

Criteria	Excellent (4 points)	Proficient (3 points)	Developing (2 points)	Needs Improvement (1 point)
Angle Measurement Accuracy	All angles are measured accurately using a protractor, with minimal error.	Most angles are measured accurately, with minor errors on one or two measurements.	Several angles are measured inaccurately, impacting the ability to determine angle relationships.	Angles are measured inaccurately, making it impossible to determine angle relationships.
Angle Identification	All created angle pairs are correctly identified as either complementary or supplementary, with clear calculations shown to support the identification.	Most created angle pairs are correctly identified, with calculations shown. There might be one minor error in identification or calculation.	Some angle pairs are misidentified, or calculations are missing or incorrect, making it difficult to determine the angle relationships.	Angle pairs are frequently misidentified, and calculations are missing or incorrect, demonstrating a lack of understanding of complementary and supplementary angles.
Butterfly Wing Design	The butterfly wing design is creative, well-organized, and clearly demonstrates the chosen angle pairs. The design is visually appealing and easy to understand.	The butterfly wing design is organized and demonstrates the chosen angle pairs. The design is understandable.	The butterfly wing design is somewhat disorganized, and it is difficult to identify the chosen angle pairs. The design may be messy or unclear.	The butterfly wing design is poorly organized and does not clearly demonstrate the chosen angle pairs. The design is difficult to understand.
Mathematical Reasoning	Student demonstrates a strong understanding of complementary and supplementary angles through accurate calculations and clear explanations of their reasoning. They can articulate why the angles are classified as such.	Student demonstrates a good understanding of complementary and supplementary angles through calculations and explanations. They can generally explain why the angles are classified as such.	Student demonstrates a basic understanding of complementary and supplementary angles, but their calculations or explanations may be unclear or incomplete. They have difficulty articulating why the angles are classified as such.	Student demonstrates a limited understanding of complementary and supplementary angles. Calculations are often incorrect, and explanations are missing or demonstrate significant misconceptions.