

RUBRIC FOR ASSESSING MATHEMATICAL PROCESS

STUDENT'S NAME:

DATE:

GRADE: 3

RELATED EXPECTATIONS:

- Geometry and Spatial Sense
- investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings
 - use language effectively to describe geometric concepts, reasoning and investigations
 - investigate the similarities and differences among a variety of prisms using concrete materials and drawings
 - compare and sort two-dimensional shapes according to two or more attributes
 - compare and sort three-dimensional shapes according to three or more attributes
 - explore the concept of lines of symmetry in two-dimensional shapes

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Use of problem-solving process	<ul style="list-style-type: none"> • applies only one strategy in all situations 	<ul style="list-style-type: none"> • often chooses the appropriate strategy to find the solution 	<ul style="list-style-type: none"> • consistently chooses the most appropriate strategy 	<ul style="list-style-type: none"> • modifies known strategies or creates new ones
Working with others	<ul style="list-style-type: none"> • has difficulty in offering and accepting peer feedback 	<ul style="list-style-type: none"> • inconsistently offers and accepts peer feedback 	<ul style="list-style-type: none"> • makes and accepts constructive comments during peer editing and revision phases 	<ul style="list-style-type: none"> • encourages and clarifies during peer editing and revision phases
Use of resources	<ul style="list-style-type: none"> • aware of some resources, limited appropriate use 	<ul style="list-style-type: none"> • inconsistently matches resource to identified need 	<ul style="list-style-type: none"> • matches available resources to identified need 	<ul style="list-style-type: none"> • explores a wide range of resources
Degree of Independence	<ul style="list-style-type: none"> • with on-going assistance 	<ul style="list-style-type: none"> • with limited assistance 	<ul style="list-style-type: none"> • without assistance 	<ul style="list-style-type: none"> • without assistance
Perseverance with Task	<ul style="list-style-type: none"> • easily frustrated; generally gives up after one unsuccessful attempt 	<ul style="list-style-type: none"> • shows some evidence of persistence and finds solution about half the time 	<ul style="list-style-type: none"> • usually persists with task until solution found 	<ul style="list-style-type: none"> • always persists with task until solution found

RUBRIC FOR ASSESSING MATHEMATICAL PRODUCT

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Geometry and Spatial Sense

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CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
accuracy in applying mathematical procedures	<ul style="list-style-type: none">• with major errors and/or omissions	<ul style="list-style-type: none">• with several minor errors and/or omissions	<ul style="list-style-type: none">• with a few minor errors and/or omissions	<ul style="list-style-type: none">• with practically no minor errors and/or omissions
understanding of concepts	<ul style="list-style-type: none">• uses only a few of the required concepts	<ul style="list-style-type: none">• using more than half of the required concepts	<ul style="list-style-type: none">• using most of the required concepts	<ul style="list-style-type: none">• using all of the required concepts
independence	<ul style="list-style-type: none">• with assistance	<ul style="list-style-type: none">• with limited assistance	<ul style="list-style-type: none">• without assistance	<ul style="list-style-type: none">• without assistance

Level and Comments