

Fraction Project Rubric

	Needs Improvement 1 point	Okay 3 points	Good 4 points	Great 5 points
Completion	The project is not complete.	The project is complete but the work is not correct.	The project is complete and the work is correct, but the visual aid is not correct.	The project is complete, the work is correct, and visual aid represents the equation.
Equations	The equations are not done.	The equations are done but not correct.	One of the equations is correct, but the other one is not.	Both of the equations are correct.
Visual Aid	There is not visual aid for the project.	There is a visual aid but they do not match the equations.	One of the visual aids is done correctly, but the other one is not correct.	Both of the visual aids are done correctly and match the equations.
Explanation	There was no step by step explanation of how to work the equations.	There are explanations of the equations but they were not done correctly.	There were step by step explanations of the equations but one was not done correctly.	Both of the equations had step by step instructions and they were done correctly.

4th Grade Math Fraction Rubric

**Leonard M. Kennedy, Steven Tipps, Art
Johnson**

4th Grade Math Fraction Rubric:

A Collection of Performance Tasks and Rubrics Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K-3 math topics Performance Tasks and Rubrics for Upper Elementary Mathematics Charlotte Danielson, Joshua Dragoon, 2016-02-26 Performance tasks are highly effective tools to assist you in implementing rigorous standards. But how do you create, evaluate, and use such tools? In this bestselling book, educational experts Charlotte Danielson and Joshua Dragoon explain how to construct and apply performance tasks to gauge students' deeper understanding of mathematical concepts at the upper elementary level. You'll learn how to evaluate the quality of performance tasks whether you've written them yourself or found them online. Use performance tasks for instructional decision making and to prepare students for summative assessments. Create your own performance tasks or adapt pre-made tasks to best suit students' needs. Design and use scoring rubrics to evaluate complex performance tasks. Use your students' results to communicate more effectively with parents. This must-have second edition is fully aligned to the Common Core State Standards and assessments and includes a variety of new performance tasks and rubrics, along with samples of student work. Additionally, downloadable student handout versions of all the performance tasks are available as free eResources from our website: www.routledge.com/9781138906969 so you can easily distribute them to your class. Activities for a Differentiated Classroom: Level 2 Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 2 classrooms. Based on current research, these easy-to-use lessons are based on a variety of strategies to differentiate your instruction. Activities are included to allow access to all learners. ZIP file contains interactive whiteboard compatible resources including sample projects, templates, and assessment rubrics. This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills. The 2004 Brown Center Report on American Education Tom Loveless, 2004 This year the Brown Center analyzes individual math items from the National Assessment of Education Progress (NAEP) attempting to gauge the country's computation skills. **Grading Visible Learners** Dave Nagel, Bruce Potter, 2025-03-25 Transform your grading and assessment practices into powerful tools for student success. When we implement a grading system that prioritizes completion and compliance and penalizes students who take risks, we disrupt the learning journey not further. It's time to align how we grade with what we know from research works best and help move learning forward for all students. *Grading Visible Learners* provides educators with practical solutions for improving grading approaches, actions, and practices as well as concrete tools and strategies. Teachers and collaborative teams can adapt and use in their classrooms and schools right away. Inside you'll find traits to promote in students so they can drive their own learning. Examples of grading and feedback actions that foster assessment capability in students. Tools, templates, and work samples to help you improve your grading practices. Guidance on how to promote goal setting as well as help teachers and students view grades as feedback rather than an ending point in the learning journey. Multiple ways for students to show

growth and progress In this hands on guidebook you will discover how to best impact learning and ensure that grading serves as a constructive tool and conduit to maximizing impact on student learning rather than a hindrance to student success Tasks and Rubrics for Balanced Mathematics Assessment in Primary and Elementary Grades Judah L.

