Place Value Rubric

	Criteria	1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
Build	Builds decimal values (0.01, 0.10, and 1.00 as applicable) using the correct decimal insert pieces in conjunction with the integer blocks.			
	Places block in the correct location according to the place value.			
	Places the correct number of blocks in each place value to correspond to each digit.			
Write	Writes appropriate numeral to represent each digit.			
	Writes numeral to represent each digit in appropriate place-value location.			
Say	Correctly verbalizes the complete number using "and" when reading the decimal point.			

Math·U·See®
Building Understanding

Decimal Addition Rubric

	Criteria	1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
Build	Builds addends using the appropriate 0.01-blocks, 0.10-blocks, and 1.00-blocks.			
	Aligns blocks representing each place value in first addend with corresponding blocks in second addend.			
	Moves blocks representing addends together to represent process of addition. Completes addition process by place value, starting with hundredths.			
	Moves tenths or units composed to appropriate place-value location above blocks representing the first addend, as applicable.			
Write	Writes digits representing addends according to place value (decimal points aligned).			
	Writes numerals and mathematical symbols to accurately represent the equation.			
	Writes digits representing regrouped value above first addend, as applicable.			
	Writes all digits representing sum according to place value.			
Say	Clearly and accurately explains the need to add according to each digit's place value (e.g., "To combine, you must be the same kind.").			
	Clearly and accurately explains the limit of nine for each place value and the resulting need to regroup, as applicable (e.g., "It's okay to visit, but there is no place like home!").			
	Clearly and accurately states the problem and final sum.			

Math·U·See®
Building Understanding

Decimal Subtraction Rubric

	Criteria	1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
Build	Builds the minuend and subtrahend using the appropriate 0.01-blocks, 0.10-blocks, and 1.00-blocks.			
	Aligns blocks representing each place value in subtrahend with corresponding blocks in minuend. Completes subtraction process by place value, starting with hundredths.			
	Moves tenths or units regrouped to appropriate place-value location in the minuend, decomposing when appropriate.			
Write	Writes digits representing regrouped value above minuend according to place value.			
	Writes all digits representing difference according to place value, beginning with hundredths.			
Say	Clearly and accurately explains the need to subtract according to each digit's place value (e.g., subtract hundredths from hundredths, tenths from tenths, and units from units).			
	Clearly and accurately explains the need to regroup (e.g., "go to the neighbor to borrow") from the higher place-value, as applicable.			
	Clearly and accurately states the problem and the final difference.			

Math·U·See®
Building Understanding

Decimal Multiplication (A Factor Less Than 1) Rubric

	Criteria	1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
Build	Builds a rectangle using the appropriate 0.01-blocks and 0.10-blocks to represent the factors.			
	Builds a rectangle with the first factor as the "over" dimension and second factor as the "up" dimension.			
	Identifies the smaller rectangles that represent the partial products.			
Write	Writes all digits that represent partial products and the total product according to the place value.			
	Completes problem in both place-value notation (expanded form) and decimal notation.			
Say	Clearly and accurately explains why specific blocks are chosen, emphasizing the dimensions of the blocks being different from their area.			
	Clearly and accurately describes the separation and placement of partial product rectangles in relation to place value.			
	Accurately correlates all partial product rectangles with individual digits being multiplied.			
	Clearly and accurately states the problem and the final product.			

Math·U·See®
Building Understanding

Decimal Multiplication (Factors Greater Than 1) Rubric

	Criteria	1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
Build	Builds a rectangle using the appropriate 0.01-blocks, 0.10-blocks, and 1.00-blocks to represent the factors.			
	Builds a rectangle with the first factor as the "over" dimension and second factor as the "up" dimension.			
	Separates a larger reactangle into smaller rectangles that represent partial products, and shifts them according to place value.			
Write	Writes all digits that represent partial products and the total product according to the place value.			
	Completes problem in both place-value notation (expanded form) and decimal notation.			
Say	Clearly and accurately explains why specific blocks are chosen, emphasizing the dimensions of the blocks being different from their area.			
	Clearly and accurately describes the separation and placement of partial product rectangles in relation to place value.			
	Accurately correlates all partial product rectangles with individual digits being multiplied.			
	Clearly and accurately states the problem and the final product.			

Math·U·See®
Building Understanding