

Name: _____

Date: _____

Fractions Foldable Grading Rubric

Expectations	3	2	1
*Keywords are present with definitions. Key concepts are also present and correct.	All keywords and definitions are present and correct, as well as key concepts.	One keyword is present and correct, as well as key concepts.	No keywords are present or correct, as well as key concepts.
*Workman is shown (careful work, legible handwriting and attention to detail).	Student's handwriting is legible and is neat and carefully done.	Student's handwriting is generally neat, but some more care could have been taken.	Student's handwriting is somewhat difficult to read and decipher. However the foldable is complete to a degree.
*All information is correct in each subtable within the fractions foldable.	Meets all expectations and has a complete and detailed understanding of the information important to the topic.	Meets most of the expectations and has an incomplete understanding of the topic with minor exceptions about some of the information. However, the student maintains a basic understanding of the topic.	Meets none of the expectations and has so many misconceptions and errors on the assignment that no judgment can be made as to whether the student understands the material.

Points Earned: _____/9

Grade Earned: _____

Third Grade Rubric Fraction Performance Assessment

Marian Small



Third Grade Rubric Fraction Performance Assessment:

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.

Common Core Mathematics in a PLC at Work®, Grades 3-5 Timothy D.

Kanold, 2012-04-12. This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics, grades 3-5. Discover what students should learn and how they should learn it at each grade level. Comprehensive research, affirmed analysis tools, and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency.

Assessment and Student Success in a Differentiated Classroom Carol Ann Tomlinson, Tonya R. Moon, 2013-09-05. Carol Ann Tomlinson and Tonya R. Moon take an in-depth look at assessment and show how differentiation can improve the process in all grade levels and subject areas. After discussing differentiation in general, the authors focus on how differentiation applies to various forms of assessment: pre-assessment, formative assessment, and summative assessment, and to grading and report cards. Readers learn how differentiation can capture student interest and increase motivation. Clarify teachers' understanding about what is most important to teach. Enhance students' and teachers' belief in student learning capacity and help teachers understand their students' individual similarities and differences so they can reach more students more effectively. Throughout, Tomlinson and Moon emphasize the importance of maintaining a consistent focus on the essential knowledge, understandings, and skills that all students must acquire, no matter what their starting point. Detailed scenarios illustrate how assessment differentiation can occur in three realms: student readiness, interest, and learning style or preference, and how it can improve assessment validity and reliability and decrease errors and teacher bias. Grounded in research and the authors' teaching experience, *Assessment and Student Success in a Differentiated Classroom* outlines a common-sense approach that is both thoughtful and practical and that empowers teachers and students to discover, strive for, and achieve their true potential.

Using Formative

Assessment to Enhance Learning, Achievement, and Academic Self-Regulation Heidi L. Andrade, Margaret Heritage, 2017-07-20 There is convincing evidence that carefully applied classroom assessments can promote student learning and academic self regulation These assessments include but are not limited to conversations with students diagnostic test items and co created rubrics used to guide feedback for students themselves and their peers Writing with the practical constraints of teaching in mind Andrade and Heritage present a concise resource to help pre and in service teachers maximize the positive impacts of classroom assessment on teaching Using Formative Assessment to Enhance Learning Achievement and Academic Self Regulation translates work from leading specialists and explains how to use assessment to improve learning by linking learning theory to formative assessment processes Sections on goal setting progress monitoring interpreting feedback and revision of goal setting make this a timely addition to assessment courses

