



RÚBRICA DE VALORACIÓN PROCESO DE MATEMATICAS

FIRTS GRADE

COMPETENCE: Solve addition and subtraction problems with or without regrouping, using strategies such as counting, decomposing numbers, and using concrete materials (e.g., abacuses, blocks) and pictorial representations, showing understanding of place value and the relationship between operations.

INDICADOR	DESCRIPCIÓN DEL DESEMPEÑO BAJO	DESCRIPCIÓN DESEMPEÑO BASICO	DESCRIPCIÓN DESEMPEÑO ALTO	DESCRIPCIÓN DESEMPEÑO SUPERIOR
<p>Knowing: Participates in classroom activities involving addition and subtraction up to 999 with regrouping, using strategies such as mental math, concrete materials (abacuses, blocks), and pictorial representations.</p>	<p>The student has difficulty performing addition and subtraction up to 999 and does not use effective strategies or concrete materials.</p>	<p>The student performs addition and subtraction up to 999, but uses incorrect strategies or needs occasional support.</p>	<p>The student frequently solves addition and subtraction up to 999 accurately, using appropriate strategies such as mental math and concrete materials.</p>	<p>The student solves addition and subtraction up to 999 quickly and independently, applying strategies flexibly and precisely.</p>
<p>Doing: Uses effective strategies to solve addition and subtraction up to 999 with regrouping, such as decomposing numbers, using number lines, and grouping</p>	<p>The student has difficulty using strategies such as decomposing numbers or grouping into hundreds, tens, and units.</p>	<p>The student uses some strategies correctly but makes errors or lacks consistency.</p>	<p>The student uses appropriate strategies to decompose numbers and regroup into hundreds, tens, and units.</p>	<p>The student solves addition and subtraction quickly and flexibly using effective strategies.</p>

into hundreds, tens, and units.				
Being: Develops a positive and confident attitude toward learning mathematics, considering numbers and operations as useful and accessible tools in daily life.	The student has a negative or disinterested attitude toward mathematics and does not find it useful.	The student shows some motivation, but still doubts the usefulness of mathematics in daily life.	The student has a positive and confident attitude, viewing mathematics as useful and accessible..	The student is very positive and applies mathematics effectively in daily life.