

Name _____

Fraction Game Rubric

Criteria	5 Excellent Work! Above Standard	3 Good Job! Meets Expectations	1 Almost There! Needs Improvement
Accuracy	My work meets the criteria for "Good Job" and attention to precision is evident in my work.	I have included each element at least twice. My arithmetic is accurate.	I have not included each element twice and/or the arithmetic is incorrect.
Directions	My work meets the criteria for "Good Job" and the directions are thorough, detailed, and specific.	I included a clear set of directions that is easy to understand and follow.	My directions are inaccurate, incomplete, and/or difficult to understand.
Answer Key	My work meets the criteria for "Good Job" and I have shown how I reached each solution using words, numbers, or pictures.	I included a clear and accurate answer key.	My answer key is inaccurate and/or incomplete.
Creativity & Depth of Thought	My work meets the criteria for "Good Job" and I have created challenging problems that require advanced reasoning and problem solving.	The problems I created are varied and interesting.	The problems I created have little variety and/or require minimal arithmetic and/or reasoning to solve.
Presentation	My work meets the criteria for "Good Job" and I have added relevant and interesting details to elaborate on the content.	My project is visually appealing and easy for others to understand and use.	My work is difficult to follow. The final product is not appealing and/or hard to use.
Comments:			
Total Points Earned: _____			

5th Grade Math Fraction Rubric

Eileen Depka



5th Grade Math Fraction Rubric:

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.

Mathematics Unit Planning in a PLC at Work®,

Grades 3--5 Sarah Schuhl, Timothy D. Kanold, Jennifer Deinhart, Matthew R. Larson, Mona Toncheff, 2020-03-24 Build

collaborative teacher teams committed to fostering student self-efficacy and increasing achievement in mathematics. Part of the Every Student Can Learn Mathematics series, this practical resource provides a framework for collectively planning a unit of study in grades 3-5. Grade-level teams will learn how to work together to perform key tasks from unwrapping standards and creating team unit calendars to determining academic vocabulary and designing robust fraction units. Help your team identify what students need to know by the end of each unit and build student self-efficacy. Understand how to collaboratively plan thematic units in grades 3-5. Study the seven unit planning elements and learn how to incorporate each in essential unit design. Review the role of the PLC at Work process in enhancing collaborative student learning and teacher collaboration. Observe three model fraction units, one for each grade level. Receive tools and templates for effective unit planning. Contents: Introduction by Timothy D. Kanold. Part 1: Mathematics Unit Planning and Design Elements. Chapter 1: Planning for Student

Learning of Mathematics in Grades 3-5 Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Fraction Unit Examples Grades 3-5 Chapter 3 Grade 3 Unit Fraction Understanding Chapter 4 Grade 4 Unit Fraction Equivalence Addition and Subtraction Chapter 5 Grade 5 Unit Fraction Addition and Subtraction Epilogue Mathematics Team Organization Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning References and Resources

Mathematics Tasks for the Thinking Classroom, Grades K-5 Peter Liljedahl, Maegan Giroux, 2024-05-21
 Practical and proven math tasks to maximize student thinking and learning Building upon the blockbuster success of Building Thinking Classrooms in Mathematics Peter Liljedahl has joined forces with co author Maegan Giroux to bring the Building Thinking Classrooms BTC framework to life in this new book Mathematics Tasks for the Thinking Classroom Grades K-5 But this book is so much more than simply a collection of good thinking tasks It delves deeper into the implementation of the 14 practices from the BTC framework by updating the practices with the newest research and focusing on the practice through the lens of rich math tasks that address specific mathematical learning outcomes or standards Across the 20 non curricular tasks and 30 curricular tasks used as models this book Helps you choose tasks to fit your particular math standards goals and the competencies you want your students to build Walks you through all the steps and scripts to launch facilitate and consolidate each task Shares examples of possible student solutions along with hints you might offer to help their thinking along Offers tasks for consolidation example notes to my future forgetful self and mild medium and spicy check your understanding questions CYUs for every thin sliced sequences of curricular tasks Imparts reflections from the authors on each task The book closes with specific guidance on how to find more tasks or craft your own non curricular and curricular tasks along with answers to educators frequently asked questions It includes access to a companion website that includes downloadables and a task template for creating your own tasks Whether you are new to BTC or a seasoned user Mathematics Tasks for the Thinking Classroom Grades K-5 will help teachers coaches and specialists transform traditional math classrooms into dynamic and thought provoking learning spaces

