


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 mistakes with supporting details - the WHY, not just the what. 	<ul style="list-style-type: none"> Answers indicate learning by effectively identifying some mistakes. 	<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.

Sample Math Rubrics Elementary

**National Research Council, National
Academy of Engineering, Committee on
Integrated STEM Education**



Sample Math Rubrics Elementary:

A Collection of Performance Tasks and Rubrics Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K 3 math topics *Scoring Rubrics in the Classroom* Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote *Scoring Rubrics in the Classroom* to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance **Handbook on Assessments for Gifted Learners** Susan K. Johnsen, Joyce VanTassel-Baska, 2022-07-19 This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs and a must have resource for coordinators and directors at state and local levels *Handbook on Assessments for Gifted Learners* explores issues associated with building an effective identification system clarifies and interprets the need for targeted learning progress assessments for gifted learners and discusses program evaluation assessments and processes used to gauge programs success Engaging chapters written by both academic and practitioner experts provide research based practical ideas for identifying and measuring the progress of gifted and advanced learners Readers will benefit from informed recommendations stemming from current research conducted specifically for this text *A Collection of Performance Tasks & Rubrics: Primary Mathematics* Pia Hansen, Charlotte Danielson, 2013-11-12 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in primary school school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics *The Example School Portfolio* Victoria Bernhardt, 2014-06-23 This book presents a prototype school portfolio along with annotated explanations and suggestions Although this book describes a hypothetical elementary school the data and examples come from real schools at which the authors worked and the recommendations can be applied to any level school engaged in systemic reform *Mathematics Coaching Handbook* Pia Hansen, 2013-07-23 This book serves as a reference to help prepare and support effective math content coaches It provides insight into the leadership skills necessary to mentor other teachers establish collaborative teacher teams influence school culture positively and improve student achievement *Classroom Assessment* Dr Craig Mertler, 2016-09-13 Provides

detailed information on the functions of assessment how to construct administer and interpret the results of teacher developed assessment techniques and how to interpret the results of externally developed instruments such as standardized tests Both traditional and newer alternative assessment techniques are covered Advantages and disadvantages of each assessment technique are discussed A companion website helps both instructors and students obtain additional information on topics of special interest to them Numerous examples of the principles and procedures make it easy for students to understand the material The highly practical nature of this book stems from the focus on how assessment intertwines with other everyday activities in classrooms Measurement theory and computational procedures that are unlikely to be used by classroom teachers are de emphasized producing a textbook that provides comprehensive coverage without being unnecessarily technical

A Collection of Performance Tasks & Rubrics: High School Mathematics Charlotte Danielson, Elizabeth Marquez, 2014-05-22 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in high school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics

Buddies Pia Hansen Powell, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

Field Experience Guide: Resources for Teachers of Elementary and Middleschool Mathematics John A. Van de Walle, 2003-04 Part I contains useful handouts guidelines and rubrics for observation and assessment Part II offers activities and lesson plans that students can use during their field experiences 55 fully formatted Black Line Masters are included

Resources in Education ,2001

Teaching Mathematics in Elementary and Middle School Joseph G. R. Martinez, Nancy Conrad Martinez, 2007 With an emphasis on inquiry and process Teaching Mathematics in Elementary and Middle School embraces active mathematics instruction and the development of mathematical thinking through problem solving The text challenges future teachers to prepare their K 8 students for a world that requires a higher level of mathematical literacy and enables them to compete in a global society Teachers will develop their own mathematical abilities allowing them to help students discover a rich combination of thinking processes and problem solving strategies raising the learning expectations for all Unique text features TIE Thought Investigation and Exploration features ask pre service teachers to develop their own thinking and learning abilities preparing them to better challenge their students Mathematics in the Real World Idea Files and Teacher Profiles model best practices and supply readers with concrete teaching tools and strategies Mathematical Thinking Mathematical Games and Mathematics and Technology features detail activities to engage and develop students mathematical thinking Accompanying student artifacts illustrate the progression of students conceptual understanding CD logo replaces bullet Math Activities CD ROM provides an outstanding text component containing more than 100 activities that use a three step process explore invent discover to foster the development of mathematical thinking through guided inquiry Aligned with the NCTM standards each activity is integrated within the text and designed to help develop students conceptual understanding of mathematics Mathematics in

