

MATHEMATICS JOURNAL

Math Assessment Rubric

Achievement Level and Focus Area	1 Beginning ★	2 Developing ★★	3 Achieving ★★★	4 Excelling ★★★★
Our Math	Our work shows that we need more help to understand this math concept <ul style="list-style-type: none"> • We still need to solve the problem or our answer is incorrect. • We should have included an explanation or description. • We should have used a drawing or diagram, a graph or an equation to support our thinking. 	Our work shows some understanding of this math concept <ul style="list-style-type: none"> • We solved part of the problem correctly or made some small errors. • Our explanation or description is unclear or incomplete. • We attempted to use a drawing or diagram, a graph or an equation to support our thinking. 	Our work shows that we have a good understanding of this math concept <ul style="list-style-type: none"> • We solved the problem correctly and labeled our answer. • Our explanation or description is strong. We used some mathematical vocabulary. • We used a clear drawing or diagram, a graph, or an equation to support our thinking. 	Our work shows that we have a thorough understanding of this math concept <ul style="list-style-type: none"> • We solved the problem correctly using an efficient strategy and labeled our answer. • Our explanation or description is very strong. We used precise mathematical vocabulary. • We used a very clear drawing or diagram, a graph, or an equation to support our thinking.
My Skills	Thinking <ul style="list-style-type: none"> Comprehension <ul style="list-style-type: none"> • I can understand what we are learning about when it is shown or explained to me. Application <ul style="list-style-type: none"> • I can follow someone else's demonstration. Metacognition <ul style="list-style-type: none"> • I can listen to others say what they are thinking. 	<ul style="list-style-type: none"> Comprehension <ul style="list-style-type: none"> • I have understood what we are learning about. Application <ul style="list-style-type: none"> • I need some help to apply what I have learned. Metacognition <ul style="list-style-type: none"> • I can say what I am thinking. 	<ul style="list-style-type: none"> Comprehension <ul style="list-style-type: none"> • I have understood what we are learning about and I can communicate it. Application <ul style="list-style-type: none"> • I can apply what I have learned. Metacognition <ul style="list-style-type: none"> • I can say what I think and explain how I think. 	<ul style="list-style-type: none"> Comprehension <ul style="list-style-type: none"> • I have understood what we are learning about. I can communicate my understanding of it. Application <ul style="list-style-type: none"> • I can apply what I have learned in new situations and help others too. Metacognition <ul style="list-style-type: none"> • I can explain our thinking and how we think.
Social	<ul style="list-style-type: none"> Group decision-making <ul style="list-style-type: none"> • I listen to others. 	<ul style="list-style-type: none"> Group decision-making <ul style="list-style-type: none"> • I listen to others and discuss ideas. 	<ul style="list-style-type: none"> Group decision-making <ul style="list-style-type: none"> • I listen to others, discuss ideas and ask questions. 	<ul style="list-style-type: none"> Group decision-making <ul style="list-style-type: none"> • I listen to others, discuss ideas and ask questions. I can work towards and reach a consensus with my group.
Self-Management	<ul style="list-style-type: none"> Organisation <ul style="list-style-type: none"> • I begin solving the problem straight away. Time Management <ul style="list-style-type: none"> • I can follow time plans and observe others finding a solution. Codes of Behaviour <ul style="list-style-type: none"> • I can work in a group with some help from others. 	<ul style="list-style-type: none"> Organisation <ul style="list-style-type: none"> • I plan out the steps before I begin. Time Management <ul style="list-style-type: none"> • I need some help to focus or find an accurate solution. Codes of Behaviour <ul style="list-style-type: none"> • I can suggest how we should work in a group. 	<ul style="list-style-type: none"> Organisation <ul style="list-style-type: none"> • I plan and carry out the steps. Time Management <ul style="list-style-type: none"> • I worked to achieve an accurate solution. Codes of Behaviour <ul style="list-style-type: none"> • I can work effectively in a group. 	<ul style="list-style-type: none"> Organisation <ul style="list-style-type: none"> • I plan and carry out the steps effectively. Time Management <ul style="list-style-type: none"> • I am focussed and succeeded with a accurate solution in minimum time. Codes of Behaviour <ul style="list-style-type: none"> • I help myself and others to work effectively in a group.
My Attitudes	Circle which sentences are true for the Math task:			
Commitment	I am committed to learning what I need to in Math. I persevere to solve the problem. I show self-discipline to stay focussed and work with others. I show responsibility to others and my Math.			
Confidence	I feel confident in my Math ability and my skills. I take risks to try new strategies. I apply the Math I have learned as soon as I can. I make good choices and decisions in Math and in a group.			
Cooperation	I work cooperatively. I use my manners. I share materials. I take turns. I work out the Math steps with my partners. I work out a Math solution with my partners. I lead kindly. I follow well.			
Creativity	I am creative in thinking about a Math solution. I am creative in working out how to solve the Math problem. I am creative in working out how to solve any problems within our group.			