



6.4 Using Rubrics for Formative Assessment

Instructions: Use this tool two ways. First, decide what you think performance will look like in each category related to your task/lesson (use the table below). Second, consider how you might use this tool with students to have them set performance levels for a project and/or self-assess.

<i>Scoring With a Four-Point Rubric</i>			
I can help others.	I am there!	I am almost there.	I don't understand.
I can explain my thinking using mathematical language so others understand. I can use several representations and make connections between mathematical ideas.	I can explain my thinking using mathematical language. I can show at least one representation. I know how what I am learning connects to other kinds of math.	I know what I am supposed to do, but I am a little confused about what I am learning. I know which representation makes sense for the math I am learning. I can make some connections.	I am confused. I do not know which representation to use, and I cannot make connections.

Lesson learning target(s):

<i>Task-Specific Language (What do students look like?)</i>	
4: I can help others.	3: I am there!
2: I am almost there.	1: I don't understand.

Source: Adapted from *The Formative 5: Everyday Assessment Techniques for Every Math Classroom* by Francis (Skip) Fennell, Beth McCord Kobett, and Jonathan A. Wray. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2017 by Corwin.

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