### U.C.A.R.E about Mathematics
### Assessing Mathematical Proficiency

<table>
<thead>
<tr>
<th>Activity __________________________</th>
<th>Date: _____________</th>
<th>Group ______</th>
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</thead>
</table>

#### Students

1 2 3 4

#### Understanding

- Understands problems or task;
- Make connections to similar problems;
- Uses models and multiple representations.

#### Computing

- Accurate computation;
- Proper use of algorithm

#### Applying

- Formulates and carries out a plan;
- Can create similar problems;
- Can solve using appropriate strategies.

#### Reasoning

- Justifies responses logically;
- Reflects on and explains procedures;
- Explains concepts clearly.

#### Engaging

- Tackles difficult tasks;
- Persevere;
- Shows confidence in own ability;
- Collaborates/Shares ideas.

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<tr>
<th>4 Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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# U.C.A.R.E about Mathematics
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<tr>
<th>Student Name</th>
<th>Rating and comments</th>
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### Applying
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### Engaging
- Tackles difficult tasks
- Persevere
- Shows confidence in own ability
- Collaborates/Shares ideas

### Scoring Rubric
- 4 Exceeds expectations
- 3 Fully meets expectations
- 2 Partially meets expectations
- 1 Does not meet expectations
### Strategies for Building Math Proficiency

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<th>Engaging</th>
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| Four corner Math  
  Using multiple representations  
  Webbing of math concepts | CGI & Making meaning of operations  
  Analyzing error patterns | Problem solving  
  Problem Posing  
  Strategy chart | Convince me  
  Poster Proofs  
  Stand up, Pair up, Share | Problem based learning  
  Literature link  
  Math Happenings |