

Exemplars

Title: Drawing Animal Pictures

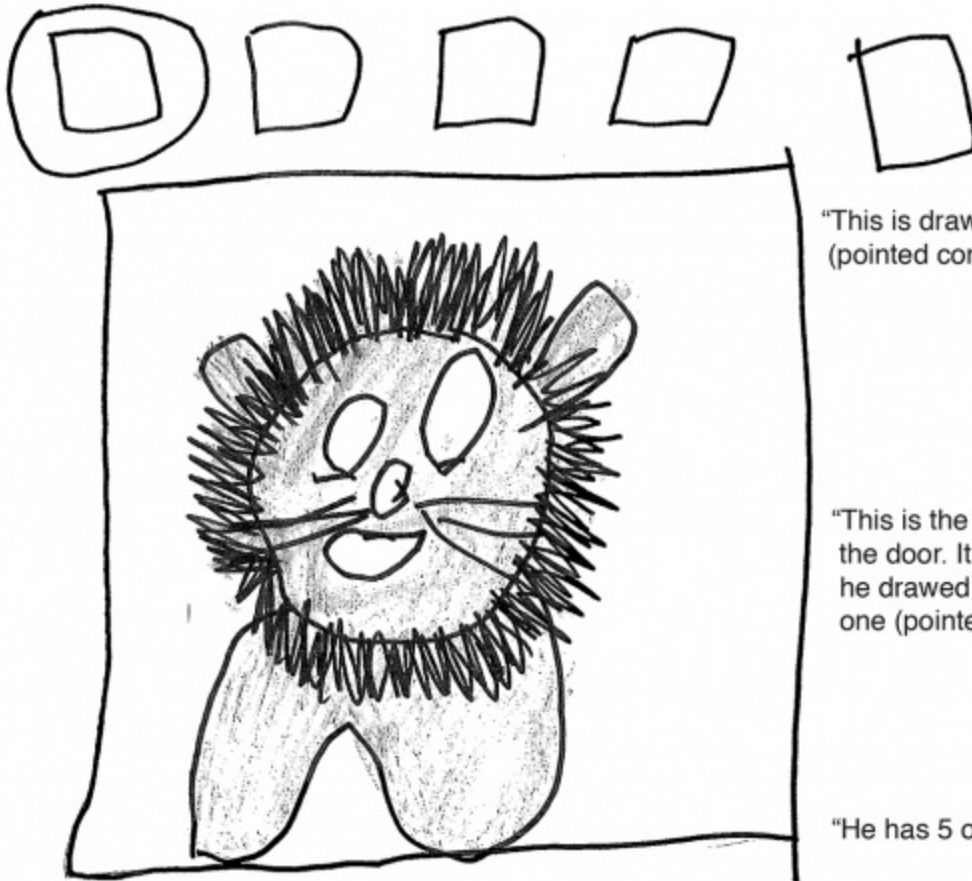
Achievement Level: Novice 1

Criteria and Performance Level	Rationales
Problem Solving <i>Apprentice</i>	The student's strategy of diagramming the five pictures needed to be completed works to solve the first part of the task. The student's answer, "He has 5 on the door," is not correct.
Reasoning & Proof <i>Apprentice</i>	The student shows correct reasoning of the underlying concept of five completed pictures. The student does not diagram the pictures that need to be completed.
Communication <i>Novice</i>	The student does not use any mathematical language.
Connections <i>Novice</i>	The student does not make any mathematically relevant observation about their solution.
Representation <i>Apprentice</i>	The student's diagram of the five completed pictures is appropriate and accurate to the first part of the task. The student defines the five pictures and the drawing on the first picture in the scribing. The student does not diagram the pictures that need to be completed.

Exemplars

Achievement Level: Novice 1

P/S	R/P	Com	Con	Rep	A/Level
A	A	N	N	A	N



"This is drawing 1, 2, 3, 4, 5."
(pointed correctly).

AZ

"This is the one he put on
the door. It is a lion. Then
he drew this one, this
one (pointed to next 4)."

AZ

"He has 5 on the door."

