

RUBRIC FOR EQUITY TASKS

Component	Level 0	Level 1	Level 2
RIGOR “I do <i>rigorous</i> math”	Students engage in <i>basic mathematical content</i> that does not extend their understanding.	Students engage in <i>challenging mathematical content</i> but lack sufficient support or mathematical language skills to improve their understanding.	Students <i>use clear and precise mathematical language</i> while engaging in challenging mathematical content <i>that extends their understanding</i> .
DIVERSITY “I do math <i>in different ways</i> ”	Students <i>learn only one approach</i> to do mathematics.	Students <i>learn about</i> different approaches and cultural contributions to mathematics.	Students <i>analyze</i> different approaches and cultural contributions to mathematics.
IDENTITY “I <i>believe</i> I can do math”	Students work <i>independently</i> to do mathematics that has <i>no connection</i> to their lives.	Students receive support <i>primarily from the teacher</i> while doing mathematics that has a <i>limited connection</i> to their lives.	Students believe they can excel in mathematics by <i>supporting each other</i> while refining mathematical ideas and <i>explaining how mathematics relates</i> to their lives.
JUSTICE “I do math <i>to improve my community</i> ”	Students use mathematics that is <i>not connected</i> to making their communities fairer.	Students use mathematics to <i>identify</i> actions that make their communities fairer.	Students use mathematics to <i>recommend actions</i> that make their communities fairer.

Copyright © 2023 Bobson Wong and Larisa Bukalov.. Created by Bobson Wong and Larisa Bukalov, via Edutopia.