

Math Performance Assessment

Using a Four-Point Rubric

<p>4 – Excellent</p> <p>Full Accomplishment Wow!</p>	<p>Excellent: Full Accomplishment Strategy and execution meet the content, processes, and qualitative demands of the task. Communication is judged by effectiveness, not length. May have minor errors.</p>
<p>3 – Proficient</p> <p>Substantial Accomplishment Got it!</p>	<p>Proficient: Substantial Accomplishment Could work to full accomplishment with minimal feedback. Errors are minor, so teacher is confident that understanding is adequate to accomplish the objective.</p>
<p>2 – Marginal</p> <p>Partial Accomplishment Okay, but needs more work and understanding</p>	<p>Marginal: Partial Accomplishment Part of the task is accomplished, but there is some lack of understanding... or there is some evidence of not understanding. Direct input or further teaching is required.</p>
<p>1 – Needs Improvement</p> <p>Little Accomplishment Not Quite!</p>	<p>Needs Improvement: Little Accomplishment The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success.</p>
<p>0 – Unsatisfactory</p> <p>No evidence shown Didn't Try!</p>	<p>Unsatisfactory: No Evidence shown Student hasn't not shown any evidence of effort. No mathematical demonstration of knowledge has been shown.</p>

Adapted from
Teaching Student Centered Mathematics-Grades K-3
 by John A. Van de Walle & LouAnn Lovin