AZ

NOTE: student drew a lion with a pencil
and colored in with a brown crayon.

AZ

(reread problem tried- how
many pictures are left to draw?)
"I don't know."

AZ

Exemplars

Title: Drawing Animal Pictures

Achievement Level: Apprentice 1

Criteria and Performance Level	Rationales
Problem Solving <i>Practitioner</i>	The student's strategy of diagramming the five complete pictures and the five pictures needed to be completed on the door works to solve the task. The student's answer, "5 more," is correct.
Reasoning & Proof <i>Practitioner</i>	The student shows correct reasoning of the underlying concepts of the task. The student diagrams the completed pictures, the pictures needed to be completed, and compares the two totals to determine that five pictures need to be completed.
Communication <i>Apprentice</i>	The student correctly uses the mathematical term <i>more</i> .
Connections <i>Novice</i>	The student does not make a mathematically relevant observation about their solution.
Representation <i>Practitioner</i>	The student's diagram of the five completed pictures and the five pictures needed to be completed on a door is appropriate and accurate to the task. The student's scribing defines the door, finished pictures and pictures needed to be drawn.

Note:

The overall achievement level for this piece of student work falls under Exemplars exception to the rule category. If a student has all Apprentice scores or above, but a Novice in "Connections," the student may still receive an achievement level score of

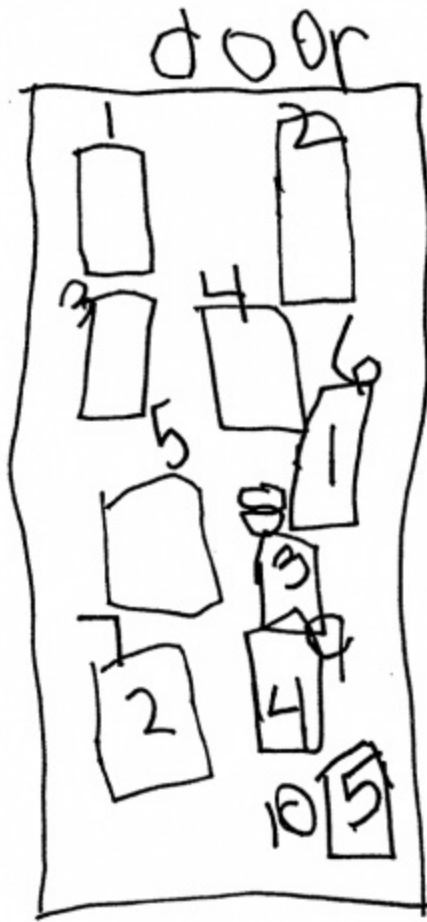
Exemplars

Apprentice. To learn more about Exemplars scoring, please refer to the section of your dashboard called "Tools for Success" and click on the link for "Using the Assessment Rubric."

Exemplars

Achievement Level: Apprentice 1

P/S	R/P	Com	Con	Rep	A/Level
P	P	A	N	P	A



"He has 5 more pictures to draw."

AZ

"This is the door. These are the 10 pictures but only picture 1, 2, 3, 4, 5 need a animal. That is 6, 7, 8, 9, 10 (pointed correctly to support numbering)."

AZ

Exemplars

Title: Drawing Animal Pictures

Achievement Level: Apprentice 2

Criteria and Performance Level	Rationales
Problem Solving <i>Apprentice</i>	The student's strategy of diagramming pictures would work to solve the task, but the student omits the 10th picture. The student's answer, "4," is not correct.
Reasoning & Proof <i>Practitioner</i>	The student shows correct reasoning of the underlying concepts of the task. The student diagrams the completed pictures, the pictures needed to be completed, and compares the two totals to determine that four pictures need to be completed. The student makes an error in leaving out picture number 10. This is not considered a lack of reasoning but a careless counting error.
Communication <i>Practitioner</i>	The student correctly uses the mathematical terms <i>diagram</i> , <i>key</i> .
Connections <i>Novice</i>	The student does not make any mathematically relevant observation about their solution.
Representation <i>Apprentice</i>	The student's diagram of the five completed pictures and four pictures needed to be completed is appropriate to the task but is not accurate. The 10th picture is not indicated. The student's key and scribing defines the finished pictures and pictures needed to be drawn.

