

## My Math Argumentation Rubric

	<b>Communicating Thinking with Math Vocabulary</b>	<b>Understanding the Problem</b>	<b>Listening to and Communicating about others' Thinking</b>
<b>3</b>	I use <b>precise mathematical vocabulary</b> to justify and explain my thinking. My explanation tells <b>what</b> I did and <b>why</b> I did it.	I show I understand the problem by highlighting important terms and phrases and use different math ideas I already know to justify my answer.	I explain other students' thinking and identify their strengths and weaknesses appropriately. <b>I ask my peers questions and listen</b> to their responses.
<b>2</b>	I describe but <b>do not tell why</b> my response is correct. I use <b>general words instead of specific math vocabulary</b> to explain my thinking.	I put minimal effort in showing I understand the problem and in using different math ideas I know to justify my answer.	I respond to other students' ideas, but <b>it is not clear if I am listening</b> carefully to what they say in order to critique their ideas or ask questions.
<b>1</b>	I explain or show my thinking for the solution only after being prompted or supported by a teacher or peers.	I do not show that I understand the problem and ask clarifying questions only when prompted by a teacher.	I attempt to listen and understand other students' ideas only when asked by an adult. I ask other students few or no questions about their work.