Renovations Design Task Rubric & Checklist

1. I can solve multiplication problems up to 3 digit by 2 digit ☐Yes ☐ No
2. I can find the area of an irregular space ☐Yes ☐ No
3. I can find perimeter on an irregular space ☐Yes ☐ No
4. I can pictorially represent ratios ☐Yes ☐ No
5. I can represent fractions out of 100 pictorially and in written form ☐Yes ☐ No
6. I can divide a fraction into its lowest form ☐Yes ☐ No
7. I can calculate the volume of a rectangular shape ☐Yes ☐ No
8. I can create a budget for my renovations and not exceed it ☐Yes ☐ No

	1 - Not Meeting	2- Basic	3- Good	4 - Excellent
Understands mathematical concepts and relationships	Not able to demonstrate the concepts from above. Not able to take understanding and apply it to a new question. Unable to make connections between concepts. Work is incorrect.	Basic understanding of concepts above. May require support to apply understanding to a new question. Able to make connections between like concepts. May require support in this area. Accuracy is inconsistent.	Good understanding of the concepts above. Able to apply understanding in a new question most of the time. Able to make connections between concepts. Good degree of accuracy most of the time.	Superior understanding of the concepts above - showing complex reasoning. Consistently applies understanding to new questions. Able to make connections between like concepts independently. Able to access prior knowledge readily and complete problems with an excellent degree of accuracy independently.

Uses mathematical reasoning to analyze and solve problems	Unable to demonstrate a mathematical process when solving problems. Process is unreasonable or incomplete. Problems are mostly incorrect. Is able to find a solution some of the time. Able to find one solution to a multi-step problem.	Attempt to demonstrate a mathematical process. Clarity of process needs improvement. Process may or may not be reasonable. Accuracy of solutions are inconsistent. Able to find correct solutions some of the time. Able to find one solution to a multi-step problem.	Able to demonstrate mathematical process used to solve problems most of the time. Demonstrates a process that is reasonable. Solutions are mostly accurate with minor exceptions. Able to find a correct solution most of the time. Able to find multiple solutions to a multi-step problem.	Clearly demonstrates mathematical process used to solve problems. Demonstrates a process that is reasonable, accurate and efficient. Able to find a correct solution(s) Student has challenged their thinking by independently finding complex solutions in a multi-step problem.
Develops mathematical procedures and strategies for computation	Unable to demonstrate a strategy for computation. Unable to explain their chosen strategy orally or in written form. Computation of numbers is inaccurate or inefficient.	Able to demonstrate one strategy for computation. Strategy may or may not be efficient. Able to explain in basic terms their chosen strategy orally or in written form. Computation of numbers is inconsistently	Able to demonstrate a reasonable strategy for computation. Strategy may be or may not be the most efficient. Is able to explain their chosen strategy orally or in written form. Computation of	Able to demonstrate multiple reasonable and efficient strategies for computation. Able to explain their chosen strategy orally or in written form and knows the reasons why this strategy works best for them.

		accurate and may be efficient.	numbers is accurate and mostly efficient.	Computation of numbers is consistently accurate, efficient and completed independently.
Models, represents and communicates mathematical ideas	Unable to communicate thinking using pictures, words or numbers. Unable to provide a basic explanation of how they reached each solution.	Able to communicate thinking using pictures, words, or numbers that demonstrate a basic procedure for problem solving and computation. Able to provide a basic explanation of how they reached each solution.	Able to model, represent and communicate thinking using pictures,words or numbers in most problems. Demonstrates a solid procedure for problem solving and computation. Able to explain step by step (first,next,then)	Able to model, represent and communicate thinking using pictures, words or numbers in a way that clearly demonstrates their procedure for problem solving and computation. Able to clearly explain step by step (first,next,then)