Note:

Exemplars

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Exemplars

Achievement Level: Apprentice 2

P/S	R/P	Com	Con	Rep	A/Level
A	P	P	N	A	A



"He has 4 animal pictures to put on the door to be done."

AZ

"My diagram is pictures. I didn't draw the animals because you don't have to if you say they are animal pictures."

AZ

Exemplars

Title: Drawing Animal Pictures

Achievement Level: Apprentice 3

Criteria and Performance Level	Rationales
Problem Solving <i>Practitioner</i>	The student's strategy of diagramming the five completed pictures on the door and diagramming all 10 pictures with five crossed out works to solve the task. The student's answer, "5," is correct.
Reasoning & Proof <i>Practitioner</i>	The student shows correct reasoning of the underlying concepts of the task. The student diagrams the completed pictures, the pictures needed to be completed and compares the two totals to determine that five pictures need to be completed.
Communication <i>Apprentice</i>	The student correctly uses the mathematical term <i>diagram</i> .
Connections <i>Novice</i>	The student does not make any mathematically relevant observation about their solution.
Representation <i>Practitioner</i>	The student's diagram of the five completed pictures on a door and the 10 pictures with five crossed out is appropriate and accurate to the task. The student's scribing defines the door, finished pictures and pictures needed to be drawn.

Note:

The overall achievement level for this piece of student work falls under Exemplars exception to the rule category. If a student has all Apprentice scores or above, but a Novice in "Connections," the student may still receive an achievement level score of

Exemplars

Apprentice. To learn more about Exemplars scoring, please refer to the section of your dashboard called "Tools for Success" and click on the link for "Using the Assessment Rubric."

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Achievement Level: Apprentice 3

P/S	R/P	Com	Con	Rep	A/Level
P	P	A	N	P	A

my diagram



"This is how I knew what to put on my door. I didn't guess."

AZ



"5 to do."

AZ

"This is the door. This is the pictures of animals. This is the 10 pictures. I crossed out the ones to go on the door, 1, 2, 3, 4, 5. Now there are 1, 2, 3, 4, 5 to finish. I would do all kinds of dogs if I was him."

AZ

Exemplars

Title: Drawing Animal Pictures

Achievement Level: Practitioner 1

Criteria and Performance Level	Rationales
Problem Solving <i>Practitioner</i>	The student's strategy of diagramming the five completed pictures and the five pictures needed to be drawn works to solve the task. The student's answer, "5," is correct.
Reasoning & Proof <i>Practitioner</i>	The student shows correct reasoning of the underlying concepts of the task. The student diagrams the completed pictures, the pictures needed to be completed and compares the two totals to determine that five pictures need to be completed.
Communication <i>Practitioner</i>	The student correctly uses the mathematical terms <i>diagram</i> , <i>key</i> .
Connections <i>Practitioner</i>	The student makes the mathematically relevant observation, "It is the same, 5 done, 5 to do, That is what I see."
Representation <i>Practitioner</i>	The student's diagram of the five completed pictures and the five pictures needed to be drawn is appropriate to the task and accurate. The student's key and scribing defines the drawn pictures and the pictures not drawn.

Exemplars

Achievement Level: Practitioner 1

P/S	R/P	Com	Con	Rep	A/Level
P	P	P	P	P	P

my dia gram

Key
 picture

1
2
3
4
5
6

7
8
9
10

5

5 + 5 = 10

"I put an X on the ones that have an animal on them. These are the ones he will do next (pointed to squares)."

AZ

"It is the same 5 done 5 to do that is what I see."

