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.

***Task-Specific Language (What do students look like?)***

**Lesson learning target(s):**

|  |
| --- |
| ***Scoring With a Four-Point Rubric*** |
| **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. |

1: I don’t understand.

2: I am almost there.

3: I am there!

4: I can help others.

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

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