**Score of 3**

Student has demonstrated a **full and complete** understanding of the concepts and processes embodied in the task. The student has addressed the task in a mathematically sound manner. The student has correctly made packs of ten and five. The student has written two different ways to make the number 52. The student’s explanation is clear and concise.

**Score of 2**

Student has demonstrated **reasonable** understanding of the essential mathematical concept and processes embodied in the task. The student made minor errors that do not diminish evidence that the student fully comprehends the essential mathematical ideas addressed in the task. There may be an omission or error in one area. The student’s explanation is vague.

**Score of 1**

The student has demonstrated a partial understanding of the concept and processes embodied in the task. The student’s response contains some of the attributes of an appropriate response but lacks convincing evidence that the student fully comprehends the essential mathematical ideas addressed in the task. There may be several errors or omissions in the student’s answers.

**Score of 0**

The student has demonstrated merely an acquaintance with the topic. There are significant omissions or anomalies that indicate a basic lack of comprehension in regard to the mathematical ideas and procedures necessary to adequately complete the task.