AZ

Exemplars

Title: Drawing Animal Pictures

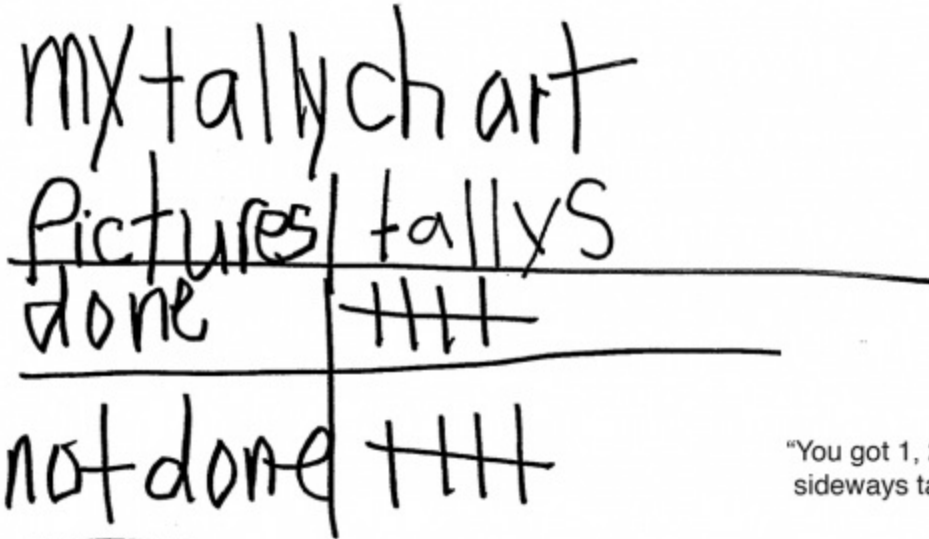
Achievement Level: Practitioner 2

Criteria and Performance Level	Rationales
Problem Solving <i>Practitioner</i>	The student's strategy of using a tally chart to show the five completed pictures and the five pictures needed to be drawn works to solve the task. The student's answer, "5 more," is correct.
Reasoning & Proof <i>Practitioner</i>	The student shows correct reasoning of the underlying concepts of the task. The student tallies the completed pictures, the pictures needed to be completed, and compares the two totals to determine that five pictures need to be completed.
Communication <i>Practitioner</i>	The student correctly uses the mathematical terms "tallys," (<i>tally chart</i>), <i>more</i> , <i>amount</i> .
Connections <i>Practitioner</i>	The student makes the mathematically relevant observation, "I see Ryan has the same amount of pictures finished and to draw." The student also describes how a tally works, "You go 1, 2, 3, 4 then the sideways tally for 5."
Representation <i>Practitioner</i>	The student's tally chart of the five finished pictures and the five unfinished pictures needed to be drawn is appropriate to the task and accurate.

Exemplars

Achievement Level: Practitioner 2

P/S	R/P	Com	Con	Rep	A/Level
P	P	P	P	P	P



"You got 1, 2, 3, 4 then the sideways tally for 5." AZ



"Ryan made 5 animals to put on his door. But he wants 10 so he has to do pictures 6, 7, 8, 9, 10. That is 5 more." AZ

"I see Ryan has the same amount of pictures finished and to draw." AZ

Exemplars

Title: Drawing Animal Pictures

Achievement Level: Practitioner 3

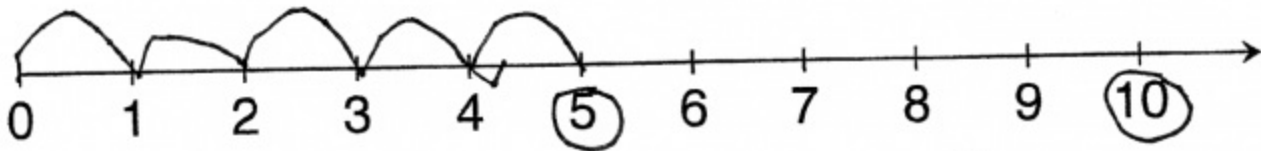
Criteria and Performance Level	Rationales
Problem Solving <i>Practitioner</i>	The student's strategy of using a number line to show the five completed pictures and the five pictures that still need to be drawn works to solve the task. The student's answer, "5 more," is correct.
Reasoning & Proof <i>Practitioner</i>	The student shows correct reasoning of the underlying concepts of the task. The student jumps the five completed pictures. The student understands that they need to count on from five to find that there are five more pictures to draw.
Communication <i>Practitioner</i>	The student correctly uses the mathematical terms <i>number line</i> , <i>more</i> , <i>diagram</i> .
Connections <i>Practitioner</i>	The student uses a new strategy of a diagram to show the five finished drawings and states, "He has to do those 5 more for 6, 7, 8, 9, 10 pictures. Then he will be all done." The student does not earn the Expert level because they did not compare the two strategies to confirm that the answer is correct.
Representation <i>Practitioner</i>	The student's number line is appropriate to the task. The numbers are labeled and the "jumps" are accurate. The student's diagram is appropriate to the task. The scribing provides the necessary labels for the completed pictures.

