

Master 2.1

Unit Rubric: Numbers to 1000

	Beginning	Acceptable	Proficient	Mastery
Conceptual Understanding				
Shows understanding by explaining and/or demonstrating: - various ways to represent the same number or amount of money - verifying a sequence - correcting errors or missing numbers in a sequence or 100-chart - using a referent to estimate to 1000 - place value for numerals to 1000 (concretely and pictorially)	may be unable to demonstrate or explain: - various ways to represent the same number or amount of money - verifying a sequence - correcting errors or missing numbers in a sequence or 100-chart - using a referent to estimate to 1000 - place value	partially able to demonstrate or explain: - various ways to represent the same number or amount of money - verifying a sequence - correcting errors or missing numbers in a sequence or 100-chart - using a referent to estimate to 1000 - place value	able to demonstrate and explain: - various ways to represent the same number or amount of money - verifying a sequence - correcting errors or missing numbers in a sequence or 100-chart - using a referent to estimate to 1000 - place value	in various contexts, appropriately demonstrates and explains: - various ways to represent the same number or amount of money - verifying a sequence - correcting errors or missing numbers in a sequence or 100-chart - using a referent to estimate to 1000 - place value
Procedural Knowledge				
Accurately: - skip counts forward and back by 5s, 10s, and 100s from any starting point - skip counts forward and back by 25s, 3s, and 4s, starting at a multiple - reads, writes, and represents numbers to 1000 (concretely, pictorially, symbolically, and in words) - compares and orders numbers to 1000	limited accuracy with numbers to 1000; often makes major errors/omissions in: - skip counting by 3s, 4s - skip counting by 5s, 10s, 25s, 100s - reading and writing numbers - representing numbers concretely, pictorially, symbolically, in words - comparing and ordering numbers	partially accurate with numbers to 1000; makes frequent minor errors/omissions in: - skip counting by 3s, 4s - skip counting by 5s, 10s, 25s, 100s - reading and writing numbers - representing numbers concretely, pictorially, symbolically, in words - comparing and ordering numbers	generally accurate with numbers to 1000; makes few errors/omissions in: - skip counting by 3s, 4s - skip counting by 5s, 10s, 25s, 100s - reading and writing numbers - representing numbers concretely, pictorially, symbolically, in words - comparing and ordering numbers	accurate with numbers to 1000; rarely makes errors/omissions in: - skip counting by 3s, 4s - skip counting by 5s, 10s, 25s, 100s - reading and writing numbers - representing numbers concretely, pictorially, symbolically, in words - comparing and ordering numbers
Problem-Solving Skills				
Selects and uses appropriate strategies, including estimation and making an organized list, to solve problems involving numbers	does not select and use appropriate strategies to solve problems involving numbers successfully	with limited help, selects and uses some strategies to solve problems involving numbers with partial success	selects and uses appropriate strategies to solve problems involving numbers successfully	selects and uses appropriate strategies to solve problems involving numbers with a high degree of success
Communication				
Records and explains reasoning and procedures clearly and completely, including appropriate terminology	does not record and explain reasoning and procedures clearly or completely	records and explains reasoning and procedures with partial clarity; may be incomplete	records and explains reasoning and procedures clearly and completely	records and explains reasoning and procedures with precision and thoroughness