

Math - Grade 7

- Question 1: [Standard/Benchmark: IB1]
 Question 2: [Standard/Benchmark: IIA2] [2pt rubric]
 Question 3: [Standard/Benchmark: IIA2] [4pt rubric]

New Mexico Rubric for 4-point Open-Ended Items

Score	Description
4	<p>The student response</p> <ul style="list-style-type: none"> • offers a correct solution and is well supported by well-developed and accurate explanations. • gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response. • is clearly organized and focused, and shows a mathematical understanding of the task or concept. • contains sufficient work to convey thorough understanding of the problem.
3	<p>The student response</p> <ul style="list-style-type: none"> • offers a generally correct solution, but contains minor flaws in reasoning or computation. • gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor arithmetic or algebraic errors that do detract from the overall quality of the student response. • is clearly focused, well-organized, but neglects some aspect of the complete solution to the problem. • lacks significant detail to convey thorough understanding of the task or concept to warrant a complete response
2	<p>The student response</p> <ul style="list-style-type: none"> • offers a partially correct answer to the problem. • may contain flaws indicating an incomplete understanding of the task or concept. • may show faulty reasoning leading to weak answers or conclusions. • may demonstrate unclear communication in writing or diagrams. • may demonstrate a poor understanding of relevant mathematical procedure or concepts.
1	<p>The student response</p> <ul style="list-style-type: none"> • offers a correct solution with no supporting evidence or explanation. • offers little or no supporting detail conveying limited understanding. • contains numerous errors in computation and reasoning and detracts from the overall quality of the response. • provides vague interpretation to the solution/explanation, indicating little or no mathematical understanding of the task or concept.
0	<p>The student response</p> <ul style="list-style-type: none"> • gives an incorrect response with no work shown. • offers no mathematical understanding of the problem • does not address the problem.

INVALID

- is off topic.
- is written illegibly.
- is a copy of the question/item.
- is blank.
- is incomprehensible.
- contains a response "I don't know" or similar to.
- is a refusal to respond.

New Mexico Rubric for 2-point Open-Ended Items

Score	Description
2	<p>The student response</p> <ul style="list-style-type: none"> • offers a correct solution and is well supported by well-developed and accurate explanations. • gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response. • is clearly organized and focused, and shows a mathematical understanding of the task or concept. • contains sufficient work to convey thorough understanding of the problem.
1	<p>The student response</p> <ul style="list-style-type: none"> • offers a correct solution with no supporting evidence or explanation. • offers a partially correct answer to the problem. • may contain flaws indicating an incomplete understanding of the task or concept. • may show faulty reasoning leading to weak answers or conclusions. • may demonstrate unclear communication in writing or diagrams. • may demonstrate a poor understanding of relevant mathematical procedure or concepts.
0	<p>The student response</p> <ul style="list-style-type: none"> • gives an incorrect response with no work shown. • offers no mathematical understanding of the problem • does not address the problem.

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