March Madness *P017 scoring rubric*

Math Domain

☑ Number/Quantity	☐ Shape/Space	☐ Function
☐ Chance/Data	☐ Arrangement	

Math Actions (possible weights: 0 through 4)

1 Modeling/Formulating	2 Manipulating/Transforming
1 Inferring/Drawing Conclusions	2 Communicating

Math Big Ideas

☐ Scale	☐ Reference Frame	☐ Representation
☐ Continuity	☐ Boundedness	☐ Invariance/Symmetry
☐ Equivalence	☑ General/Particular	☐ Contradiction
☐ Use of Limits	☐ Approximation	√ Other

The answer to the question requires different approaches at different levels. Younger students may simply cross out the weekend days in a calendar, then cross out any other three days. Counting the remaining days gives an immediate answer to the question.

More advanced students (late second grade) should recognize the addition and subtraction nature of this problem. The total number of non-school days is 4 Saturdays, 4 Sundays and 3 holidays, i.e., $4 + 4 + 3 = 11$ days. Since there are 31 days in March, the total number of school days is $31 - 11$, or 20 days.

	partial level (1 or 2)	full level (3)
Modeling/ Formulating (weight: 1)	Student has a fragile sense of what the problem is asking.	Student translates the statement of the problem to the appropriate addition/subtraction or counting process.
Transforming/ Manipulating (weight: 2)	Student completes most of the computations correctly.	Student completes the computations correctly and finds the correct answer.
Inferring/ Drawing Conclusions (weight: 1)	Student makes a tentative attempt to calculate school days as a comparison between total days and non-school days.	Student concludes that the number of school days is the difference between the number of days in a month and the number of non-school days, i.e., weekends and holidays.
Communicating (weight: 2)	Student reports some of the process in finding the answer.	Student provides a complete explanation of all the computations and the final answer.