

Name _____

Date _____

Analytical Rubric for Math Problem Solving - 3rd

Level	Understanding	Process & Strategies	Accuracy	Communication
4 Goes Beyond Standard	<ul style="list-style-type: none"> - Finds all important parts of the problem - Fully understands the problem - Uses creative thinking - Understanding includes extending the problem in some way 	<ul style="list-style-type: none"> - Goes beyond expectations in one or more ways: <ul style="list-style-type: none"> * solves more than one way * extends problem * uses more than one way to show thinking - Includes clear graphs, diagrams, charts, etc. 	<ul style="list-style-type: none"> - All arithmetic is correct - Correct solution - Correct solution on an extension of the problem 	<ul style="list-style-type: none"> - Clear and thoughtful answer - Procedures organized and labeled, easy to understand - Excellent use of math language and symbols - Neat and easy to read
3 Meets Standard	<ul style="list-style-type: none"> - Shows good understanding of the problem - Know how to do the math - Uses appropriate number model 	<ul style="list-style-type: none"> - Uses one appropriate way to solve the problem - Uses graphs, diagrams, charts, etc. to show thinking 	<ul style="list-style-type: none"> - Solution is correct - Small mistakes may exist 	<ul style="list-style-type: none"> - Good use of math language & symbols - Procedures can be followed - Effective use of labels - Mostly neat and easy to read
2 Working Toward Standard	<ul style="list-style-type: none"> - Shows some understanding of the problem - Does not understand all parts of the problem 	<ul style="list-style-type: none"> - Tries a method that might solve the problem - Shows some thinking, but not enough to complete the task - Some use of diagrams, graphs, or tables 	<ul style="list-style-type: none"> - Incorrect solution - Some mistakes 	<ul style="list-style-type: none"> - Uses some math language and symbols - Didn't explain thinking - Some use of labels - Not so neat - Not clear
1 Well Below Standard	<ul style="list-style-type: none"> - Does not understand the problem - Does not show any understanding of the problem 	<ul style="list-style-type: none"> - The reasoning is hard to understand - No strategy is chosen - A strategy that doesn't lead to a correct solution is present - No use of graphs, diagrams etc 	<ul style="list-style-type: none"> - No solution - Big mistakes 	<ul style="list-style-type: none"> - None, poor, or incorrect use of math language and symbols - Difficult to understand

Rubrics For Math Fractions

Jicheng Xie



Rubrics For Math Fractions:

Investigations, Tasks, and Rubrics to Teach and Assess Math Pat Lilburn, Alex Ciurak, 2010 Provides opportunities for engaging differentiated open ended problem solving experiences Features more than two hundred tasks grouped by content standards that reflect the NCTM Standards and the NCTM Curriculum Focal Points *A Collection of Performance Tasks and Rubrics* Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K 3 math topics Rubrics Germaine L. Taggart, Sandra J. Phifer, Judy A. Nixon, Marilyn Wood, 1999-03-28 What is a rubric How can I implement them as evaluation tools How can I make better use of my existing rubrics This bestseller answers these questions providing you with all the necessary information to apply rubrics_ from the classroom to the administrative office Each chapter stands alone as a practical reference guide The authors cover curriculum evaluation student input into rubrics cross curricular approaches rubric categories specialty rubrics and teacher evaluation Easily adaptable samples as well as plenty of descriptive scenarios will give educators the information and confidence they need to create utilize and evaluate rubrics **A Complete Guide to Rubrics** Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

Performance Tasks and Rubrics for Early Elementary Mathematics Pia Hansen, 2016-02-26 Performance tasks are highly effective tools to assist you in implementing rigorous standards But how do you create evaluate and use such tools In this bestselling book educational experts Charlotte Danielson and Pia Hansen explain how to construct and apply performance tasks to gauge students deeper understanding of mathematical concepts at the early elementary level You ll learn how to Evaluate the quality of performance tasks whether you ve written them yourself or found them online Use performance tasks for instructional decision making and to prepare students for summative assessments Create your own performance tasks or adapt pre made tasks to best suit students needs Design and use scoring rubrics to evaluate complex performance tasks Use your students results to communicate more effectively with parents This must have second edition is fully aligned to the Common Core State Standards and assessments and includes a variety of new performance tasks and rubrics along with samples of student work Additionally downloadable student handout versions of all the performance tasks are available as free eResources from our website www.routledge.com/97811389069891 so you can easily distribute them to your class

