is very difficult to read and follow. My explanation isn’t entirely clear, but another student wouldn’t be able to follow it easily. My explanation is long and it’s written in a single paragraph. My spelling and typing errors make my explanation hard to understand.</td>
<td>I explained all of the steps in such a way that another student would understand.</td>
<td>I explained why I used my equations, expressions, and calculations.</td>
<td>My answer is very readable and it looks good! My organization makes my ideas especially clear. Optional: I included a diagram to help a reader understand.</td>
</tr>
<tr>
<td><strong>Reflection</strong> (See list)</td>
<td>I did nothing reflective.</td>
<td>I did one reflective thing.</td>
<td>I did two reflective things.</td>
<td>I did three or more reflective things or I did a really good job with two of them.</td>
</tr>
</tbody>
</table>

*The items to the right are all considered reflective. They can be in your solution or the comment you leave after viewing our answer.*

- I showed how I checked my own answer.
- I explained why I think my answer is reasonable.
- I summarized the process I used.
- I connected the problem to another problem or experience.
- I explained where I’m stuck.
- I suggested a hint that I would give to another solver.
- I explained why I think the problem is easy or difficult.
- I revised and improved my work.