Schwartz,Joan M. Kenney,2008 The authors show a remarkable talent for embedding important and substantive mathematics in charming yet authentic tasks Mark J Driscoll Codirector Center for Leadership and Learning Communities Education Development Center These tasks require students to problem solve and use critical thinking skills as they develop possible solution strategies They add a level of fun interest and challenge to the mathematics curriculum Melanie Nichols Dean of Academic Affairs Arkansas School for Mathematics Sciences and the Arts Hot Springs AR Engaging easy to use assessments that inform instruction and learning If you d like to improve mathematics instruction and boost student achievement this book is for you Tasks and Rubrics for Balanced Mathematics Assessment in Primary and Elementary Grades helps teachers collect accurate formative data about students strengths and weaknesses and increase mathematical understandings for all learners Developed by the Balanced Assessment in Mathematics Program at the Harvard Graduate School of Education this comprehensive collection features research based mathematical tasks that appeal to students and connect to their daily lives while generating invaluable information for educators Using assessments linked to NCTM standards and carefully crafted rubrics that cover all elementary grade levels and mathematics topics teachers can Analyze the learning components of each task and show individual levels of success Adjust instructional strategies for an entire class or target individual learning needs Maintain a focus on accessibility and equity for all students Develop and refine students mathematical thinking skills and prepare students for high stakes tests This resource provides powerful tools for delivering meaningful instruction building students confidence and significantly increasing their skills and performance in mathematics

Elementary and Middle School Mathematics John A. Van de Walle,2004 World Windows introduces young learners to essential themes and concepts in Science and Social Studies through National Geographic photography and content Using non fiction readings World Windows helps to develop young learnerse tm fluency in English and ignites their curiosity about the world around them

Learning Mathematics in Elementary and Middle Schools W. George Cathcart,2001 Text is appropriate for courses in Mathematics for the Elementary School Built on the foundation of the new 2000 NCTM Principles and Standards this major new entry for K 8 math methods has impacted the market because of its point of use links to the standards and its emphasis on the importance of a child centered approach creating a learning environment that informs teachers how to support children as they build understandings of math concepts Designed to be neither skimpy nor exhaustive this text presents theory in an accessible manner and models a wealth of practical activities for teaching Five videos from the Annenberg CPB TEACHING MATH video series bring real classrooms to life for teachers and are integrated into the text as four color resourceful inserts Guiding Children's Learning of Mathematics Leonard M. Kennedy,Steven Tipps,Art

Johnson,2003-06-12 A textbook for students of elementary education Part One outlines Elementary Mathematics for the 21st Century and Part Two covers Concepts and Skills in Elementary Mathematics **Mathematics Teaching in the Middle School** ,2009-08 *Classroom Assessment* Catherine S. Taylor,Susan Bobbitt Nolen,2005 For Classroom Assessment and Test and Measurement courses in Education Departments This exceptionally lucid and practical new assessment text provides a wealth of powerful concrete examples that help students to understand assessment concepts and to effectively use assessment to support learning The book offers unique coverage of ways to use assessment to support student learning across the developmental span from Kindergarten through high school The book also provides more coverage than any other classroom assessment text of how to adapt assessment to the needs of students with disabilities and students whose first language is not English **Everyday Mathematics** ,2004 This grade level specific handbook provides classroom tested techniques and ideas to make assessment and instruction more manageable productive and exciting as well as offering a more complete picture of each student's progress and instructional needs through techniques and tools from the four assessment areas ongoing product periodic and outside tests The Assessment Handbook includes suggestions for observing students keeping anecdotal records following student progress and encouraging students to reflect on and communicate both what they have learned and how they feel about mathematics **Math Connections** Dinah Brown,2000 Math Advantage Grace M. Burton,1999 **Everyday Mathematics: Teacher's lesson guide v. 1] [v.3] Teacher's lesson guide v. 2** ,2004 **Everyday Mathematics: Assessment handbook** ,2004 **State Mathematics Standards** Ralph A. Raimi,Lawrence S. Braden,1998 **Towards a Balanced Assessment for 4-6 Everyday Mathematics** University of Chicago. School Mathematics Project,1999 **Today's Mathematics, Activities and Instructional Ideas** James W. Heddens,William R. Speer,2000-08-31 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000

Instructional Influences on Content Area Explanations and Representational Knowledge David Michael Niemi,1996

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