

Student name: _____

Grade level/subject: _____

class period/section: _____

Assessment: _____

Unit/TEKS Cluster: _____

date(s): _____

student performance rubric

		SE(s)	dependent/replicates learning ←————→ independent/applies learning			
Tools to Know	Initiates learning		Requires explanation or clarification to understand the task	Requires a model or scaffold to start the task	Initiates a strategy independently before asking for support	Tries optional strategies independently
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content	TEKS		Demonstrates a minimal understanding of the content/concepts	Demonstrates a basic understanding of the content/concepts	Demonstrates the ability to apply the content/concepts in familiar contexts	Demonstrates the ability to think critically and apply the content/concepts in varied contexts
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways to Show	Demonstrates learning		Requires prompting to explain understanding content/concepts	Identifies important details	Communicates solution/process by connecting the important details	Communicates solution/process in more than one way
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

oral administration provided

student performance rubric: Math

prompting questions

Tools to Know

Before Problem-Solving

Display **only** the image/stimulus from a given task/problem:

- What do you see/know?
- What kinds of questions could be asked?

During Problem-Solving

Reveal the task/problem related to the provided image/stimulus:

- What does the task want you to address?
- What information is important? What information is not important?
- What image can be used to represent the task/problem?
- What word/image tells you something about the kind of math to be used?
- What strategies can you use to solve this task/problem?
- How many steps are needed to complete the task/question?
- What would be a reasonable estimation to the solution?

Ways to Show

After Problem-Solving

Refer to the solved task/problem:

- Summarize the steps you took to solve this task/problem using the appropriate academic vocabulary.
- Is the solution reasonable? Is it close to your estimation?
- What mistakes do you want to avoid?
- Can you solve the task/problem another way and get the same solution?
- Change a value in the task/problem and summarize how it would impact the process/solution.
- Add another step to the task/problem and summarize how it would impact the process/solution.
- What are other ways that you can represent the image/stimulus (e.g., word problem, equation/expression, manipulatives, number line, strip diagram, table, graph, diagram/image, etc.) within the task/problem?
- How might this content apply to the real-world or outside of the math classroom?
- How does this content apply to other units of math instruction or classes outside of math?

Given another task/problem of similar content:

- How is this task/question similar/different from the previous question?
- How is the process for solving this task/problem similar or different from the previous problem?