### Exemplars: A Perfect Complement for the TEKS Mathematical Process Standards

*Exemplars* authentic performance materials promote critical thinking and reasoning and are an effective resource in meeting the Texas Essential Knowledge and Skills for Mathematics (TEKS).

<table>
<thead>
<tr>
<th>The TEKS Mathematical Process Standards state that students are expected to:</th>
<th>Exemplars rubric criteria from the “Practitioner Level” supports TEKS by requiring students to do the following in order to meet the standard:</th>
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</table>
| (A) apply mathematics to problems arising in everyday life, society, and the workplace; | **Problem Solving**  
*Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present.*  
*There is a correct solution.*  
**Reasoning and Proof**  
*A systematic approach is present.*  
**Representation**  
*An appropriate and accurate mathematical representation is constructed and refined to solve problems or portray solutions.* |
| (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; | **Problem Solving**  
*A correct strategy is chosen based on the mathematical situation in the task.*  
*Planning or monitoring of strategy is evident.*  
*There is a correct solution.*  
**Reasoning and Proof**  
*Justification of correct reasoning is present.*  
**Communication**  
*Communication of an approach is evident through a methodical, organized, coherent, sequenced and labeled response.* |
| (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; | **Problem Solving**  
*A correct strategy is chosen based on the mathematical situation in the task.*  
*Planning or monitoring of strategy is evident.*  
*Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present.* |

(over)
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| (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; | **Reasoning and Proof**  
- Arguments are constructed with adequate mathematical basis.  
**Communication**  
- Communication of an approach is evident through a methodical, organized, coherent, sequenced and labeled response.  
- Formal math language is used to share and clarify ideas.  
**Representation**  
- An appropriate and accurate mathematical representation is constructed and refined to solve problems or portray solutions. |
| (E) create and use representations to organize, record, and communicate mathematical ideas; | **Representation**  
- An appropriate and accurate mathematical representation is constructed and refined to solve problems or portray solutions. |
| (F) analyze mathematical relationships to connect and communicate mathematical ideas; | **Connections**  
- A mathematical connection is made. Proper contexts are identified that link both the mathematics and the situation in the task.  
Some examples may include one or more of the following:  
  - clarification of the mathematical or situational context of the task  
  - exploration of mathematical phenomenon in the context of the broader topic in which the task is situated  
  - noting patterns, structures and regularities |
| (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication; | **Reasoning and Proof**  
- Arguments are constructed with adequate mathematical basis.  
**Communication**  
- Formal math language is used to share and clarify ideas. |

Contact us for more information at 800-450-4050 or at info@exemplars.com.

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