Exemplars

Achievement Level: Practitioner 3

P/S	R/P	Com	Con	Rep	A/Level
P	P	P	P	P	P

Do a number line



Pictures

5 more

"I picked a 0 to 10 number line because there are ten pictures. I jumped the 5 on the door. Then you go 6, 7, 8, 9, 10 or 1, 2, 3, 4, 5. more he has to still draw. pz"



"This is my little diagram. It's his door. I put on the 5 pictures he has done. He has to do those 5 more for 6, 7, 8, 9, 10 pictures. Then he will be all done." pz

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Achievement Level: Practitioner 4

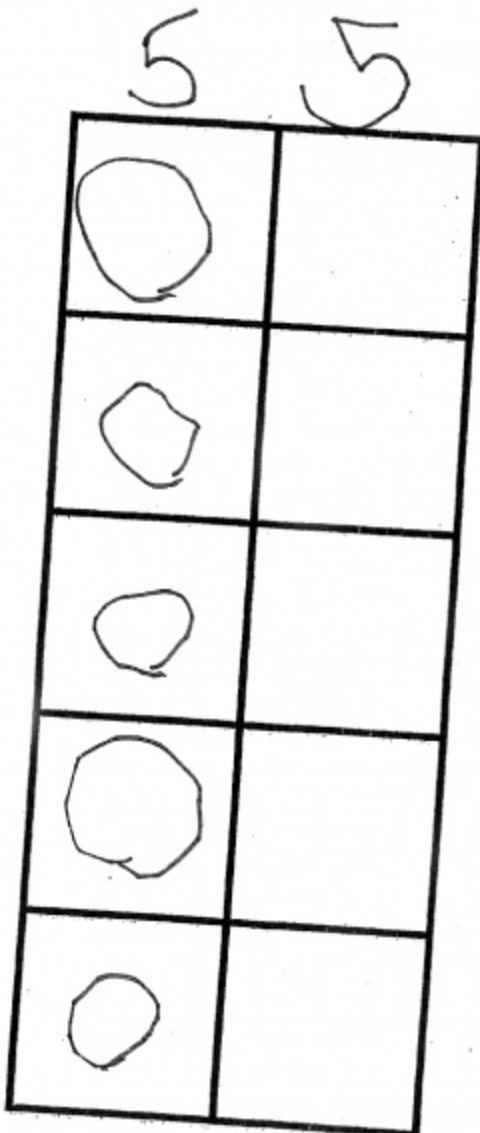
Criteria and Performance Level	Rationales
Problem Solving <i>Practitioner</i>	The student's strategy of using a ten frame to show the five completed pictures and the five pictures needed to be drawn works to solve the task. The student's answer, "5," is correct.
Reasoning & Proof <i>Practitioner</i>	The student shows correct reasoning of the underlying concepts of the task. The student uses circles for the five finished pictures. The student understands that five and five more is ten.
Communication <i>Practitioner</i>	The student correctly uses the mathematical terms <i>ten frame</i> , <i>more</i> , <i>number</i> .
Connections <i>Practitioner</i>	The student makes a mathematically relevant observation about their solution. The student states, "Look, Ryan has the same picture number done and to draw. That is 5 and 5 for 10 pictures."
Representation <i>Practitioner</i>	The student's ten frame is appropriate to the task. The student defines the circles as pictures in their scribing.

Exemplars

Achievement Level: Practitioner 4

P/S	R/P	Com	Con	Rep	A/Level
P	P	P	P	P	P

My 10 frame.



