

Cookie Monsters?

The elementary school had a bake sale which lasted all day long. At the end of the day, the third grades had 24 cookies left. Mrs. Davison's 3rd grade class sold 48 cookies before lunch and 2 dozen cookies after lunch. Mr. Moore's class sold 30 cookies before lunch and another dozen after lunch. How many cookies did they have at the start of the bake sale?



<p>Novice</p>	<p>No strategy is chosen or a strategy is chosen that will not lead to a solution. Little or no evidence of engagement in the task. Neither correct reasoning nor justification for reasoning is present. Little or no communication of an approach is evident with mathematical language. No connections are made. No attempt is made to construct mathematical representations.</p>
<p>Apprentice</p>	<p>A partially correct strategy is chosen. Evidence of previous knowledge. Arguments are made with some mathematical basis. Some formal math language is used, and examples are provided to communicate ideas. Some effort is made to relate to own interests and experiences. An attempt is made to construct mathematical representations to record and communicate problem solving.</p>
<p>Practitioner</p>	<p>A correct strategy is chosen. Evidence of applying prior knowledge is present. Arguments are constructed with adequate mathematical knowledge. Systematic approach or correct reasoning is present. Precise math language is used with audience in mind. Mathematical connections are recognized. Appropriate mathematical presentations are used.</p>
<p>Expert</p>	<p>An efficient strategy is used. A correct answer is given. Evidence is used to justify and support decisions. Precise math language is used to communicate to an appropriate audience. Mathematical connections or observations are used to extend the solution. Abstract or symbolic mathematical representations are constructed to analyze relationships, extend thinking and clarify or interpret phenomenon.</p>