

Math Grading Rubric

	5 Distinguished	4 Accomplished	3 Proficient	2 Developing	1 Needs Improvement
Format	Units, date, class, topic and answers are clearly written in the correct place and work is organized.	All parts for one (units, date, class, topic) and answers are clearly written in the correct place.	Some parts (units, date, class, topic) and answers are written in the correct place.	Units and/or answers are missing or are less than two parts (units, date, class, topic).	Units and/or answers are missing or are less than two parts (units, date, class, topic) and/or may not be written in correct place.
Legibility	Writing is neat and completely legible.	Writing is completely legible.	Writing is mostly legible.	Writing is mostly illegible.	Writing is illegible and unclear.
Accuracy & Completion	<ul style="list-style-type: none"> All unit statements are used. Logical abbreviations and symbols are used. No errors have been made. Key words have been highlighted and/or underlined. Equations or additions are made in a different color. 	<ul style="list-style-type: none"> Some unit statements are used. Logical abbreviations and symbols are used. Some key words have been highlighted or underlined. Partial corrections/additions are made in a different color. 	<ul style="list-style-type: none"> Not all may/may not be correct by formulas and/or symbols may not always be used. Some words are abbreviated. No use of highlighting or underlining. No corrections have been made. 	<ul style="list-style-type: none"> Work is not complete. Some use of formulas or symbols. 	<ul style="list-style-type: none"> Work does not reflect class information.
Academic level of answers	<ul style="list-style-type: none"> Answers show understanding and directly reflect class discussions and notes. Answers include higher-order thinking. 	<ul style="list-style-type: none"> Answers show understanding and directly reflect notes. A few answers are lower-level with no or being higher-order. 	<ul style="list-style-type: none"> Answers are basic and may reflect notes. Most answers are lower-level. 	<ul style="list-style-type: none"> Answers are limited and do not accurately reflect notes or class work. 	<ul style="list-style-type: none"> Answers are completely incorrect or missing.
Overall Indication of Learning	<ul style="list-style-type: none"> Answers indicate learning by effectively identifying all main ideas with supporting details - the WHY, not just the what. 	<ul style="list-style-type: none"> Answers indicate learning by effectively identifying some main ideas. 	<ul style="list-style-type: none"> Answers recite notes and indicate some learning. 	<ul style="list-style-type: none"> Answers recite notes and do not indicate learning. 	<ul style="list-style-type: none"> No learning evident.

Rubrics For Math Quadratic Art Project

Linda Huetinck, Sara N. Munshin



Rubrics For Math Quadratic Art Project:

Multidisciplinary Units for Grades 6-8 Susan Pauline O'Hara, Maureen McMahon, 2003 Contains multidisciplinary units featuring the use of computer and other educational technologies and based on the National Educational Technology Standards for Students devised by ISTE *Handbook of Research on K-12 Blended and Virtual Learning Through the i²Flex Classroom Model* Avgerinou, Maria D., Pelonis, Peggy, 2021-03-05 Teaching models that focus on blended and virtual learning have become important during the past year and have become integral for the continuance of learning The i Flex classroom model a variation of blended learning allows non interactive teaching activities to take place without teachers direct involvement freeing up time for more meaningful teacher student and student student interactions There is evidence that i Flex leads to increased student engagement and motivation as well as better exploitation of teachers and classroom time leading to the development of higher order cognitive skills as well as study skills for students future needs related to citizenship college and careers The Handbook of Research on K 12 Blended and Virtual Learning Through the i Flex Classroom Model focuses not only on how to design deliver and evaluate courses but also on how to assess teacher performance in a blended i2Flex way at the K12 level The book will discuss the implementation of the i Flex isquareFlex a non traditional learning methodology which integrates internet based delivery of content and instruction with faculty guided student independent learning in combination with face to face classroom instruction aiming at developing higher order cognitive skills within a flexible learning design framework While highlighting new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers this publication is an essential reference source for pre service and in service teachers researchers administrators educational technology developers and students interested in how the i2Flex model was implemented in classrooms and the effects of this learning model

Teaching Mathematics for the 21st Century Linda Huetinck, Sara N. Munshin, 2000 For courses in Mathematics Methods for the Secondary School This is the first middle and secondary math methods text to focus on reform and the national standards It prepares teachers for the challenge of assisting all students in reaching the highest level of mathematics according to their interest and realistic ambitions It also provides contemporary methods of teaching mathematics which facilitates successful instruction with a strong understanding of the philosophy and psychology behind sound practices Coverage includes methodology curriculum materials and use of technology accompanied by many practical suggestions for implementation Meeting the Challenges to Measurement in an Era of Accountability Henry Braun, 2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4 8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district

Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Clarity for Learning John Almarode, Kara Vandas, 2018-10-24 AN ESSENTIAL RESOURCE FOR STUDENT AND TEACHER CLARITY With the ever changing landscape of education teachers and leaders often find themselves searching for clarity in a sea of standards curriculum resources and competing priorities Clarity for Learning offers a simple and doable approach to developing clarity and sharing it with students Are both teachers and students clear about what must be learned why students are learning it and how they can be successful Are students able to determine their next steps in learning through quality feedback and assessment Have teachers had the time and support to collaborate around clarity to ensure an aligned approach within your school system This book offers five powerful practices that include Gaining clarity Sharing clarity Feedback with clarity Assessing with clarity Collaborating with clarity In addition the book is chock full of examples from teachers and leaders across North America who have shared their journey struggles and successes to provide examples exemplars and models for readers to use to propel their own work forward This is a don't miss resource

Restructuring for Caring and Effective Education Richard A. Villa, Jacqueline S.

Thousand, 2000 Reflecting the sweeping extensive changes in special and general education this book explores the foundations and evolution of inclusive education in the last decade a prerequisite for administrators implementing inclusion in their schools

Designing Rubrics for Mathematics Eileen Depka, 2005 Students need to conquer math in order to succeed in today's world This insightful book not only provides problem based learning projects to use in the classroom but it also explains how to evaluate students math abilities Author Eileen Depka stresses the importance of the assessment process and rubric development detailed with examples sample lessons and hands on projects that actively engage the learner

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

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Rubrics For Math Quadratic Art Project Introduction

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