

Math Domain

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|---|---|---|
| <input checked="" type="checkbox"/> Number/Quantity | <input checked="" type="checkbox"/> Shape/Space | <input type="checkbox"/> Function/Pattern |
| <input type="checkbox"/> Chance/Data | <input type="checkbox"/> Arrangement | |

Math Actions (possible weights: 0 through 4)

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|--|--|
| <input type="checkbox"/> 0 Modeling/Formulating | <input type="checkbox"/> 2 Manipulating/Transforming |
| <input type="checkbox"/> 2 Inferring/Drawing Conclusions | <input type="checkbox"/> 2 Communicating |

Math Big Ideas

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|---|---|--|
| <input type="checkbox"/> Scale | <input type="checkbox"/> Reference Frame | <input checked="" type="checkbox"/> Representation |
| <input type="checkbox"/> Continuity | <input type="checkbox"/> Boundedness | <input type="checkbox"/> Invariance/Symmetry |
| <input checked="" type="checkbox"/> Equivalence | <input type="checkbox"/> General/Particular | <input type="checkbox"/> Contradiction |
| <input type="checkbox"/> Use of Limits | <input type="checkbox"/> Approximation | <input type="checkbox"/> Other |

1. A complete response will include the fact that both Park A and B have the same amount of space, and that they have the most space because they have the most squares, namely 7.
2. Students should identify park B as having the largest perimeter(16 steps), vs. 10 steps for park A and 14 steps for park C.

	partial level (1 or 2)	full level (3)
Modeling/ Formulating (weight: 0)		
Transforming/ Manipulating (weight: 2)	<p>Student correctly determines the size of one or two of the shapes.</p> <p>Student correctly determines the distance around one or two of the shapes.</p>	<p>Student correctly determines the size of all three shapes.</p> <p>Student correctly determines the distance around all three shapes.</p>
Inferring/ Drawing Conclusions (weight: 2)	<p>Student finds either the shape with the largest area or the shape with the longest perimeter.</p>	<p>Student determines both the largest area, and the largest perimeter, and is able to reconcile the fact that two of the shapes have the same area.</p>
Communicating (weight: 2)	<p>Student gives a partial explanation of either the park with the most space, or the park with the largest perimeter, using limited vocabulary.</p>	<p>Student gives a complete, clear prose justification for the choice of the park with the most space, and park with the largest perimeter. Some students may make explicit comparison with the size of the other parks.</p>