5 5 is 10

"I picked a ten frame because it looks like a door. I put 5 circles for 5 pictures. There's 5 more places for pictures. He has 5 more pictures to draw."

"Look, Ryan has the same picture number done and to draw. That's 5 and 5 for 10 pictures."

AZ

Exemplars

Title: Drawing Animal Pictures

Achievement Level: Expert 1

Criteria and Performance Level	Rationales
Problem Solving <i>Expert</i>	The student's strategy of using a diagram to show the number of completed pictures on the door and the number of pictures needed to be completed works to solve the task. The student's answer, "5 more to Do," is correct. The student also verifies that their answer is correct.
Reasoning & Proof <i>Expert</i>	The student shows correct reasoning of the underlying concepts of the task. The student diagrams the completed pictures, the pictures needed to be completed and compares the two totals to determine that five pictures need to be completed. The student also uses a tally to compare the completed and need to be completed pictures. The student also brings the concepts of odd, even, and one-half to the task.
Communication <i>Expert</i>	The student correctly uses the mathematical terms <i>diagram, key, even, odd, tally, equals, more</i> . The student also uses the mathematical notation, " $1/2$."
Connections <i>Expert</i>	The student makes mathematically relevant Expert observations: "10-even, ten pictures is even number," "5-odd, 5 pictures is odd number," " $1/2$ of the pictures are done but $1/2$ are not done." The student uses a tally to verify that their diagram is correct and states, " $5 + 5 = 10$, five are done, five more to do equals ten in all for pictures," "5 more to Do," "You always got to do five more pictures."

Exemplars

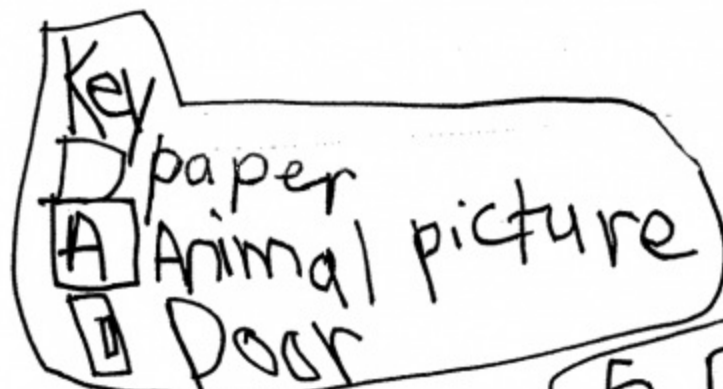
<p>Representation</p> <p><i>Expert</i></p>	<p>The student's diagram of the five completed pictures on the door and the five pictures needed to be drawn is appropriate to the task and accurate. The student's key and scribing defines the paper, animal pictures and door. The student creates an accurate tally using their key to verify that five more pictures need to be drawn.</p>
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Exemplars

Achievement Level: Expert 1

P/S	R/P	Com	Con	Rep	A/Level
E	E	E	E	E	E

my Diagram



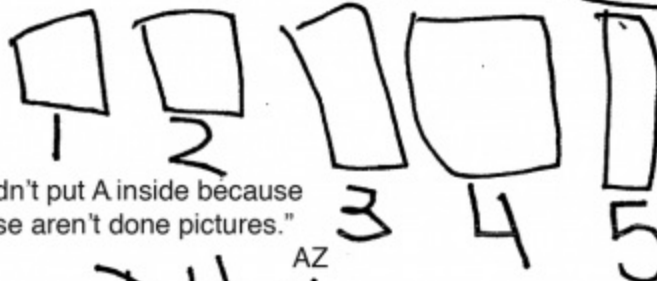
"10 pictures is even number." AZ

10-even

5-odd

"5 pictures is odd number." AZ

5 more to do



"I didn't put A inside because these aren't done pictures." AZ



$5 + 5 = 10$

"Five are done. Five more to do. Equals 10 in all for pictures." AZ

5
5 more to do

"You always got to do 5 more pictures." AZ

"½ of the pictures are done but ½ are not done." AZ