

Part 1. Collaborative Whiteboard Work

Students work for approximately 10 minutes with a randomly assigned partner at a whiteboard. Students can refer to their notes but only speak with their partner. At the end of the time, students get a few minutes to look at other groups' whiteboards and return to their whiteboards to discuss and/or improve their own solution with their partner.

Collaboration & Communication: 4T & 4C

Level	Descriptor
4 — Exemplary	<p>Consistently uses correct mathematical vocabulary when explaining ideas.</p> <p>Demonstrates strong interpersonal awareness: does not dominate the conversation, proactively asks clarifying questions, and checks in to ensure their partner understands.</p> <p>Communication feels like a genuine mathematical dialogue.</p>
3 — Proficient	<p>Uses mathematical vocabulary most of the time with minor imprecision.</p> <p>Generally balanced in the conversation — may occasionally dominate or go quiet, but self-corrects.</p> <p>Asks questions or checks for understanding at least once during the task.</p>
2 — Developing	<p>Uses some mathematical vocabulary but relies heavily on informal or imprecise language.</p> <p>Soft skills are inconsistent — may dominate, rarely ask questions, or not check for understanding.</p> <p>Engagement with partner is limited or one-directional.</p>
1 — Beginning	<p>Little to no use of mathematical vocabulary.</p> <p>Does not engage meaningfully with partner — either dominates entirely, remains largely passive, or does not ask questions or check understanding at any point.</p> <p>Communication is minimal or ineffective.</p>