Literature offers thoroughly developed ideas for using children's literature to create meaningful contexts for mathematics learning. An extensive bibliography that can be used for this purpose appears on the CD Rom. I think the text is an excellent resource for elementary and middle school methods courses. In particular, I like how the textbook handles the bigger issues such as geometric reasoning rather than just geometry. I also like the excellent foundation in educational research that the textbook provides as well as some very careful attention and consistent referencing to the NCTM standards and principles. The incorporation of classroom vignettes, teacher illustrations, and samples of student work also all add to the excellent grounding of the text in real world classroom work.

Dr. Neal Grandgenett, University of Nebraska at Omaha

Teaching Children Mathematics, 2008-08

ENC Focus, 2000

STEM Integration in K-12 Education, National Research Council, National Academy of Engineering, Committee on Integrated STEM Education, 2014-02-28

STEM Integration in K-12 Education examines current efforts to connect the STEM disciplines in K-12 education. This report identifies and characterizes existing approaches to integrated STEM education both in formal and after and out of school settings. The report reviews the evidence for the impact of integrated approaches on various student outcomes and it proposes a set of priority research questions to advance the understanding of integrated STEM education. *STEM Integration in K-12 Education* proposes a framework to provide a common perspective and vocabulary for researchers, practitioners, and others to identify, discuss, and investigate specific integrated STEM initiatives within the K-12 education system of the United States. *STEM Integration in K-12 Education* makes recommendations for designers of integrated STEM experiences, assessment developers, and researchers to design and document effective integrated STEM education. This report will help to further their work and improve the chances that some forms of integrated STEM education will make a positive difference in student learning and interest and other valued outcomes.

Striving for Excellence, 2000. Each volume a compilation of ERIC digests.

Assessing Disciplinary Writing in Both Research and Practice, Wright, Katherine Landau, Hodges, Tracey S., 2023-08-01

Assessing Disciplinary Writing in Both Research and Practice tackles the challenge of measuring writing skills in specific content areas which is crucial for preparing students to communicate as field experts and for their future careers. Edited by Katherine Wright, Associate Professor of Literacy and Language at Boise State University, and Tracey Hodges, Founder and Lead Consultant of The Empowering Advocate, this book provides solutions by bringing together validated measures and practical assessment strategies that can be used in both research and instruction. The book's theoretical foundations cover multimodal disciplinary writing, assessing disciplinary writing versus content area writing, and using assessment as a tool for disciplinary writing instruction. Practical methods for assessing writing in social studies, science, mathematics, English, and language arts and other genres at the elementary, middle, and high school levels are included, as well as assessment strategies for specific populations of students such as undergraduate students, English learners, gifted and talented students, special needs students, and incarcerated students. This highly valued reference is essential for academic scholars, K-12 teachers, and educational

researchers who want to improve writing instruction and research in content and discipline specific areas By providing validated measures and methods for assessing disciplinary writing this edited book helps bridge the gap between research and practice and enables practitioners to better measure student growth and improve writing instruction This publication is the first step towards advancing research and improving writing instruction in content and discipline specific areas

Effectively Using Data for Educator Preparation Program Improvement Christine Carrino Gorowara, Erica M.

