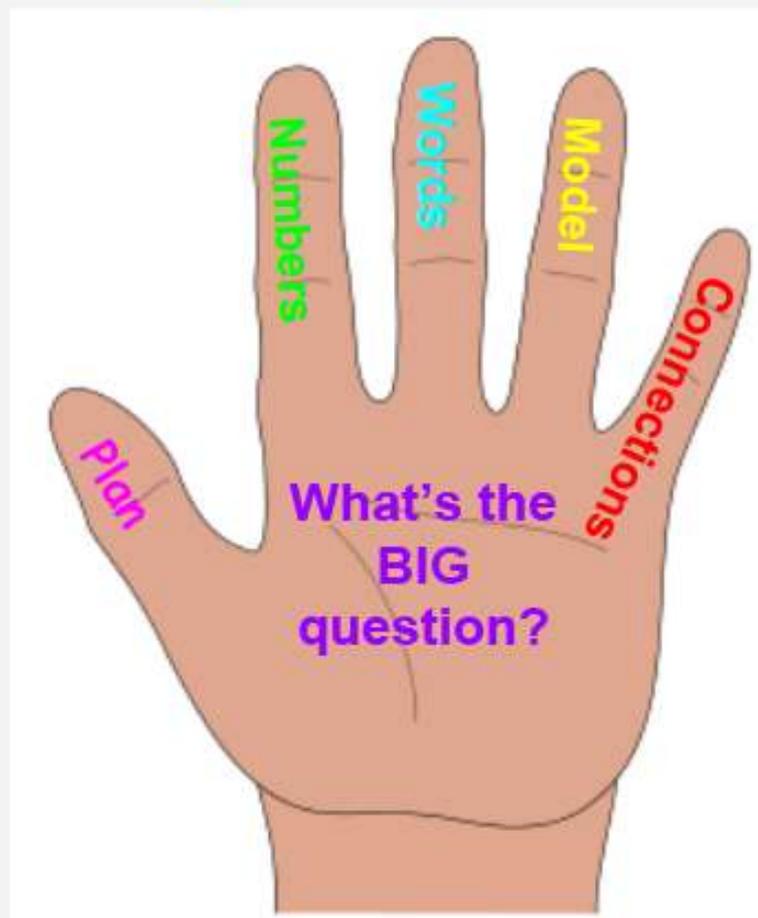


**Five Finger Math
Constructed Response
Method**

5 Finger Math Rubric



Five Finger Math Rubric

	Poor 0 Points	Fair 1 Point	Good 2 Points	Excellent 3 Points
Plan	There is no plan.	There is the beginning of a plan but it is not completed. Example: student includes a WIK/WINK tree map but is not filled out.	There is a plan present. The plan lists some things the student knows from reading the problem and what he/she needs to know; however, the plan lacks detail.	There is a detailed plan of how the student will complete the problem.
Numbers	The student does not include an equation or an expression that represents the problem.	There are numbers present, but the numbers do not relate to the problem being solved or there are errors in the computation.	Numbers are present that relate to the problem being solved but they are not neatly organized or easily read by others. The answer is correct.	Numbers are presented neatly. The computation is organized in a manner so that the reader can easily follow the math thinking. The answer is correct.
Words	The student does not explain how he/she found the answer or completed the task. The big question is not answered.	The problem is solved and the answer is stated, but the question is not restated in the answer, meaning it does not contain a complete sentence.	The problem is solved and the answer is stated in a complete sentence.	The answer is presented in a complete sentence and the student explains the process he/she went through to solve the problem.
Model	There is no model or representation of student work.	There is a representation present, but it is not labeled in a way that would allow the reader to understand what it is meant to represent or its part in the problem solving process.	There is a model, graph, diagram, or other representation present that is not labeled, but is presented so that the reader understands its part in the problem solving process.	There is a representation/model present that is clearly labeled. The student's thinking is clearly understood.
Connections	There are no connections present. The student does not check his/her work with an inverse operation nor does the student connect this problem to one encountered in his home or community.	There is an attempt at a connection. The student checked his/her work with the inverse operation but the computation is not correct.	The student solved the problem another way, checked his/her work with the inverse operation, OR made a connection between the problem and one that he/she might encounter in his/her home or community.	The student solved the problem another way, checked his/her work with the inverse operation, AND made a connection between the problem and one that he/she might encounter in his/her home or community.

Five Finger Math Rubric

Student

	Poor 0 Points	Fair 1 Point	Good 2 Points	Excellent 3 Points
Plan	I have no plan.	I have the beginning of a plan but it isn't done. Ex. I made a WIK/WINK tree map, but I didn't fill it out.	I have a plan! I use a WIK/WINK Tree Map and most of the information from the problem is listed. I have some idea of how to solve the problem	I have a WIK/WINK Tree Map and have filled it completely with everything I know. I list everything I need to know in order to solve the problem. My plan is detailed.
Numbers	I don't include any numbers.	I have used a few numbers, but I didn't know what to do with them to solve the problem. I tried, but my calculations were wrong.	I have numbers that relate to the problem. My writing is messy and my numbers are all over the place. I got the right answer but it is hard for someone to find it.	I have neatly presented the equation or expression I used to solve the problem. My answer is neat, well organized, and my answer is circled. It is easy for anyone to find and understand my answer.
Words	I didn't answer the big question. If I used numbers to find the answer, I don't explain what I did or how I got the answer.	I didn't use words to restate the question or answer the big question in a complete sentence.	I solved the problem and my answer is written in a complete sentence. I do not use math vocabulary.	My answer is written in a complete sentence. I also explained exactly how I reached my answer. I also use math vocabulary to label my answer.
Model	There is no model, drawing, graph, or diagram.	I made a drawing or a model, but I didn't label it. It would be hard for someone else to understand what I drew. I didn't use any labels.	I made a model of the problem. It isn't labeled, but someone could understand how I solved the problem if they looked at it.	I have made a model and labeled it clearly. It is easy to see how I used this to solve the problem.
Connections	I didn't make any connections.	I tried to make a connection. I wanted to check my work, but something went wrong and it didn't work.	I made a connection by checking my work by using the inverse operation, I solved the problem in a different way, OR I made a connection between this problem and my home or community.	I made a connection by checking my work by using the inverse operation, I solved the problem in a different way, AND I made a connection between this problem and my home or community.