Designing Assessment for Mathematics Eileen Depka, 2007-05-31 Clearly demonstrates how to design rubrics for math a content area that desperately needs support The use of rubrics combined with performance tasks helps educators teach math at a higher more engaging level A must have book for all educators seeking to build a strong thinking based math program Lee Ann Cervini Principal Holley Elementary School NY Makes a distinct contribution to the field Not only does the text clearly explain how to create rubrics and performance tasks in a step by step manner each chapter also provides an example for immediate use in the classroom Marcia Carlson Sixth Grade Teacher Crestview Elementary School Clive IA Enhance students understanding of math concepts through rubrics and hands on learning Teaching mathematics in today's world requires practices and procedures integrated with performance tasks that actively involve students In this second edition of Designing Rubrics for Mathematics Eileen Depka clarifies the purpose of rubrics in math instruction and illustrates the relationship between assessment rubrics

and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics 2000 Each chapter in this research based updated edition offers easy to use strategies suggestions creative sample problems and tasks to engage students in hands on learning while allowing them to have fun in the process With two new chapters focused on communication to deepen students understanding of math concepts and using rubric data to improve instruction this resource provides teachers with Reflective activities to use with students for metacognitive processing Strategies for creating standards linked rubrics plus samples Tips for differentiating performance tasks How to s for student created rubrics Internet resource links for rubric development mathematical focal points and standards Designing Assessment for Mathematics Second Edition demonstrates how to drive instruction and successfully boost achievement levels by providing students with experiences that impact their learning and performance

Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 5 University of Chicago. School Mathematics Project,2007 The Teacher s Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support

The Differentiated Math Classroom Miki Murray,2007 In every mathematics classroom the need for differentiated instruction is present in many it s acute Students learn at different rates in different ways with different successes and different challenges Instruction must be flexible enough to meet everyone s needs and nurturing enough to not only support growth but also address the frustration that often leads to mathphobia The Differentiated Math Classroom can help make high quality differentiated instruction a classroom reality It s the usable comprehensive resource teachers need to help students of all levels and abilities succeed with math Whether you teach math sixty minutes a day or six periods a day The Differentiated Math Classroom describes both the big ideas of differentiation and the day to day teaching that makes it work Miki Murray and Jenny Jorgensen present everything you need to get started and to help all students meet national standards including ideas for Setting up a classroom to maximize opportunities for differentiation and establish community Getting to know students strengths and needs through high quality assessments Devising anchor activities that help students work independently with meaningful math content while you free up time for individual instruction Creating tiered lessons that scaffold content and provide the flexibility to challenge some students and offer assistance to others Murray and Jorgensen offer practical ideas for planning and designing units that engage students and facilitate learning about important math concepts as well as teaching tools questions for professional reflection and answers to teachers most frequently asked questions about differentiation Discover that differentiated instruction is a flexible framework that supports all math learners Filled with examples from real classes and samples of student work The Differentiated Math Classroom will help every child learn more effectively by showing you how to think about students mathematics and your teaching in powerful new ways

