

My Math Argumentation Rubric

	Communicating Thinking with Math Vocabulary	Understanding the Problem	Listening to and Communicating about others' Thinking
3	I use precise mathematical vocabulary to justify and explain my thinking. My explanation tells what I did and why 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. I ask my peers questions and listen to their responses.
2	I describe but do not tell why my response is correct. I use general words instead of specific math vocabulary 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 it is not clear if I am listening carefully to what they say in order to critique their ideas or ask questions.
1	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.