



Math: Problem Solving

Competency: Interpreting information, making a plan to solve problems.

Grade Level Competency: Kindergarten				
Students will interpret information to develop a plan and solve multi-step problems.				
Criteria	Extending	Proficient	In Progress	Beginning
Sense Making	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can summarize what the question is asking in a problem and develop a plan for how to solve it. I can pick out information needed to solve the problem.	I can use strategies to help make sense of the problem. I can pick out information needed to solve the problem.	I can identify information needed to solve the problem.
Flexible Thinking		I can choose from known strategies and apply them to new situations.	I can choose from known strategies and apply them to familiar situations.	I can choose from given strategies or tools.
MDE grade level benchmarks embedded explicitly in the rubric				
Kindergarten				



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Competency: Interpreting information, making a plan to solve problems.

Grade Level Competency: Grades 1-2				
Students will interpret information to develop a plan and solve multi-step problems.				
Criteria	Extending	Proficient	In Progress	Beginning
Sense Making	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can summarize what the question is asking in a problem and develop a plan for how to solve it. I can pick out information needed to solve the problem. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can use strategies to help make sense of the problem. I can pick out information needed to solve the problem. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify information needed to solve the problem. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
Flexible Thinking		I can choose from known strategies and apply them to new situations. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can choose from known strategies and apply them to familiar situations. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can choose from given strategies or tools. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
MDE grade level benchmarks embedded explicitly in the rubric				
Grade 1		Grade 2 2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences. 2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.		



Math: Problem Solving

Competency: Interpreting information, making a plan to solve problems.

Grade Level Competency: Grades 3-4				
Students will interpret information to develop a plan and solve multi-step problems.				
Criteria	Extending	Proficient	In Progress	Beginning
Sense Making	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can interpret and explain information provided to determine what a multi-step problem is asking and develop a plan for how to solve it. I can choose what information is necessary and what is not. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can identify key words and phrases that will help me develop a plan to solve a multi-step problem. I can identify tools and resources that could help me solve a problem. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can identify necessary information to solve a problem using known strategies. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
Flexible Thinking		I can choose from and apply a variety of known strategies, tools, or resources to new situations. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can identify or apply a variety of known strategies to familiar situations. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can choose from given strategies and apply to familiar situations. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4



Math: Problem Solving

Competency: Interpreting information, making a plan to solve problems.

Grade Level Competency: Grades 5-6: Students will interpret information to develop a plan and solve multi-step problems.				
Criteria	Extending	Proficient	In Progress	Beginning
Sense Making	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can interpret information to determine what a multi-step problem is asking and develop a plan for how to solve it. I can choose and explain what information is necessary and what is not. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can use given strategies to help me make sense of a multi-step problem. I can use familiar tools to develop a plan to solve. I can pick out what information is necessary to solve. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can use tools or strategies to help me understand a problem <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
Flexible Thinking		I can choose from and apply a variety of known strategies. I can determine additional strategies that could be used to solve. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can use given strategies to solve a problem in a familiar situation. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify a given strategy or tools to use in a familiar situation. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6



Math: Problem Solving

Competency: Interpreting information, making a plan to solve problems.

Grade Level Competency: Grades 7-8				
Students will interpret information and flexibly use effective strategies and concepts in order to solve problems.				
Criteria	Extending	Proficient	In Progress	Beginning
Sense Making	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can interpret information to determine what a multi-step problem in a new situation is asking and develop a plan for how to solve it. I can choose and explain what information is necessary and what is not.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can use given strategies to help me understand a multi-step problem in a familiar situation. I can use tools to develop a plan to solve. I can pick out what information is necessary to solve.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can use tools or strategies to help me understand a problem.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
Flexible Thinking		<p>I can determine and use an appropriate strategy to solve a problem in a new situation. I can determine alternate strategies that can be used to verify my conclusion.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can choose from a variety of given strategies and tools to solve a problem in a familiar situation.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can identify a given strategy or tools to use in a familiar situation.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>



Math: Problem Solving

Competency: Interpreting information, making a plan to solve problems.

Grade Level Competency: Grades 9-12

Students will interpret and infer information and flexibly select strategies to solve complex and applied problems.

Criteria	Extending	Proficient	In Progress	Beginning
Sense Making	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can synthesize information to determine what a complex problem is asking and formulate a plan to solve based on key information.	I can identify key information needed to solve a complex problem. Using this information, I can differentiate between necessary and unnecessary information.	I can use resources to help me understand a problem and formulate a plan to solve.
Flexible Thinking		I can generate a list of problem-solving strategies, utilize the most efficient strategy to solve new and unfamiliar problems, and apply alternative strategies to verify my conclusions.	I can choose a strategy from a list of known strategies to solve familiar problems. I can check my work and solution for accuracy.	I can choose from a list of known strategies to solve familiar problems and determine if my answer is reasonable.