

How your project will be graded

This project is worth 100 points. Your project will be graded based on the following criteria.

Criteria	25 points (Excellent)	20 points (Good)	15 points (Fair)	10 points (Poor)
Overall Presentation	The coordinate plane picture <u>and</u> directions are neat and legible. A ruler was used to create straight edges.	The coordinate plane picture <u>and</u> directions are legible but are not neat.	The coordinate plane picture <u>or</u> directions are not neat or legible.	The coordinate plane picture directions are neither neat nor legible.
Math Accuracy of Ordered Pairs	The named ordered pairs are very accurate. 96-100% of the ordered pairs <u>and</u> quadrants are correctly identified.	The named ordered pairs are mostly accurate. 85-95% of the ordered pairs <u>and</u> quadrants are correctly identified.	The named ordered pairs are somewhat accurate. 70-84% of the ordered pairs <u>and</u> quadrants are correctly identified.	The named ordered pairs are not accurate. Less than 70% of <u>the</u> ordered pairs and quadrants are correctly identified.
Distance between two points	All distances given are accurate and work shows how to use ordered pairs to determine distance.	Most distances given are accurate and work shows how to use ordered pairs to determine distance.	Some distances are accurate OR work does not show how to use ordered pairs to determine distance	Some distances are accurate AND work does not show how to use ordered pairs to determine distance
Area of Shapes	Correct area given for all 4 shapes. Work shows how the area was determined.	Correct area given for at least 3 of your 4 shapes OR work for how you found the area is not included	Correct area given for at least 2 of your 4 shapes And/or work for how you found the area is not included	Incorrect area given for 3-4 shapes OR area for shapes is not included

Rubric For Coordinate Graphing Picture Project

Lei Shi



Rubric For Coordinate Graphing Picture Project:

Mathematics Teaching in the Middle School, 2007-08 **The Data Guidebook for Teachers and Leaders** Eileen Depka, 2006-02-13 This book offers practical methods templates and rubrics for collecting and analyzing data and includes innovative ideas for building trust including students in the process and working together *Solving the Assessment Puzzle Piece by Piece*, 2011 **Activities for a Differentiated Classroom: Level 6** Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 6 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners ZIP file contains interactive whiteboard compatible resources including sample projects templates and assessment rubrics This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills *Activities for a Differentiated Classroom Level 3* Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 3 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners Includes interactive whiteboard compatible Resource CD with sample projects templates and assessment rubrics 160pp plus Teacher Resource CD *Connected Mathematics* Glenda Lappan, 1998 **The Power of Picture Books in Teaching Math and Science** Lynn Columbia, 2017-05-12 This book s 50 plus lessons each based on a different picture book or story will help classroom teachers build a foundation for teaching math science and social studies concepts to their students Each lesson uses children s literature to make challenging abstract concepts relevant to children s lives inviting them to learn these concepts while responding to a story s illustrations theme characters and plot The lessons also demonstrate how teachers can use children s literature to meet national standards in math science and social studies Chapters 1 through 5 set the stage for using picture books discussing the effective imaginative integration of literature into the classroom Teachers will learn to create an environment that ensures that when children and books come together the experience is enjoyable and thought provoking Chapters 6 through 9 provide individual lessons by grade level with detailed activities based on specific books *Activities for a Differentiated Classroom Level 5* Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 5 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners Includes interactive whiteboard compatible Resource CD with sample projects templates and assessment rubrics 160pp plus Teacher Resource CD **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 **Teaching Statistics** Andrew Gelman, Deborah Ann Nolan, 2017 To help overcome the challenges of teaching statistics across various diciplines Gelman and Nolan have put together this fascinating and thought provoking book based on years of teaching experience

Changing the Way You Teach, Improving the Way Students Learn Giselle Martin-Kniep, Joanne Picone-Zocchia, 2009-05-15

With classroom tested ideas real world examples and easy to use activities Giselle Martin Kniep and Joanne Picone Zocchia tap three decades of experience to define and describe critical teaching and learning strategies that engage students and increase achievement Teachers at any grade level and in any subject area will gain insights into how to Create a rigorous relevant and authentic curriculum Use organizing centers and make meaningful connections to lend true coherence to subject matter Ask students questions that will help them retain new material and apply their knowledge in settings outside school Teach students how to develop high order skills such as an ability to affirm values articulate beliefs and use multiple resources in varied contexts Use assessment as a system to directly engage students in revising tests and evaluating themselves Incorporate evaluation tools like portfolios checklists and rubrics to foster and assess high quality student work that exceeds expectations and Encourage students to self monitor progress self regulate behavior appreciate unique learning preferences and ultimately become informed and active 21st century citizens *Changing the Way You Teach Improving the Way Students Learn* stresses the need to build students capacity to learn how to learn and be strategic self aware participants in an ever complex and fast changing society Embracing what they call our moral imperative the authors encourage us to help students pursue the goals that will make them feel whole as human beings Leveled Texts for Differentiated Content-Area Literacy: World Cultures Through Time Kit, 2010-09-24 Differentiate content process and product and promote content area literacy with this dynamic kit about world cultures through time This kit provides leveled informational texts featuring key historical themes and topics embedded within targeted literacy instruction Teachers can assess comprehension of informational text using the included Culminating Activity Additionally teachers can use multimedia activities to engage students and extend learning The 60 colorful Leveled Text Cards in this kit are written at four distinct reading levels each card featuring subtle symbols that denote differentiated reading levels making differentiation strategies easy to implement Leveled Texts for Differentiated Content Area Literacy World Cultures Through Time Complete Kit includes Leveled Text Cards digital resources Lessons a Culminating Activity Tiered Graphic Organizers Assessment Tools and audio recordings of thematic raps and leveled texts Classroom Assessment Essentials Susan M. Brookhart, 2023-11-01 The only assessment book K 12 teachers need to monitor and maximize student learning Classroom assessment is a vital part of teaching It helps make student learning or a lack thereof visible so that teachers can adjust teaching practices and better support learners But designing and implementing reliable assessments is a complex process In this comprehensive book by assessment expert Susan M Brookhart you will learn the foundational concepts and practical skills necessary to be successful with classroom assessment Organized into 21 essentials the book addresses everything from using pre assessment before starting new lessons to communicating with parents about their child s academic growth Along the way you will discover how to Create clear learning targets and success criteria based on standards Provide meaningful

