

A Progression Toward Mastery - Module 1 Rubric

Assessment Task Item and Standards Addressed

	STEP 1	STEP 2	STEP 3	STEP 4
	Little evidence of reasoning without a correct answer.	Evidence of some reasoning without a correct answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
	(1 Point)	(2 Points)	(3 Points)	(4 Points)
1 2.OA.2 2.NBT.5	Student correctly answers 1–2 problems.	Student correctly answers 3–4 problems.	Student correctly answers 5 problems.	Student correctly answers: a. 24 b. 32 c. 8 d. 52 e. 64 f. 55 The correct answer is evidence of solid reasoning. However, use student work to determine whether a student is working at Level 1, 2, or 3.
2 2.OA.2	Student incorrectly solves and does not include a reasonable number sentence or statement.	Student incorrectly solves but includes both a reasonable number sentence and statement. OR Student correctly solves but is unable to write both a correct statement and number sentence.	For parts (a) and (b), student correctly answers 45 and 62. However, either the number sentence or statement is incorrect or missing.	a. Student correctly answers 45 stamps and writes the number sentence $37 + 8$ or $8 + 37$ to solve. Student writes a complete statement to answer how many stamps Catrina has now. b. Student correctly answers 62 stamps and writes the number sentence $70 - 8$ to solve. Student writes a statement to answer how many stamps Lorenzo has now.
3 2.OA.2 2.NBT.5	Student correctly answers 1–2 problems.	Student correctly answers 3–4 problems.	Student correctly answers 5 problems.	Student correctly answers: a. 7 b. 87 c. 29 d. 62 e. 53 f. 55

				The correct answer is evidence of solid reasoning. However, use student work to determine whether a student is working at Level 1, 2, or 3.
4 2.OA.1	Student incorrectly solves and does not include a reasonable number sentence or statement.	Student incorrectly solves but includes both a reasonable number sentence and statement. OR Student correctly solves but is unable to write both a correct statement and number sentence.	Student correctly answers 26. However, either the number sentence or statement is incorrect or missing.	Student correctly: a. Answers 26 erasers b. Writes the number sentence $31 - 5 = 26$ or $5 + 26 = 31$ to solve. c. Writes a complete statement to answer how many markers Antonio has now.