

### Order of Operations Poster Rubric

Required Elements	3 points	2 points	1 point	0 points
First and last name	First and last name written clearly on the front of the poster	First or last name written on the front of poster but not written clearly	First/last name missing from front of poster	No name on front of poster
Hand original mnemonic device	A mnemonic device was created with no extra words and words were consistent and/or	Mnemonic device was not original or had extra words or words not efficient	Mnemonic device was not original and had extra words and/or words not efficient	No mnemonic device; device was created
Sketching illustration 1. Subject refers to the mnemonic device 2. Legible illustrations 3. Creative 4. Colorful	Very creative, legible design that is colorful and relates well to the mnemonic device	Illustration relates to the mnemonic device but is not legible or is lacking in color or creativity	Illustration relates to the mnemonic device but is lacking in color, theme or ease of understanding	Illustration does not relate well to the mnemonic device or no graphics at all
Representations of the four standard rules for calculation	Representations include the letters and include and the math words and symbols they represent	Representation is missing one part	The representation is missing more than one part	No representation included
Sample problems 1. Subject includes at least 3 operations 2. Subject includes at least 3 operations and is solved correctly	Sample problems include at least 3 operations and is solved correctly	Sample problems include at least 2 operations and is solved correctly	Sample problems not include at least 3 operations or is not solved correctly	Sample problems not include at least 3 operations and is not solved correctly
Spelling	No errors in spelling	1-2 errors in spelling	3-4 errors in spelling	5 or more errors in spelling
Written explanation 1. The place value of each operation is 2. The place value of the mnemonic device is 3. How the place value and the operation work together with your mnemonic device	Written explanation clearly meets all three requirements	Written explanation is missing one of the three requirements	Written explanation is missing two of the three requirements	No written explanation
Oral explanation 1. Speaks loud enough to be heard 2. Speaks clearly enough to be understood 3. Reads the question without explanation	Oral explanation clearly meets all three requirements	Oral explanation is missing one of the three requirements	Oral explanation is missing two of the three requirements	No oral explanation
Other	Explanations throughout and thought went into the poster	Explanations throughout and thought went into the poster	The poster is lacking in thought and creativity	The poster was incomplete

# Rubric For Order Of Operations

**C Cleary**



## **Rubric For Order Of Operations:**

*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 *Rubric Nation* Michelle Tenam-Zemach, Joseph E. Flynn, 2015-04-01 What is a rubric and how are they being used in teacher education and evaluation When did rubrics become ubiquitous in the field of education What impact do rubrics have on students teachers teacher educators and the educational enterprise This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education evaluation and education more broadly Rubrics have seen a dramatic rise in use and presence over the past twenty five years in colleges of education and districts across the country Although there is a wealth of literature about how to make rubrics there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education Since rubrics have become indelible in education it is necessary for a fuller nuanced discussion of the phenomenon Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool This book is not meant to be a series of chapters dedicated to best practices for creating rubrics nor is this text meant to present all sides of the rubric discussion Rather this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature Differentiating Instruction With Menus Laurie E. Westphal, 2021-09-03 Differentiating Instruction With Menus Algebra I II offers high school math teachers everything needed to create a student centered learning environment based on choice This book uses five different types of menus that students can use to select exciting advanced level products that they will develop so teachers can assess what has been learned instead of using a traditional worksheet format Topics addressed include numbers algebra basics exponents graphs functions polynomials and various equations typically included in the algebra I II curriculum Differentiating Instruction With Menus Algebra I II contains attractive reproducible menus each based on the levels of Bloom's revised taxonomy as well as incorporating different learning styles These menus can be used to guide students in making decisions as to which products they will develop after studying a major concept or unit Grades 9 12 **Thinking Like a Mathematician** Mary-Lyons Walk Hanks, Jennifer K. Lampert, Katherine Plum, 2021-10-10 Thinking Like a Mathematician focuses on high interest career related topics in the elementary curriculum related to mathematics Students will explore interdisciplinary content foster creativity and develop higher order thinking skills with activities aligned to relevant content area standards Students will engage in exploration activities complete mathematical challenges and then apply what they have learned by making real world connections Thinking Like a Mathematician reflects key emphases of curricula from the

Center for Gifted Education at William Mary including the development of process skills in various content areas and the enhancement of discipline specific thinking and habits of mind through hands on activities Grade 3

Microliteratures Jesús R. Velasco, 2025-07-15 Microliteratures is an innovative examination of writings done in the margins of medieval manuscripts and early modern books Not always as formal as glosses sometimes feverish and abbreviated these marginal writings or microliteratures are the product of readers thinking with the text at the center of the page Jes s R Velasco argues that microliteratures are not private annotations but rather a humanistic activity performed in the public sphere These marginal engagements with texts are made public to future readers of the same book Surveying the microliteratures of a wide range of medieval and early modern Iberian genres legal religious chivalric and political texts Velasco finds that in the shared space and time of reading microliterary actions and artifacts are also models of public humanities work that connects texts to contemporary issues Microliteratures emerge from this ambitious book as a way of understanding the self as a reflective and politically engaged reader in conversation with past present and future readers as contemporaries