feedback to students about progress toward goals Involve students in the regulation of their own learning Use homework to check for understanding Decide on instructional follow up based on formative assessment data Make accommodations for students with IEPs and support equity and fairness Design performance tasks for individuals and groups Craft rubrics and design classroom tests With strategies that support high quality assessment tips and troubleshooting advice and examples across subject areas and grade levels Classroom Assessment Essentials will help you make effective assessment a cornerstone of your classroom

Math Trailblazers 2E G1 Teacher Implementation Guide Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago,2004 Math Trailblazers 2E G3 Teacher Implementation Guide TIMS Project,2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover

The Active Teacher Ron Nash,2009-06-02 Master proactive teaching skills that motivate students to learn Written by a nationally known teacher coach this thought provoking book helps educators bring their teaching skills to a new level of excellence and build a partnership with their students With a focus on the three Rs routines rules and relationships the author helps readers Create and sustain a classroom community that promotes respect and achievement Fully involve students in learning while addressing a wide range of cognitive styles Strengthen collaboration with students colleagues and parents Use feedback and assessment to develop professionally and improve students academic performance

Social Studies Strategies for Active Learning Andi Stix,2004-01-27 Make history in your classroom with an engaging integrated approach to active social studies learning You ll motivate your students with powerful strategies for brainstorming language arts integration discussion primary sources and deductive reasoning The included Teacher Resource CD features modifiable students pages and assessment materials This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills 304pp

Teaching Secondary and Middle School Mathematics Daniel J. Brahier,2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM s just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of

how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author's 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics Math Trailblazers 2E G2 Teacher Implementation Guide Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago, 2004 *Developing and Validating Test Items* Thomas M. Haladyna, Michael C. Rodriguez, 2013-07-18 Since test items are the building blocks of any test learning how to develop and validate test items has always been critical to the teaching learning process As they grow in importance and use testing programs increasingly supplement the use of selected response multiple choice items with constructed response formats This trend is expected to continue As a result a new item writing book is needed one that provides comprehensive coverage of both types of items and of the validity theory underlying them This book is an outgrowth of the author's previous book *Developing and Validating Multiple Choice Test Items 3e* Haladyna 2004 That book achieved distinction as the leading source of guidance on creating and validating selected response test items Like its predecessor the content of this new book is based on both an extensive review of the literature and on its author's long experience in the testing field It is very timely in this era of burgeoning testing programs especially when these items are delivered in a computer based environment Key features include Comprehensive and Flexible No other book so thoroughly covers the field of test item development and its various applications Focus on Validity Validity the most important consideration in testing is stressed throughout and is based on the Standards for Educational and Psychological Testing currently under revision by AERA APA and NCME Illustrative Examples The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items Strategies for training item writers and developing large numbers of items using algorithms and other item generating methods are also presented Based on Theory and Research A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors

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Table of Contents Rubric For Coordinate Graphing Picture Project

1. Understanding the eBook Rubric For Coordinate Graphing Picture Project
 - The Rise of Digital Reading Rubric For Coordinate Graphing Picture Project
 - Advantages of eBooks Over Traditional Books
2. Identifying Rubric For Coordinate Graphing Picture Project
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Rubric For Coordinate Graphing Picture Project
 - User-Friendly Interface
4. Exploring eBook Recommendations from Rubric For Coordinate Graphing Picture Project
 - Personalized Recommendations
 - Rubric For Coordinate Graphing Picture Project User Reviews and Ratings
 - Rubric For Coordinate Graphing Picture Project and Bestseller Lists

5. Accessing Rubric For Coordinate Graphing Picture Project Free and Paid eBooks
 - Rubric For Coordinate Graphing Picture Project Public Domain eBooks
 - Rubric For Coordinate Graphing Picture Project eBook Subscription Services
 - Rubric For Coordinate Graphing Picture Project Budget-Friendly Options
6. Navigating Rubric For Coordinate Graphing Picture Project eBook Formats
 - ePub, PDF, MOBI, and More
 - Rubric For Coordinate Graphing Picture Project Compatibility with Devices
 - Rubric For Coordinate Graphing Picture Project Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Rubric For Coordinate Graphing Picture Project
 - Highlighting and Note-Taking Rubric For Coordinate Graphing Picture Project
 - Interactive Elements Rubric For Coordinate Graphing Picture Project
8. Staying Engaged with Rubric For Coordinate Graphing Picture Project
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Rubric For Coordinate Graphing Picture Project
9. Balancing eBooks and Physical Books Rubric For Coordinate Graphing Picture Project
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Rubric For Coordinate Graphing Picture Project
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Rubric For Coordinate Graphing Picture Project
 - Setting Reading Goals Rubric For Coordinate Graphing Picture Project
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Rubric For Coordinate Graphing Picture Project
 - Fact-Checking eBook Content of Rubric For Coordinate Graphing Picture Project
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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