Brownstein, Timothy Wall, 2023-05-01 This volume provides a synthesis of protocols and strategies to support assessment leaders in effectively using data for educator preparation program improvement Data informed decision making has become increasingly important in quality assurance for both internal and external audiences yet there are scant resources to guide those charged with managing the development and application of data for monitoring and improving the quality of their programs Until this work there has been little explication of how assessment directors working in educator preparation should conceptualize organize and implement best practices in data collection analysis interpretation and sharing As state and national expectations for evidence of quality are growing it is essential to chronicle the collective wisdom of assessment leaders in education preparation in one manuscript For both novice and experienced assessment directors this volume offers insightful perspectives and excellent strategies to facilitate the journey from complying with external expectations to strategically using data and evidence to achieve goals leveraging assessment to achieve socially just outcomes involving multiple voices and interpreters and opening windows to further inquiry The editors have gathered experts in all phases of the assessment process and organized their work in an easy to follow manner This work provides both conceptual underpinnings of educator preparation quality assurance as well as practical lessons learned that will support the transformation of an assessment professional into an assessment leader ENSORSEMENTS Finally a book that shows what we can learn from accreditation collectively The strength of the volume lies in the concrete examples of evaluation and improvement that are woven throughout the chapters Effectively Using Data for Educator Preparation Improvement is a welcome addition to the small but growing body of useful literature related to quality assurance work in the field Mark LaCelle Peterson Ed D President and CEO Association for Advancing Quality in Educator Preparation The volume Effectively Using Data for Educator Preparation Program Improvement provides many examples of how providers collect data and evidence to establish or enhance quality assurance The publication will be of value to any provider seeking to enhance quality and improve their programs The publication is particularly timely given many state efforts to increase enrollments and diversity which have resulted in lowered standards Having measures and evidence of quality provide a necessary counter balance to these efforts Christopher Koch Ed D President Council for the Accreditation of Educator Preparation Effectively Using Data for Educator Preparation Program Improvement assists educators in data informed research and practice to improve programs diversify the profession and ensure that our teacher candidates are profession ready Written

predominantly for the assessment director or leaders as the editors posit this volume goes beyond that goal to add a valuable resource for all of us who care about the field of educator preparation I highly recommend this book to the field as we work together to elevate the teaching profession Lynn M Gangone Ed D President CEO American Association of Colleges for Teacher Education

A Collection of Performance Tasks & Rubrics: Primary Mathematics Charlotte Danielson, Pia Hansen, 2013 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in primary school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics

Standards-based School Mathematics Curricula Sharon L. Senk, Denisse R. Thompson, 2020-07-24 The Curriculum and Evaluation Standards for School Mathematics published by the National Council of Teachers of Mathematics in 1989 set forth a broad vision of mathematical content and pedagogy for grades K 12 in the United States These Standards prompted the development of Standards based mathematics curricula What features characterize Standards based curricula How well do such curricula work To answer these questions the editors invited researchers who had investigated the implementation of 12 different Standards based mathematics curricula to describe the effects of these curricula on students learning and achievement and to provide evidence for any claims they made In particular authors were asked to identify content on which performance of students using Standards based materials differed from that of students using more traditional materials and content on which performance of these two groups of students was virtually identical Additionally four scholars not involved with the development of any of the materials were invited to write critical commentaries on the work reported in the other chapters Section I of Standards Based School Mathematics Curricula provides a historical background to place the current curriculum reform efforts in perspective a summary of recent recommendations to reform school mathematics and a discussion of issues that arise when conducting research on student outcomes Sections II III and IV are devoted to research on mathematics curriculum projects for elementary middle and high schools respectively The final section is a commentary by Jeremy Kilpatrick Regents Professor of Mathematics Education at the University of Georgia on the research reported in this book It provides a historical perspective on the use of research to guide mathematics curriculum reform in schools and makes additional recommendations for further research In addition to the references provided at the end of each chapter other references about the Standards based curriculum projects are provided at the end of the book This volume is a valuable resource for all participants in discussions about school mathematics curricula including professors and graduate students interested in mathematics education curriculum development program evaluation or the history of education educational policy makers teachers parents principals and other school administrators The editors hope that the large body of empirical evidence and the thoughtful discussion of educational values found in this book will enable readers to engage in informed civil discourse about the goals and methods of school mathematics curricula and related research

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