**Rethinking History, Dictatorship and War** Claus-Christian Szejnmann, 2011-11-03 The main focus of this book is to analyse and explain rather than merely narrate developments of modern war The volume will present up to date and genuinely original scholarship that has not been previously published This collection deals with three of the most important themes of historical studies the way history is or ought to be written the nature of dictatorships and the nature of wars The primary focus is on modern Europe and two defining experiences in the first half of the twentieth century namely the First and Second World Wars and totalitarian dictatorships Both remain issues of intense debates and with ever widening ramifications It provides a unique overview of the current state of research on three important themes that are of great interest to scholars and students Each essay and a substantial introduction summarises complex findings approaching the topic from a variety of perspectives 19th and 20th century history national and regional history comparative history cartography and biographical intellectual structural social and military history thus challenging traditional interpretations and methodologies and addressing unresolved questions The book brings together a mix of established and younger experts thinking critically about these major themes and writing accessible and stimulating pieces that challenge existing interpretations and suggest ways the subjects are changing The contributors tackle big issues and dare to come up with bold explanations

*Textbook and Guide to the Standard Nomenclature of Diseases and Operations* Edward Theodore Thompson, Adaline C. Hayden, 1952

**Proceedings of IAC-ETeL 2013** Collective of authors, 2013-10-10

Rubrics, Images and Indulgences in late Medieval Netherlandish Manuscripts Kathryn M. Rudy, 2016-11-28 What role did images play in the mania for indulgences during the decades prior to the Protestant Reformation Rubrics Images and Indulgences in Late Medieval Netherlandish Manuscripts considers how indulgences the remission of time in Purgatory were used to market certain images Conversely images helped to spread indulgences such as those attached to the Virgin in sole and the Mass of St Gregory Images also began depicting the effects

of indulgences souls escaping Purgatory Drawing on numerous unpublished sources Kathryn M Rudy demonstrates how rubrics modified behaviour and expectations around image centred devotion Her work is the first to analyse systematically the way that indulgences and images interacted indeed shaped each other prior to the Reformation *Middle School Math, Course 3* McDougal Littell Incorporated, 2004 *Reading to Learn in a Foreign Language* Keiko Koda, Junko Yamashita, 2018-09-03 This book describes a theory guided approach to Foreign Language FL course development implementation instruction and assessment It documents the development and implementation of a theory guided approach designed to exploit cross linguistically sharable competencies as resources for promoting FL learning The volume delineates the processes of a identifying cross linguistically sharable competencies b exploring ways of exploiting sharable competencies as resources in promoting language skills through their purposeful use for content learning c implementing the instructional approach in multiple EFL classrooms and d evaluating the approach by comparing learning outcomes across classrooms It presents a solid conceptual framework that integrates theories in multiple research domains including second language acquisition knowledge acquisition and language assessment It also provides detailed descriptions of framework construction and classroom implementation the two processes that are integral to course design and development *Math for Everyone 7th Grade Math* Nathaniel Max Rock, 2007 Tired of ten pound math textbooks Tired of math textbooks with 700 to 1 000 pages Tired of massive student failure in gatekeeper math courses like Algebra I Tired of math phobic students and their parents exclaiming I hate math Maybe it is time to try a different curriculum Math For Everyone is a curriculum designed to promote massive student and teacher math success Each year s content in the six math courses 7th Grade Math Algebra I Geometry I Algebra II Math Analysis and Calculus is boiled down into its essential vocabulary and 5 7 key concepts with particular attention paid to clarity and articulation between courses Assessment includes old favorites as well as authentic assessment with rubrics and grading advice included No text is longer than 80 pages as the 5 7 key concepts can be amply demonstrated and practiced in this amount of space Math For Everyone is not only great for new math teachers and struggling math students but great for everyone Nathaniel Max Rock is an educator since 2001 and the author of more than a dozen education books He has taught the following courses 7th Grade Math Algebra I Geometry I Algebra II Math Analysis Calculus as well as California High School Exit Exam CAHSEE Prep Classes AVID Elective 9th 10th grade and Carnegie Computer classes Max s authoring topics include math education and religion **The Observation Protocol for Academic Literacies** Magaly Lavadenz, Elvira G. Armas, 2024-01-16 This book presents a validated observation instrument to support and further develop the pedagogic expertise of teachers of English Learners in US schools Based on sociocultural and second language teaching and learning theories the Observation Protocol for Academic Literacies OPAL has a variety of uses across teacher preparation programs pre K 12 classroom contexts and school districts This book leads the reader through the process of using OPAL with real classroom observations in the form of vignettes in order to develop confidence and reliability

scoring evidence in research based practices The book provides examples of its non evaluative uses to conduct research support teachers and identify areas of strength and weakness in their professional development It also offers researchers and policymakers a tool for collecting classroom based evidence to inform the implementation and refinement of English Learner programs