Using Rubrics to Assess Open-ended Maths Tasks Pat Lilburn, Irene Sawczak, 2013 Combining the knowledge of authors

Pat Lilburn and Irene Sawczak both with many years experience as teachers this book provides teachers with thirty six open ended number tasks and related rubrics aimed at primary year levels Developing Performance-Based Assessments, Grades 6-12 Nancy P. Gallavan,2009 Improve student achievement on daily assignments unit assessments and standardized tests This book clearly defines performance based assessments PBAs and walks teachers and administrators through the vocabulary concepts and practices for conducting an assessment process that is fully integrated with the daily curriculum and can produce significantly improved student performance The author provides a template for recording assessment data demonstrates how to create rubrics for teacher student use and offers standards based examples featuring classroom teachers insights Readers will discover how to use PBAs to implement Preassessments to collect baseline data Formative assessments that yield progress monitoring data Summative assessments for culminating data that is easy to use

Redesigning Special Education Teacher Preparation Jennifer L. Goeke,Katherine J. Mitchem,Kalie R.

Kossar,2017-08-22 Redesigning Special Education Teacher Preparation describes both challenges and possible solutions to redesigning and restructuring high incidence teacher preparation programs so graduates will meet the Highly Qualified Teacher requirements and be prepared to teach students with high incidence disabilities This powerful new text discusses many possible reforms including field based teacher preparation a focus on evidence based core practices and teacher moves collaboration with K 12 school based partners as teacher educators interdisciplinary collaboration across university faculty and a grounding in current expectations for high stakes accountability and program evaluation Developing

Performance-Based Assessments, Grades K-5 Nancy P. Gallavan,2008-12-19 The author s eight point cultural compass guides you in crafting a respectful and inclusive curriculum Each chapter includes frequently asked questions specific strategies and activities *Tasks and Rubrics for Balanced Mathematics Assessment in Primary and Elementary Grades* Judah L.

Schwartz,Joan M. Kenney,2008 The authors show a remarkable talent for embedding important and substantive mathematics in charming yet authentic tasks Mark J Driscoll Codirector Center for Leadership and Learning Communities Education Development Center These tasks require students to problem solve and use critical thinking skills as they develop possible solution strategies They add a level of fun interest and challenge to the mathematics curriculum Melanie Nichols Dean of Academic Affairs Arkansas School for Mathematics Sciences and the Arts Hot Springs AR Engaging easy to use assessments that inform instruction and learning If you d like to improve mathematics instruction and boost student achievement this book is for you *Tasks and Rubrics for Balanced Mathematics Assessment in Primary and Elementary Grades* helps teachers collect accurate formative data about students strengths and weaknesses and increase mathematical understandings for all learners Developed by the Balanced Assessment in Mathematics Program at the Harvard Graduate School of Education this comprehensive collection features research based mathematical tasks that appeal to students and connect to their daily lives while generating invaluable information for educators Using assessments linked to NCTM standards and carefully crafted

rubrics that cover all elementary grade levels and mathematics topics teachers can Analyze the learning components of each task and show individual levels of success Adjust instructional strategies for an entire class or target individual learning needs Maintain a focus on accessibility and equity for all students Develop and refine students mathematical thinking skills and prepare students for high stakes tests This resource provides powerful tools for delivering meaningful instruction building students confidence and significantly increasing their skills and performance in mathematics

Math Trailblazers 2E G4 Teacher Implementation Guide, 2003 A research based NSF funded K5 mathematics program integrating math science and language arts Includes a Spanish translation of instructional units