Making Math Accessible to Students With Special Needs (Grades 3-5) r4Educated Solutions, 2011-12-30 The purpose of Making Math Accessible to Students With Special Needs is to support everyone involved in mathematics education to become confident and competent with mathematics instruction and assessment so that 99% of students will be able to access enrolled grade level mathematics This resource is designed to actively engage readers through reflections and tasks in each chapter and can be used as a self study professional development or as a group book study Sample answers to tasks and reflections are found in the appendix along with additional supports 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 Strategies for Formative Assessment with English Language Learners ebook Sonja Bloetner, 2014-06-01 Assess and address the language proficiency and linguistic needs of your English language learners using the assessment techniques and resources in this handbook Strategies for Formative Assessment with English Language Learners aids in monitoring students success towards developing English language proficiency across the content areas Assessment samples templates and recording forms are included for grade spans K 2 and 3 5 **Math Advantage, Grade 3** Harcourt Brace Publishing, 1997-06 **Supervision for Learning** James M. Aseltine, Judith O. Faryniarz, 2006-05-15 Traditional methods of supervision and evaluation focus on teachers inputs their lesson plans instruction and classroom management practices But what matters most is the outcome they achieve learning This book introduces Performance Based Supervision and Evaluation PBSE a data driven and teacher

directed approach proven to build educators analytical and instructional capacity to address the learning needs of their students It s a move away from disconnected annual goals and outside in improvement initiatives and toward the full integration of teacher evaluation strategic professional development and school improvement planning Supervision for Learning is an important resource for school leaders looking to Honor the judgment of teachers while targeting student performance in areas of essential knowledge and skills articulated in standards Empower all teachers to use performance data as the basis for instructional decisions and monitor the effectiveness of these decisions through action research Develop meaningful collaborative relationships with and among teachers and Acquire authentic evidence of teacher and student growth Authors James M Aseltine Judith O Faryniarz and Anthony J Rigazio DiGilio explain the best practice foundations of their approach and provide guidelines for its implementation Sample artifacts and illustrative vignettes bring the PBSE process to life clarifying the supervisor s role the teachers responsibilities and the students gains You ll also find a planning and monitoring tool that maps milestones within the development and evaluation cycle along with strategies for reconciling this approach with district reporting requirements and budget realities Note This product listing is for the reflowable ePub version of the book **Elevating Competency-Based Learning in a PLC at Work®** Karin K. Hess,Brian M.

Stack,Jonathan G. Vander Els,2024-09-17 When it comes to tracking student progress not all evidence is created equal Using the IMPACT framework illumination multiple sources and opportunities pedagogies that are learner centered assessment practices collective actions and transparency K 12 leaders and teachers can forge a defensible body of evidence for learning that is central to competency based learning systems With tools and strategies this book is an essential guide for deeper student centered learning K 12 school leaders and teachers will Learn how IMPACT can help them build a rock solid body of evidence ensuring their schools meet all accountability measures Discover how PLCs can support evidence collection and drive data driven decision making Design assessments that illuminate deep learning and empower learners resulting in high quality work Understand how to implement diverse evidence sources from rubrics and portfolios to personalized learning plans to paint a complete picture of student progress Master the art of equitable evidence based grading and reporting practices that support every learner s unique journey Contents Introduction A Guiding Framework to IMPACT Actionable Assessment Defensible Evidence and Equitable Grading Chapter 1 Shifting to Competency Based Learning to Build Defensible Evidence Chapter 2 Supporting Building a Defensible Body of Evidence With PLC Structures and Processes Chapter 3 Exploring How a Student s Body of Evidence Represents Balanced Assessment Practices Chapter 4 Designing Assessments That Illuminate Deep Learning Empower Learners and Result in High Quality Work Chapter 5 Designing and Using Competency Based Evaluation Tools Chapter 6 Building a Defensible Body of Evidence Chapter 7 Building Protocols for Equitable Evidence Based Grading and Reporting Epilogue Considering Final Thoughts to Assist Teams as They Refine and Deepen Their Work Appendix Defensible Body of Evidence Tools References and Resources Index Performance Is

