

Overarching Habits of Mind of a Productive Mathematical Thinker MP.1 Make sense of problems and persevere in solving them. MP.6 Attend to precision.	Reasoning and Explaining MP. 2 Reason abstractly and quantitatively. MP. 3 Construct viable arguments and critique the reasoning of others.
	Modeling and Using Tools MP. 4 Model with mathematics. MP. 5 Use appropriate tools strategically.
	Seeing Structure and Generalizing MP. 7 Look for and make use of structure. MP. 8 Look for and express regularity in repeated reasoning.

Adapted from the NMPED Scoring Rubric.

Scoring Guide for Math Performance Tasks

SCORE	Description
4-Advanced 4 score points = 90% to 100% or "A"	The student response <ul style="list-style-type: none"> • offers a correct solution and gives well supported arguments • gives evidence that an appropriate problem-solving strategy was selected and implemented, and suggest that additional strategies could be employed. • makes connections to other areas, for example an application to a real world situation.
3-Proficient 3 score points = 80% to 89% or "B"	The student response <ul style="list-style-type: none"> • meets the "must have" criteria. • offers a generally correct solution, but may contains minor flaws in reasoning or computation. • gives evidence that an appropriate problem-solving strategy/tool was selected and implemented, but may contain minor arithmetic or algebraic errors that do detract from the overall quality of the student response. • is clearly focused and well organized, but neglects precision or some other aspect of providing evidence for the complete solution to the problem.
2-Basic 2 score points = 70% to 79% or "C"	The student response <ul style="list-style-type: none"> • offers a partially correct solution to the problem and evidence of incomplete understanding of the task or concept. i.e. contains numerous errors in computation and reasoning that detract from the overall quality of the response i.e. may show faulty reasoning leading to weak answers or conclusions i.e. may demonstrate unclear communication in writing or diagrams i.e. may demonstrate a poor understanding of relevant mathematical procedure or concepts
1-Below Basic 1 score point = 60% to 69% or "D"	The student response <ul style="list-style-type: none"> • offers a partially correct solution with no evidence of understanding. • provides vague interpretation of the problem, indicating little or no mathematical understanding of the task or concept.
0-Incorrect 0 score point = 0% - 59% or "F"	The student response <ul style="list-style-type: none"> • gives an incorrect response with no work shown. • offers no mathematical understanding of the problem. • does not address the problem.