6.10

Using Rubrics for Formative Assessment

Instructions: Use this tool to assess and revise language used in a rubric after having used it in order to make it more descriptive and useful to students (and yourself).

|  |
| --- |
| **Lesson learning target(s):** |
| ***Task-Specific Language*** |
| ***Original Language*** | ***Revised Language (If Needed)*** |
| 4: Excellent | 4: Excellent |
| 3: Proficient | 3: Proficient |
| 3: Marginal | 2: Marginal |
| 1: Unsatisfactory | 1: Unsatisfactory |
| ° What aspects of the rubric seemed most helpful to students?° In what ways did the rubric help you assess students’ understanding of the learning target?° What patterns are you noticing in students’ understandings or misconceptions? |

Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014). Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12. New York, NY: Pearson Education, Inc.

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.