

## Place Value Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Places blocks in the correct location on the Decimal Street® poster to correspond with each place value.			
	Places correct number of blocks on Decimal Street poster to correspond with each digit.			
<b>Write</b>	Writes appropriate numerals to represent each digit.			
	Writes numeral to represent each digit in appropriate place-value location.			
<b>Say</b>	Correctly verbalizes complete numbers using "onety" for "teen" (if applicable).			

## Single-Digit Addition Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Chooses correct blocks to represent each addend.			
	Moves blocks representing addends together to represent process of addition.			
	Identifies block(s) representing sum through knowledge of fact or experimentation (rather than counting).			
	Places block(s) representing sum underneath addends (horizontally-oriented equation) or to the right of addends (vertically-oriented equation). For sums greater than ten, places the 10-block to the left of the applicable unit through 9-block (horizontally-oriented equation).			
<b>Write</b>	Writes numerals and mathematical symbols to accurately represent equation.			
<b>Say</b>	Clearly and accurately explains addition as “combining” or “putting together.”			
	Clearly and accurately explains equal as “having the same value or length.”			
	Clearly and accurately states the problem and the final sum.			

## Solving for an Unknown Addend Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Starts with block representing known sum. Places block representing known addend to the right or left above the sum to correspond with the equation.			
	Identifies block representing unknown addend through knowledge of math fact or experimentation (rather than counting).			
<b>Write</b>	Writes numerals and mathematical symbols to correctly represent equation, using either a blank or letter to represent the unknown addend (as applicable).			
<b>Say</b>	Correctly verbalizes initial equation as "What number plus _____ is the same as _____?"			
	Correctly verbalizes completed equation with value of discovered addend included.			

## Single-Digit Subtraction Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Chooses correct blocks to represent the minuend, subtrahend, and difference. Identifies block representing difference through knowledge of math fact or experimentation (rather than counting).			
	Places blocks representing minuend and subtrahend end to end, then inverts block representing subtrahend on top of minuend to represent process of subtraction.			
<b>Write</b>	Writes numerals and mathematical symbols to accurately represent equation.			
<b>Say</b>	Clearly and accurately explains subtraction as “the difference between the two values” (subtrahend and minuend). Articulates that the block with the hollow side visible represents taking away, minus, or “in the hole” that specific value.			
	Accurately restates the subtraction problem as an addition problem (e.g., restates $5 - 3 = \underline{\quad}$ as “What number plus three is the same as five?”).			
	Clearly and accurately states the problem and the final difference.			

## Multiple-Digit Addition with Regrouping Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Uses appropriate 1-9 blocks to represent units, 10-blocks to represent tens, and 100-blocks to represent hundreds.			
	Aligns blocks representing each place value in first addend with corresponding blocks in other addend. Completes addition process by place value, starting with units.			
	Moves ten or hundred composed to appropriate place-value location above blocks representing first addend.			
<b>Write</b>	Writes digits representing regrouped value above first addend.			
	Writes all digits representing sums according to place value.			
	Completes written check using place-value notation (expanded form).			
<b>Say</b>	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 (e.g., "It's okay to visit, but there is no place like home!").			
	Clearly and accurately states the problem and the final sum.			

## Multiple-Digit Subtraction with Regrouping Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Uses appropriate 1-9 blocks to represent units, 10-blocks to represent tens, and 100-blocks to represent hundreds.			
	Aligns blocks representing each place value in subtrahend with corresponding blocks in minuend. Completes subtraction process by place value, starting with units.			
	Moves ten or hundred blocks regrouped to appropriate place-value location in minuend, decomposing when appropriate.			
<b>Write</b>	Writes digits representing regrouped value above minuend according to place value.			
	Writes all digits representing difference according to place value, beginning with units.			
	Completes written check using place-value notation (expanded form).			
<b>Say</b>	Clearly and accurately explains the need to subtract according to each digit's place value (e.g., subtract units from units, tens from tens, and hundreds from hundreds).			
	Clearly and accurately explains the need to regroup (e.g., "go to the neighbor to borrow") from the higher place value.			
	Clearly and accurately states the problem and the final difference.			

