

Math Domain

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

Math Actions (possible weights: 0 through 4)

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|--|--|
| <input type="checkbox"/> 2 Modeling/Formulating | <input type="checkbox"/> 1 Manipulating/Transforming |
| <input type="checkbox"/> 0 Inferring/Drawing Conclusions | <input type="checkbox"/> 1 Communicating |

Math Big Ideas

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|---|---|--|
| <input type="checkbox"/> Scale | <input type="checkbox"/> Reference Frame | <input 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 |

The combinations should all have a combined total of 9 marbles. *Complete* solutions should include organized tables with pairs of numbers in decreasing order for Josephine, from 9 to 0.

Josephine	9	8	7	6	5	4	3	2	1	0
Paul	0	1	2	3	4	5	6	7	8	9

	partial level (1 or 2)	full level (3)
Modeling/ Formulating (weight: 2)	Student gives a partial and disorganized list of pairs of marbles.	Student completes the table in a systematic manner.
Transforming/ Manipulating (weight: 1)	Some number pairs are incorrect.	Each pair correctly adds up to 9.
Inferring/ Drawing Conclusions (weight: 0)		
Communicating (weight: 1)	Numbers in the table are unclear, or written outside the appropriate cell.	Student completes the table clearly and reports the full results.