*Artificial Intelligence in Education* Alexandra I. Cristea, Erin Walker, Yu Lu, Olga C. Santos, Seiji Isotani, 2025-07-19 This six volume set LNAI 15877 15882 constitutes the refereed proceedings of the 26th International Conference on Artificial Intelligence in Education AIED 2025 held in Palermo Italy during July 22 26 2025 The 130 full papers and 129 short papers presented in this book were carefully reviewed and selected from 711 submissions The conference program comprises seven thematic tracks Track 1 AIED Architectures and Tools Track 2 Machine Learning and Generative AI Emphasising datadriven Track 3 Learning Teaching and Pedagogy Track 4 Human Centred Design and Design Based Research Track 5 Teaching AI Track 6 Ethics Equity and AIED in Society Track 7 Theoretical Aspects of AIED and AI Based Modelling for Education

Juan Domínguez de Mendoza France V. Scholes, Marc Simmons, Esquibel Antonio José, Eleanor B. Adams, 2012-05-16 Studies of seventeenth century New Mexico have largely overlooked the soldiers and frontier settlers who formed the backbone of the colony and laid the foundations of European society in a distant outpost of Spain s North American empire This book the final volume in the Coronado Historical Series recognizes the career of Juan Dom nguez de Mendoza a soldier colonist who was as instrumental as any governor or friar in shaping Hispano Indian society in New Mexico Dom nguez de Mendoza served in New Mexico from age thirteen to fifty eight as a stalwart defender of Spain s interests during the troubled decades before the 1680 Pueblo Revolt Because of his successful career the archives of Mexico and Spain provide extensive information on his activities The documents translated in this volume reveal more cooperative relations between Spaniards and Pueblo Indians than previously understood

*Handbook of Test Development* Thomas M. Haladyna, Steven M. Downing, 2011-04-26 Despite the fact that test development is a growth industry that cuts across all levels of education and all the professions there has never been a comprehensive research oriented Handbook to which everyone developers and consumers can turn for guidance That is the mission of this book The Handbook of Test Development brings together well known scholars and test development practitioners to present chapters on all aspects of test development Each chapter contributor is not only a recognized expert with an academic and research background in their designated topic each one has also had hands on experience in various aspects of test development This thirty two chapter volume is organized into six sections foundations content item development test design test production and administration and post test activities The Handbook provides extensive treatment of such important but unrecognized topics as contracting for testing services item banking designing tests for small testing program and writing technical reports The Handbook is based on the Standards for Educational and Psychological Testing which serve as the foundation for sound test development practice These chapters also suggest best test development practices and highlight methods to improve test

validity evidence This book is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups

**The Rubrics Way** David G. Lazear,1998 With this resource teachers will learn to step beyond the boundaries of the traditional linguistic mathematical paradigm of assessment In the new brain based assessment paradigm instruction and assessment are two sides of a single coin Using MI based rubrics is the key to building authentic and intelligence fair assessments Provided here are 80 MI based rubrics guidelines which can be applied and adapted to students performances using the various intelligences 240 questions to ask when evaluating or assessing students MI based performances and the content material assessed 240 questions to ask students about their MI based performances to confirm their understanding of the required content material real classroom examples of MI based assessment and rubrics which have been used by teachers and more

**Math for Everyone Combo Book** Nathaniel Max Rock,2007-07 Each years content in six math courses is boiled down into its essential vocabulary and five to seven key concepts with particular attention paid to clarity and articulation between courses Education Teaching

**The Edinburgh Review** ,1867 Esprit '89 CEC, DG for Telecommunications,2012-12-06 The 6th ESPRIT Conference is being held in Brussels from the 27th November to the 1 st December 1989 Well over 1500 participants from all over Europe are expected to attend the various events during the week The Conference will offer the opportunity to be updated on the results of ongoing Esprit projects and to develop Europe wide contacts with colleagues both within a specific branch of Information Technology and across different branches The first three days of the week are devoted to presentations of Esprit I projects structured into plenary and parallel sessions this year there is special emphasis on panels and workshops where participants can exchange ideas and hold in depth discussions on specific topics The different areas of Esprit work are covered Microelectronics Informa tion Processing Systems Office and Business Systems Computer Integrated Manufac turing Basic Research and different aspects of the Information Exchange System During the IT Forum on Thursday 30th November major European industrial and political decision makers will address the audience in the morning In the afternoon different aspects of Technology Transfer will be discussed with the participation of outside experts and presentations on the future plans for community R D in IT will take place

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