## Single-Digit Multiplication Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Builds rectangle using integer blocks that correspond with the value of the first factor.			
	Builds rectangle with first factor as “over” dimension and second factor as “up” dimension.			
<b>Write</b>	Writes all numerals and mathematical symbols to accurately represent the equation.			
<b>Say</b>	Describes the dimensions of the rectangle (e.g., “up and over”) as representing the factors, and the area of the rectangle as representing the product.			
	Clearly and accurately explains the denominator of the quotient will be 1 whenever dividing fractions with a like denominator.			
	Expresses multiplication as “factor times factor” (e.g., “six times three”), “factor counted factor times” (e.g., “six counted three times”), or “factor multiplied by factor” (e.g., “six multiplied by three”).			
	Identifies product by knowledge of math fact or skip counting (rather than relying on counting the individual units).			

## Solving for an Unkown Factor Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Builds “equal sign” with block(s) representing product on bottom and blocks representing repeated factor above.			
<b>Write</b>	Writes all numerals and mathematical symbols to accurately represent equation.			
	Writes numeric value for unknown factor either above letter or as unknown letter equals numeric value (e. g., $x = 6$ ).			
<b>Say</b>	Clearly and accurately explains why specific blocks are chosen.			
	Accurately correlates blocks chosen to demonstrate the Commutative Property of Multiplication (e.g., for $2x = 10$ , if 2-blocks are used, states “Two counted how many times is the same as ten?” or if 5-blocks are used, states “What number counted two times is the same as ten?”).			
	Clearly and accurately states the problem and the final answer.			



## Double-Digit Times Double-Digit Multiplication Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Builds rectangle beginning with 100-block, placing 10-blocks to the right and above, and integer blocks less than ten to the upper right to complete rectangle.			
	Builds rectangle with first factor as “over” dimension and second factor as “up” dimension.			
	Separates larger rectangle into smaller rectangles that represent partial products and shifts them according to place value.			
<b>Write</b>	Writes all digits that represent partial products and the total product according to place value.			
<b>Say</b>	Clearly and accurately explains why specific blocks are chosen.			
	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.			

## Finding Factors Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Builds rectangle using number of unit blocks equivalent to the number being factored.			
	Builds rectangles to represent all combinations of factors.			
<b>Write</b>	Writes all factor combinations.			
<b>Say</b>	Clearly and accurately explains factoring as the opposite of multiplication.			
	Clearly and accurately identifies the dimensions (edges/sides) of the rectangles as the factors.			

## Division with Single-Digit Divisor Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Builds rectangle using the blocks that correspond with the divisor.			
	Builds rectangle with the divisor as the “up” dimension.			
	Identifies quotient (missing factor) through knowledge of fact or experimentation.			
<b>Write</b>	Writes numerals and mathematical symbols to accurately represent equation.			
<b>Say</b>	Clearly and accurately explains the relationship between multiplication and division (e.g., “Division is finding the missing factor”).			
	Verbalizes division as “How many ____ (divisors) can I count out of ____ (dividend)?”			
	Clearly and accurately states the problem and the final quotient.			

## Long Division Rubric

Criteria		1. Beginning Steps	2. Nearing Expectations	3. Meets Expectations
<b>Build</b>	Builds rectangle beginning with blocks representing the dividend.			
	Builds the “up” dimension of the rectangle that represents the divisor and identifies maximum groupings that can be counted out by place value.			
<b>Write</b>	Writes result of counting out each grouping of divisor in the quotient, concurrent with completion of each step.			
	Writes numerals and mathematical symbols to accurately represent each step to solve the division equation.			
	Checks work using multiplication.			
<b>Say</b>	Clearly and accurately describes the mathematical relationship among the divisor, dividend, and quotient (e.g., verbalizes division as “How many groups of ____ [divisor] can I count out of ____ [dividend]?”).			
	Clearly and accurately states the problem, final quotient, and remainder (if applicable).			
	Clearly and accurately states what the remainder represents (if applicable).			