

Grading Rubric

For a student to be successful in mathematics they must demonstrate understanding of basic mathematical concepts. The following is a system I use for grading. The first box represents the grading system I use for daily exit slips and individual sub-target assessments. The second box represents the grading system I use for larger more complete assessments and actual overall target assessments.

Daily type assessments (lesson wrap up assessments to measure student understanding of the daily activity):

For all 2 point responses

2 points	Student shows exemplary and complete understanding.
1 point	Student shows partial understanding, but has not mastered the content (may include minor errors).
0 points	Student shows no evidence of understanding.

Individual Target assessments & Unit assessments (usually 5 to 7 day frequency):

For all 4 point responses

4 points	Student shows exemplary & complete understanding.
3 points	Student shows a good understanding, but there are minor flaws.
2 points	Student shows a partial understanding, but has not mastered the content.
1 point	Student shows the beginnings of understanding, but has fundamental flaws in their understanding.
0 points	Student shows no evidence of understanding.

No Blank Answers—An additional factor I take into account when measuring for understanding is the following:

Students ability to ask questions on an assignment/assessment

No Blank Answers is Monte' personal teaching philosophy in that students never turn in an assignment/assessment with blank answers. Students must be able to ask a question or state why they cannot answer the question. I believe the skill of 'questioning' in math is vital for students to be successful not only in math but life! This skill is difficult to measure but needs to be taken into account when measuring a student's level of understanding. "Questioning" is a LIFE skill!