Math That Matters Marian Small, 2019-05-03 In this insightful math resource for grades 3-8 popular professional developer Marian Small helps teachers understand and facilitate meaningful assessments to advance student understandings Small shows new and veteran teachers how to do three fundamental things well identify the most important math to assess construct meaningful assessments both formative and summative to measure student understanding and provide students with feedback that is clear timely and specific Examples for each grade level are provided along with details on how to pose questions analyze errors and help students understand and learn from their mistakes The book provides specific guidance for when and how to offer feedback on both correct and incorrect answers in order to advance students mathematical thinking Like other Marian Small bestsellers **Math That Matters** combines her special brand of lucid explanation of difficult concepts with fresh and engaging activities Our understanding of the power of assessment to improve learning has deepened significantly in the past two decades Marian Small draws upon the critical research behind this understanding to explain what effective practice looks like It is essential reading for all elementary educators and has the potential to profoundly affect the quality of mathematics assessment in our schools From the Foreword by Damian Cooper president Plan Teach Assess Teachers are often clamoring for concise classroom assessments that can capture students conceptual understanding Clamor no more **Math That Matters** is a timely response to that need Marian Small removes the mystery of how to engage students in learning while collecting assessment data that drive next instructional plans Karen Karp Johns Hopkins University The beauty of this book is that it is simple enough for brand new teachers and complex enough for experienced teachers The author offers an amazing gift by linking assessment ideas directly to common state standards Felicia Darling Santa Rosa Junior College

From Standards to Rubrics in Six Steps Kay Burke, 2006-04-12 a focused approach to increased student achievement It s a phenomenal resource Eileen Depka Author **The Data Guidebook for Teachers and Leaders** For teachers and administrators this is just what the doctor ordered This process will engage teachers in assessment just as it helps them engage students in their own learning This book should be in the hands of every teacher Ron Nash Organizational Development Specialist Virginia Beach Public Schools VA The book gives great references to the latest in research and ties this information together in a wonderful step by step format Kay Burke hits a grand slam Richie Wood Professor Trevecca Nazarene University Use proven practical

tools to successfully translate standards to rubrics Internationally recognized assessment expert Kay Burke offers a practical comprehensive six step walk through of how to create tasks that promote learning for all students and write rubrics linked straight to the requirements of state standards and the No Child Left Behind Act Individual chapters drill deep into the how to of translating standards into essential learning Burke demonstrates how to build a performance task unit as the ideal curriculum framework for clustering standards and differentiating instruction within a single cohesive unit of study She shows how to share checklists and rubrics with students for ongoing formative and self assessment Teachers and administrators will find everything they need including Templates for all six steps along with an accompanying CD ROM Tools and tips to help teachers build their own tasks checklists and rubrics Theory examples applications and explanations to help apply the six step process Guidance for differentiating for special needs within standards linked tasks Sample tasks rubrics and units From Standards to Rubrics in 6 Steps provides the path and tools for flow through from standards to rubrics to high student achievement New Approaches to Assessment in Science and Mathematics ,1997 **Teaching in the Digital Age** Kristen Nelson,2008 An excellent resource that gives teachers both novice and veteran ideas on how to integrate technology into the classroom even if the teacher is a regular user This second edition will become a good friend for those who want to use the Internet in their teachings Amie Brown Reading and Language Arts Teacher Coosa Middle School Rome GA Through technology students can learn using tools they are comfortable with and that will help them develop skills for greater productivity in a global society With theory from this book teachers can model Internet activities for creativity and engaged learning for higher student achievement Beverly R Plein Technology Facilitator Benjamin Franklin Middle School Teaneck NJ Connect brain compatible learning with the Internet to encourage active student involvement In Teaching in the Digital Age Second Edition Kristen Nelson illustrates how teaching and learning are strengthened when Web resources are integrated with brain based instruction to meet students individual learning needs The author supplies the tools and framework for using Internet based brain friendly activities to promote students comprehension across content areas This practical how to book demonstrates how teachers can design their own projects to enhance information literacy while deepening students understanding of critical concepts and skills Offering an updated list of Web sites the second edition assists educators by providing Internet assignments to develop skills in interpersonal exchange information gathering and analysis and problem solving Standards based lesson plans that build on student strengths Assessment rubrics to identify learning needs This text is an invaluable handbook that combines educational theory instructional practice digital literacy and current brain based research to encourage student engagement and increase achievement for all learners Designing Rubrics for K-6 Classroom Assessment Debbie Rickards,Earl H. Cheek,1999 The role of rubrics in assessing student progress is explained Information and examples on how to develop rubrics to fit your needs are also provided *The Assessment of Multilingual Learners* Kate Mahoney,2024-09-10 This book is a comprehensive introduction to the topic of assessing students

