

Modified Grading Rubric (Version 4)

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|---|---|
| <p><b>A+ (100%)</b><br/>10/10<br/>5/5<br/>3/3<br/>2/2<br/>1/1</p>           | <p><b>MASTERY +</b><br/>I completely understand the strategy and mathematical operations to be used, and I used them correctly.</p> <ul style="list-style-type: none"> <li>• I did all of my calculations correctly</li> <li>• My work shows what I did and what I was thinking while I worked the problem.</li> <li>• The way I worked the problem makes sense and is easy for someone else to follow.</li> <li>• I followed through with my strategy from beginning to end.</li> <li>• My work was clear and organized.</li> <li>• My answer was well thought out and reasonable</li> </ul>   |
| <p><b>A (90-95%)</b><br/>9.5/10<br/>4.5/5<br/>----*<br/>----*<br/>----*</p> | <p><b>MASTERY</b><br/>I completely understand the strategy and mathematical operations to be used, but one small issue kept me from demonstrating Mastery +</p> <ul style="list-style-type: none"> <li>• My thought process was correct and understandable, but I incorrectly copied part of my work from one step to the next, which directly caused my answer to be incorrect.</li> <li>• I followed through with my strategy from beginning to end, and basically identified the correct answer, but I didn't completely follow the directions.</li> <li>• I rounded incorrectly, my answer was not in simplified form, or I did not label the answer.</li> <li>• One minor calculation error kept me from finding the correct answer to a complex problem.</li> </ul> |
| <p><b>B (80-85%)</b><br/>8/10<br/>4/5<br/>2.5/3<br/>----*<br/>----*</p>     | <p><b>DEVELOPING MASTERY</b><br/>I understand the strategy and mathematical operations to be used, but a few minor errors kept me from completing the problem correctly.</p> <ul style="list-style-type: none"> <li>• My work lacks some minor elements that would have made my thought process easy for anyone to follow.</li> <li>• My thought process was correct but a few minor errors kept me from getting the correct answer.</li> <li>• I made a calculation error(s) that significantly impacts the result of the problem, but my work still demonstrates complete understanding around the learning target.</li> </ul>  |
| <p><b>C (70-75%)</b><br/>7/10<br/>3.5*<br/>----*<br/>1.5/2<br/>---*</p>     | <p><b>UNDERSTANDING</b><br/>I used a mathematical operations and a strategy that I think works for most of the problem.</p> <ul style="list-style-type: none"> <li>• I began the work correctly but couldn't complete the problem correctly.</li> <li>• My work isn't detailed enough to demonstrate complete understanding.</li> <li>• My work includes an obvious, yet minor, conceptual mistake.</li> </ul>  |
| <p><b>F, D (50-60%)</b><br/>6/10<br/>3/5<br/>2/3<br/>1/2<br/>0.5/1</p>      | <p><b>INCOMPLETE UNDERSTANDING</b><br/>I wasn't sure which mathematical operation to use, but I still attempted the problem with <u>related</u> tools.</p> <ul style="list-style-type: none"> <li>• My work includes several, minor, conceptual mistakes.</li> <li>• I tried several things <u>related</u> to the learning target(s), but none of it helped me complete the problem.</li> <li>• My answer was well thought out, but unreasonable</li> </ul>   |
| <p><b>F (20-33%)</b><br/>2/10<br/>1/5<br/>1/3<br/>0.5/2<br/>----*</p>       | <p><b>MINIMAL UNDERSTANDING</b><br/>I attempted the problem with <u>unrelated</u> tools and, as a result, didn't demonstrate much understanding.</p> <ul style="list-style-type: none"> <li>• I could set up the problem with the given information but could not get any further in the process.</li> <li>• I tried several things, but none logically relate to the learning target(s)</li> <li>• My work wasn't detailed enough to help someone understand what I did.</li> </ul>  |
| <p><b>F (0%)</b></p>  | <p><b>NO EVIDENCE</b><br/>I wrote down information that was unrelated to the learning target(s), and my teacher was unable to identify any understanding from that work.</p> <ul style="list-style-type: none"> <li>• I left the problem blank.</li> <li>• I didn't know how to begin.</li> <li>• My answer is correct, but none of the work on my paper supports that answer.</li> <li>• I provided no evidence of understanding.</li> </ul>   |

\*If not present in a row of the rubric, point values are rounded down to the lower score

This rubric is intended only as a reference for the benefit of the student. Instructor retains the right to assign any grade determine appropriate.

Credit: Grayslake North High School Mathematics Department (2019) Modified: Kevin Shryock, NIU (2019)