Making a Difference for all Students

Grade 6 Mathematics Rubric (Beginning of the Year)

Name ..... Date .....

Proficient = universal supports
Approaching proficiency = targeted supports
Limited = individualized supports

Use the criteria below to determine whether the student's skills and understandings related to number are at a proficient, approaching proficiency, or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describes the student's current performance level.

	Proficient	Approaching proficiency	Limited
Represents Numbers	☐ Represents and describes whole numbers to 1 000 000 or above	☐ With models, represents and describes whole numbers to 1 000 000	☐ With models and prompts, is beginning to represent numbers to 100 and above, concretely or pictorially
	Looking for strategies to assess students' understanding of this concept? See Pearson's *Math Makes Sense 5*, ProGuide, Unit 2, and choose from the ideas on page 34.		
Mental Mathematics	☐ Applies mental mathematics strategies for multiplication, such as: • skip counting from a known fact • using doubling or halving • using patterns in the 9s facts • using repeated doubling or halving	☐ With models or prompts, applies mental mathematics strategies for multiplication	☐ With models and supports, is beginning to use concrete materials (e.g., hundred chart) to explore mental mathematics strategies for multiplication, such as skip counting from a known fact
	Looking for strategies to assess students' understanding of this concept? See Pearson's *Math Makes Sense 5*, ProGuide, Unit 3, and choose from the ideas on pages 51–52.		
Notes			

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	Proficient	Approaching proficiency	Limited
Multiplication	☐ Demonstrates, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems	☐ With models or prompts, models steps for multiplying 2-digit factors, using arrays or base ten blocks, and records the problem symbolically	☐ With models and prompts, is beginning to represent equal groupings up to 10 x 10, using concrete and visual representations
	Looking for strategies to assess students' understanding of this concept? See Pearson's *Math Makes Sense 5*, ProGuide, Unit 3, and choose from the ideas on pages 51–52.		
Fractions	☐ Demonstrates an understanding of fractions by using concrete, pictorial and symbolic representations to: • create sets of equivalent fractions • compare fractions with like and unlike denominators	☐ With models and exemplars, demonstrates an understanding of fractions by using concrete, pictorial and symbolic representations to: • create sets of equivalent fractions • compare fractions with like denominators	☐ With models and prompts, is beginning to compare simple fractions (1/2, 1/4, 1/3, 1/6, 1/8) and identify which is larger
	Looking for strategies to assess students' understanding of this concept? See Pearson's *Math Makes Sense 5*, ProGuide, Unit 5, and choose from the ideas on pages 6–7.		
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	Proficient	Approaching proficiency	Limited
Decimals	☐ Describes and represents decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically	☐ With models and exemplars, describes and represents decimals (tenths), concretely, pictorially and symbolically	☐ With models and prompts, is beginning to understand that 10 dimes is equivalent to one loonie
	Looking for strategies to assess students' understanding of this concept? See Pearson's *Math Makes Sense 5*, ProGuide, Unit 5, and choose from the ideas on pages 6–7.		
Fractions to Decimals	☐ Relates decimals to fractions and fractions to decimals (to thousandths)	☐ With models and exemplars, relates decimals to fractions and fractions to decimals (to tenths)	☐ With models and prompts, is beginning to explore visual and concrete representations of simple decimals (to hundredths)
	Looking for strategies to assess students' understanding of this concept? See Pearson's *Math Makes Sense 5*, ProGuide, Unit 5, and choose from the ideas on pages 16–17.		
Notes			