

Rubrics for Assessment

Grading Rubric for Class Contribution and Listening Skills – This rubric is considered on a continuum and +/- is included when improvement and/or growth throughout the year has occurred.

Grade	Solution Presentation	Solution Organization	Class/Small Group discussion/ Problem solving Behavior	Class Preparation	Responsibility/Attitude for/towards Learning
A (90-100)	You take a strong, well-defined and well-communicated position in your solutions. When at the board, you take risks freely being wrong appropriately.	Your presentations are well-organized, persuasive arguments with accurate supporting evidence. Your solutions end with clear, concise justified conclusions demonstrating logical thought processes.	You question not only your own work, but others' as well. Not only do you listen attentively to others' comments, but you give others the respect they deserve in their understanding process.	Your preparation for class includes a sincere thoughtful effort consistently on all homework problems. You write something that connects each problem to prior knowledge.	You take total responsibility for your own understanding and oftentimes for your classmates'
B (80-89)	You take a clear position in your solution presentation and process. You speak to the class but sometimes forget to write clearly or have difficulty with the communication of your ideas. Being wrong makes you uncomfortable, but it something that you are growing into.	Your argument is well-organized with solid supporting evidence. You include much of your work, however unsure you are of the process.	Your questions are usually in regards to clarifying your own understanding of a concept, while at the same time helping others to do the same. When confused, you might lose the ability to listen to others, but you obviously try to understand, and eventually find a resource for clarification.	You sincerely attempt all homework problems, but might not make the effort to show your attempts on paper.	You take responsibility for your learning as long as you feel you are right. Sharing responsibility and feeling as if you have authority in the knowing is a transitional skill currently. You have difficulty helping other with their learning.

Grade	Solution Presentation	Solution Organization	Class/Small Group discussion/ Problem solving Behavior	Class Preparation	Responsibility/Attitude for/towards Learning
C (70-79)	Although still eager to volunteer, your presentations of solutions are poorly organized and general. You tend to be	Since you have little grasp of the material, your arguments are unfocused and often confuse classmates. You have a difficult time connecting new ideas with prior knowledge even if they have been discussed recently.	There is little evidence that you are listening to or engaged in discussion by your classmates or the teacher. When working in pairs you rely on others to make connections for you although you enjoy group work.	There is little evidence on your paper of effort on your part to complete the homework problems quite regularly.	You make excuses for your lack of effort and have trouble understanding why you need to be the one to work for learning. You are resistant to come for extra help and take responsibility for your learning.
D (60-69)	You rarely volunteer at all to share your thoughts on homework, since little was even attempted.	When you do present you homework, your position is vague and unclear.	You are rarely engaged in class discussion and only add irrelevant, critical or thoughtless comments.	Very little homework is attempted nightly and hand-in problems are late or not complete.	You do not question any topics or problems and do not take responsibility for your own understanding of the material
No Credit Given (<60)	You seldom speak and when you do it adds no value to the discussion.	You are incapable of presenting a coherent solution at the board.	Your presence in class is either negative or not felt at all.	It is unclear if you have ever opened your book or attempted any homework problems.	You do not take responsibility for your understanding of the material in any way.

Grading Rubric for Journal Entries – This rubric is considered on a continuum and +/- is included when improvement and/or growth throughout the year has occurred.

Grade	Description of Work
A (90-100)	Your entries include well-written commentary on problems, formulas and class discussions and you select relevant and appropriate problems that incorporate multiple concepts and often integrate complex processes. Your writing is organized with persuasive arguments that use relevant formulas and terms. You write in complete sentences and diagrams are neatly drawn. You justify each statement and often make connections between concepts and from problem to problem.
B (80-89)	Your entries include written commentary on problems, formulas and class discussions. When writing about a formula, you provide an explanation or proof, and an example. You write down solutions, sometimes procedurally, without consistently justifying your work. You write in complete sentences and provide diagrams. You select problems that are relevant but often only on a single concept or process.
C (70-79)	Your entries include solution to problems, formulas discussed in class and other topics from class discussions. You do not justify your steps with persuasive arguments or mathematical reasoning. You are inconsistent about using complete sentences or providing diagrams with your entries. You make statements that are not valid and your solutions is often difficult to comprehend
D (60-69)	Your entries look like class notes or homework. You provide little justification for your work or show no work at all. Your have little to no commentary written on your work for each problem.
No Credit Given (<60)	You do not complete the assignment in a timely manner or in an acceptable way at all.

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