

Smarter Balanced Mathematics General Rubric for 4-Point Items

Score	Description
4	The student has demonstrated a <b>full and complete</b> understanding of the mathematical content and practices essential to this task. The student has addressed the task in a mathematically sound manner. The response contains evidence of the student's competence in problem solving, reasoning, and/or modeling to the full extent that these processes apply to the specified task. The response may, however, contain minor flaws that do not detract from a demonstration of full understanding.
3	The student has demonstrated a <b>reasonable</b> understanding of the mathematical content and practices essential to this task. The student has addressed most of the task in a mathematically sound manner. The response contains sufficient evidence of the student's competence in problem solving, reasoning, and/or modeling, but not enough evidence to demonstrate a full understanding of the processes he or she applies to the specified task. The response may contain errors that can be attributed to misinterpretation of the prompt; errors attributed to insufficient, non-mathematical knowledge; and errors attributed to careless execution of mathematical processes or algorithms.
2	The student has demonstrated a <b>partial</b> understanding of the mathematical content and practices essential to this task. The student's response contains some of the attributes of an appropriate response but lacks convincing evidence that the student fully comprehends the essential mathematical ideas addressed by this task. Such deficits include evidence of insufficient mathematical knowledge; errors in fundamental mathematical procedures; and other omissions or irregularities that bring into question the student's competence in problem solving, reasoning, and/or modeling as applied to the specified task.
1	The student has demonstrated a <b>limited</b> understanding of the mathematical content and practices essential to this task. The student's response is incomplete and exhibits many errors. Although the student's response has addressed at least one of the conditions of the task, the student reached an inadequate conclusion and/or demonstrated problem solving, reasoning, and/or modeling that was faulty or incomplete as related to the specified task.
0	The student has demonstrated <b>merely an acquaintance</b> with the topic, or provided a completely incorrect or uninterpretable response. The student's response may be associated with the task, but contains few attributes of an appropriate response. There are significant omissions or irregularities that indicate a lack of comprehension in regard to the mathematical content and practices essential to this task. No evidence is present that demonstrates the student's competence in problem solving, reasoning, and/or modeling related to the specified task.

Smarter Balanced Mathematics General Rubric for 3-Point Items

Score	Description
3	The student has demonstrated a <b>full and complete</b> understanding of all mathematical content and practices essential to this task. The student has addressed the task in a mathematically sound manner. The response contains evidence of the student's competence in problem solving, reasoning, and/or modeling to the full extent that these processes relate to the specified task. The response may, however, contain minor flaws that do not detract from a demonstration of full understanding.
2	The student has demonstrated a <b>reasonable</b> understanding of the mathematical content and practices essential to this task. The student has addressed most of the task in a mathematically sound manner. The response contains sufficient evidence of the student's competence in problem solving, reasoning, and/or modeling, but not enough evidence to demonstrate a full understanding of the processes he or she applies to the specified task. The response may contain errors that can be attributed to misinterpretation of the prompt; errors attributed to insufficient, non-mathematical knowledge; and errors attributed to careless execution of mathematical processes or algorithms.
1	The student has demonstrated a <b>partial</b> understanding of the mathematical content and practices essential to this task. The student's response contains some of the attributes of an appropriate response but lacks convincing evidence that the student fully comprehends the essential mathematical ideas addressed by this task. Such deficits include evidence of insufficient mathematical knowledge; errors in fundamental mathematical procedures; and other omissions or irregularities that bring into question the student's competence in problem solving, reasoning, and/or modeling related to the specified task.
0	The student has demonstrated <b>merely an acquaintance</b> with the topic, or provided a completely incorrect or uninterpretable response. The student's response may be associated with the task, but contains few attributes of an appropriate response. There are significant omissions or irregularities that indicate a lack of comprehension in regard to the mathematical content and practices essential to this task. No evidence is present that demonstrates the student's competence in problem solving, reasoning, and/or modeling related to the specified task.

Smarter Balanced Mathematics General Rubric for 2-Point Items

Score	Description
2	The student has demonstrated a <b>full and complete</b> understanding of all mathematical content and practices essential to this task. The student has addressed the task in a mathematically sound manner. The response contains evidence of the student's competence in problem solving, reasoning, and/or modeling to the full extent that these processes apply to the specified task. The response may, however, contain minor flaws that do not detract from a demonstration of full understanding.
1	The student has demonstrated a <b>partial</b> understanding of the mathematical content and practices essential to this task. The student's response contains some of the attributes of an appropriate response but lacks convincing evidence that the student fully comprehends the essential mathematical ideas addressed by this task. Such deficits include evidence of insufficient mathematical knowledge; errors in fundamental mathematical procedures; and other omissions or irregularities that bring into question the student's competence in problem solving, reasoning, and/or modeling related to the specified task.
0	The student has demonstrated <b>merely an acquaintance</b> with the topic, or provided a completely incorrect or uninterpretable response. The student's response may be associated with the task, but contains few attributes of an appropriate response. There are significant omissions or irregularities that indicate a lack of comprehension in regard to the mathematical content and practices essential to this task. No evidence is present that demonstrates the student's competence in problem solving, reasoning, and/or modeling related to the specified task.

Smarter Balanced Mathematics General Rubric for 1-Point Items

Score	Description
1	The student has demonstrated a <b>full and complete</b> understanding of all mathematical content and practices essential to this task. The student has addressed the task in a mathematically sound manner. The response contains evidence of the student's competence in problem solving, reasoning, and/or modeling to the full extent that these processes apply to the specified task. The response may, however, contain minor flaws that do not detract from a demonstration of full understanding.
0	The student has demonstrated <b>merely an acquaintance</b> with the topic, or provided a completely incorrect or uninterpretable response. The student's response may be associated with the task, but contains few attributes of an appropriate response. There are significant omissions or irregularities that indicate a lack of comprehension in regard to the mathematical content and practices essential to this task. No evidence is present that demonstrates the student's competence in problem solving, reasoning, and/or modeling related to the specified task.