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 *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: Teacher's lesson guide v. 1* [v.3] *Teacher's lesson guide v. 2*, 2004 **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 Advantage Grace M. Burton, 1999 Transformative Curriculum Leadership James George Henderson, Richard D. Hawthorne, Debra A. Stollenwerk, 2000 Transformative Curriculum Leadership provides concrete guidance on how to practice a curriculum based on problem solving that integrates constructivist learning with democratic understanding The book is organized around the leadership experiences of the assistant superintendent and it contains a wealth of guiding rubrics figures images and illustrations In addition to providing well integrated step by step problem solving guidance it remains a theoretically sophisticated cutting edge integration of curriculum theory and leadership practice **Harcourt Math**, 2003-03 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 **Math Connections** Dinah Brown,2000 **Rethinking Disability and Mathematics** Rachel Lambert,2024-04-15 Every child has a right to make sense of math and to use math to make sense of their worlds Despite their gifts students with disabilities are often viewed from a deficit standpoint in mathematics classrooms These students are often conceptualized as needing to be fixed or remediated Rethinking Disability and Mathematics argues that mathematics should be a transformative space for these students a place where they can discover their power and potential and be appreciated for their many strengths Author Rachel Lambert introduces Universal Design for Learning for Math UDL Math a way to design math classrooms that empowers disabled and neurodiverse students to engage in mathematics in ways that lead to meaningful and joyful math learning The book showcases how UDL Math can open up mathematics classrooms so that they provide access to meaningful understanding and an identity as a math learner to a wider range of students Weaved throughout the book are the voices of neurodiverse learners telling their own stories of math learning Through stories of real teachers recognizing the barriers in their own math classrooms and redesigning to increase access the book Reframes students with disabilities from a deficit to an asset perspective paving the way for trusting their mathematical thinking Offers equitable math instruction for all learners including those with disabilities neurodiverse students and or multilingual learners Applies UDL to the math classroom providing practical tips and techniques to support students cognitive affective and strategic development Immerses readers in math classrooms where all students are engaged in meaningful mathematics from special education day classes to inclusive general education classrooms from grades K 8 Integrates research on mathematical learning including critical math content such as developing number sense and place value fluency with math facts and operations and understanding fractions and algebraic thinking Explores critical issues such as writing IEP goals in math This book is designed for all math educators both those trained as general education teachers and those trained as special education teachers The UDL Math approach is adapted to work for all learners because everyone varies in how they perceive the world and in how they approach mathematical problem solving When we rethink mathematics to include multiple ways of being a math learner we make math accessible and engaging for a wider group of learners Teaching Secondary and Middle School Mathematics Daniel J. Brahier,2005 Teaching Secondary and Middle School Mathematics combines up to date technology and research with a vibrant writing style to help teachers grasp curriculum teaching and assessment issues as they relate to secondary and middle school mathematics Designed for pre service or in service teachers the second edition presents concise current and meaningful descriptions of what it takes to be an effective teacher of mathematics This extensively revised practical resource offers a balance of theory and practice including a wealth of examples and descriptions of classroom situations to assist students in visualizing mathematics instruction in the classroom Each chapter contains specific outcomes for the reader a glossary of relevant terms several discussion questions and an extensive bibliography that contains references and suggested readings Appendices include a descriptive list of

recommended Internet Web sites on mathematics education and two case studies for further discussion New To This Edition A new chapter Chapter 7 examines four major content areas of the secondary and middle school curriculum algebra geometry data analysis and probability and discrete mathematics and the teaching methodology and NCTM Standards specific to each area A new chapter Chapter 10 devoted to the topic of equity discusses special needs students gender equity and ethnic cultural differences How Would You React scenarios have been added in each chapter which allow students and professors to explore various teaching and learning issues and ideas for making decisions in a debate setting Spotlight on Technology and examples highlighting major chapter concepts involving the use of technology have been interspersed throughout and encourage students to think about the appropriate use of technology in teaching mathematics Daniel Brahier is Associate Professor of Mathematics Education at Bowling Green State University in Ohio and a current eighth grade teacher He is also the author of Assessment in Middle and High School Mathematics A Teacher s Guide Eye On Education 2001 With experience as a teacher administrator guidance counselor and curriculum coordinator his teaching and writing draws from every angle

Reviewing **5th Grade Math Fraction Rubric**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**5th Grade Math Fraction Rubric**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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