Key Vincent F. Cotter, Robert Hassler, 2017-12-18 Nationally teachers administrators school board members and other stakeholders are increasingly concerned about the status of student achievement Lawmakers have often sought silver bullet and quick fix solutions to the complex problem of improving school performance with little or no impact Performance is Key opens the door to Connecting the Links to Leadership and Excellence by providing the essential elements necessary to reach higher performance levels but is also diagnostic and prescriptive in identifying the disconnections that impede higher performance and provides practical solutions through a framework for improvement along with associated success strategies Practitioners and aspiring leaders will appreciate not only the rationale for immediate action but the systemic approach to excellence Dr Vince Cotter and Dr Bob Hassler recognize that it is often the subtle nuances of how and what we do that can make a difference between success and failure Too often reflection is overlooked in its potential to assess the status of an organization and its ability to provide direction to leaders in moving an organization toward higher performance Poignant and thought provoking questions assist to position a leader s thinking overview and focus on performance Performance is Key also recognizes that real sustainable solutions are internally developed in a collaborative manner and that all schools and districts have the capacity to improve performance outcomes To further assist educational leaders a framework and an assessment instrument crosscheck the operational nature of key elements for success among school and district stakeholders While common pitfalls to higher performance are noted leaders are provided with a host of practical tools strategies and recommendations to overcome obstacles build internal support and to reach higher levels of performance Performance is Key will demonstrate the importance of utilizing the four essential elements in a coordinated and collaborative manner and how leaders can execute implementation plans which incorporate those elements in a synergistic way that will lead to high performance In an effort to make improved performance a reality professional development activities are provided in the form of worksheets and leadership exercises to build a culture of continuous improvement and a belief that each and every school has the internal capacity to reach excellence

Math Advantage Grace M. Burton, 1999 Evaluating Teacher Education Programs through Performance-Based Assessments Polly, Drew, 2016-02-10 Performance based assessments have become a critical component of every teacher education program Such assessments allow teacher candidates to demonstrate their content and pedagogical knowledge skills and dispositions in an authentic setting Evaluating Teacher Education Programs through Performance Based Assessments analyzes and discusses the theory and concepts behind teacher education program evaluation using assessment tools such as lesson plans classroom artifacts student work examples and video recordings of lessons Emphasizing critical real world examples and empirically based studies this research based publication is an ideal reference source for university administrators teacher educators K 12 leaders and graduate students in the field of education

Harcourt Math , 2003-03 Math That Matters Marian Small, 2019-05-03 In this insightful math resource for grades 3 8 popular professional developer Marian Small helps teachers understand and facilitate

meaningful assessments to advance student understandings Small shows new and veteran teachers how to do three fundamental things well identify the most important math to assess construct meaningful assessments both formative and summative to measure student understanding and provide students with feedback that is clear timely and specific Examples for each grade level are provided along with details on how to pose questions analyze errors and help students understand and learn from their mistakes The book provides specific guidance for when and how to offer feedback on both correct and incorrect answers in order to advance students mathematical thinking Like other Marian Small bestsellers Math That Matters combines her special brand of lucid explanation of difficult concepts with fresh and engaging activities Our understanding of the power of assessment to improve learning has deepened significantly in the past two decades Marian Small draws upon the critical research behind this understanding to explain what effective practice looks like It is essential reading for all elementary educators and has the potential to profoundly affect the quality of mathematics assessment in our schools From the Foreword by Damian Cooper president Plan Teach Assess Teachers are often clamoring for concise classroom assessments that can capture students conceptual understanding Clamor no more Math That Matters is a timely response to that need Marian Small removes the mystery of how to engage students in learning while collecting assessment data that drive next instructional plans Karen Karp Johns Hopkins University The beauty of this book is that it is simple enough for brand new teachers and complex enough for experienced teachers The author offers an amazing gift by linking assessment ideas directly to common state standards Felicia Darling Santa Rosa Junior College 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 **A Complete Guide to Rubrics** Audrey M. Quinlan,2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

CliffsNotes® Praxis II®: Elementary Education (0011, 0012, 0014) Test Prep Jocelyn L. Paris,2012 Balanced Assessment Kay Burke,2010-03-25 Learn how to integrate formative and summative assessments seamlessly into instruction The research rationale strategies and examples provided in this book will help teachers develop their own repertoire of formative and summative assessments to monitor grade and make inferences about a student s ability to meet standards and curriculum goals Exercises at the end of each chapter provide opportunities to reflect and plan action steps Math Advantage, Grade 8 Grace M. Burton,Harcourt Brace,1998-05-22

Third Grade Rubric Fraction Performance Assessment Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Third Grade Rubric Fraction Performance Assessment**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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