who use two or more languages in their daily life The book provides foundational information for assessing multilingual learners MLs in schools with an emphasis on school language and content Major assessment ideas are viewed through a framework called PUMI Purpose Use Method and Instrument to help readers focus on important assessment principles leading to better quality assessments for MLs This is a substantially revised and updated second edition of *The Assessment of Emergent Bilinguals Updates* in this edition include a greater focus on multilingual assessment and assessment in language contexts in addition to English Spanish This edition addresses both the current politics of multilingual assessment and recent theoretical developments including an expanded exploration of translanguaging in assessment contexts This edition aims to be more practical than the first edition with more examples of assessments and rubrics and a greater emphasis on using assessment results in formative ways

Classroom Motivation from A to Z Barbara R. Blackburn, 2013-07-23 This book focuses on basic strategies you can integrate into everyday instruction in every subject area and across grade levels It shows teachers how to motivate and engage students The practical examples in this book make it easy for you to apply these strategies in your own classroom It presents lively stories about how teachers help their students succeed You ll meet teachers of all types from preschool to high school and you ll hear the voices of real students Companion Study Guide Available

[Making Math Accessible to Students With Special Needs \(Grades 9-12\)](#) r4Educated Solutions, 2011-12-30 The purpose of *Making Math Accessible to Students With Special Needs* is to support everyone involved in mathematics education to become confident and competent with mathematics instruction and assessment so that 99% of students will be able to access enrolled grade level mathematics Six chapters address topics critical to effective mathematical instruction such as federal and state legislation research based instructional best practices in mathematics and the selection administration and evaluation of accommodations for instruction and assessment These topics are combined to offer teachers understandable practical instructional procedures The resource guides readers through the 5E instructional model which provides an array of choices and strategies for providing high quality instruction to all students This resource actively engages readers through reflections and tasks in each chapter and can be used as a self study professional development or as a group book study Sample answers to tasks and reflections are found in the appendix along with additional supports

Supervision for Learning James M. Aseltine, Judith O. Faryniarz, Anthony J. Rigazio-DiGilio, 2006 Traditional methods of supervision and evaluation focus on teachers inputs their lesson plans instruction and classroom management practices But what matters most is the outcome they achieve learning This book introduces Performance Based Supervision and Evaluation PBSE a data driven and teacher directed approach proven to build educators analytical and instructional capacity to address the learning needs of their students It s a move away from disconnected annual goals and outside in improvement initiatives and toward the full integration of teacher evaluation strategic professional development and school improvement planning *Supervision for Learning* is an important resource for school leaders looking to Honor the judgment of teachers while

targeting student performance in areas of essential knowledge and skills articulated in standards Empower all teachers to use performance data as the basis for instructional decisions and monitor the effectiveness of these decisions through action research Develop meaningful collaborative relationships with and among teachers and Acquire authentic evidence of teacher and student growth Authors James M Aseltine Judith O Faryniarz and Anthony J Rigazio DiGilio explain the best practice foundations of their approach and provide guidelines for its implementation Sample artifacts and illustrative vignettes bring the PBSE process to life clarifying the supervisor s role the teachers responsibilities and the students gains You ll also find a planning and monitoring tool that maps milestones within the development and evaluation cycle along with strategies for reconciling this approach with district reporting requirements and budget realities

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