

## Self-Assessment and Teacher Assessment Rubric

Category	Sub-Category	Learning Target Procedure	Algebraic/Arithmetic	Communication	Anecdotal Example	Student Voice
Extending	4	Procedural Context Demonstrates a <b>Detailed Understanding</b> of the Learning Targets	Algebraic/Arithmetic Process is <b>Error Free, Logic is Clear</b> and <b>Easy to Follow</b>	Written Output is <b>Clear, Easy to Follow</b> , and Shows <b>Depth of Understanding</b> .	"You could <b>teach</b> this!" or "It's an <b>Answer Key</b> "	"I <b>really get it</b> and can help <b>teach others</b> how to do it"
Very Proficient	3.5	Procedural Context Demonstrates a <b>Thorough Understanding</b> of the Learning Targets	Algebraic/Arithmetic Process is <b>Contains Very Minor Errors, Logic is Clear</b> and <b>Easy to Follow</b>	Written Output is <b>Clear, Easy to Follow</b> , and Shows <b>Depth of Understanding</b>	"Almost Perfect, one or two little errors."	"I <b>get it</b> "  "I can do this <b>on my own</b> "
Proficient	3	Procedural Context is <b>Clear</b> ; Demonstrates <b>Sound Reasoning and Thought</b> of the Learning Targets	Algebraic/Arithmetic Process is <b>Contains Minor Errors, Logic is Clear</b> and <b>Easy to Follow</b>	Written Output is <b>Clear, and Organized but lacks Depth of Understanding</b>	"Good Understanding with a few errors."	
Developing	2.5	Procedural Context is <b>Clear</b> ; Contains <b>Errors but Demonstrates Sound Reasoning and Thought</b> of the Learning Targets	Algebraic/Arithmetic Process is <b>Contains Errors, Logic is Clear</b> and <b>Easy to Follow</b>	Written Output is <b>Muddled and Difficult to Follow</b> , but Shows an <b>Understanding of the Task</b>	"You <b>Know What to Do</b> , but <b>Not Clear How</b> to Do It"	"I'm <b>starting</b> to get it"  "I get some of it and I am <b>starting</b> to <b>more and more</b> on my own"
	2	Procedural Context is <b>Muddled</b> ; Contains <b>Errors</b> ; <b>Understanding</b> of the Learning Targets is <b>Developing</b>	Algebraic/Arithmetic Process is <b>Contains Numerous Errors, Difficult to Follow</b>	Written Output is <b>Muddled and Difficult to Follow</b> , but Shows an <b>Understanding of the Task</b>	"You <b>Are on the Right Track</b> , but <b>Key Concepts</b> are <b>Missing</b> ."	
Emerging	1	Procedural Context is <b>Not Clear</b> ; Demonstrates <b>Minimal Understanding</b> of the Learning Targets	Algebraic/Arithmetic Process is <b>Contains Numerous Errors, Difficult to Follow</b>	Written Output is <b>Muddled and Difficult to Follow</b> , but Shows an <b>Understanding of the Task</b>	"You Have Achieved the <b>Bare Minimum</b> to Meet the Learning Outcome."	"I <b>don't get it yet</b> , but I'm <b>trying</b> "  "I am just getting started and <b>learn best</b> with help"
Not Yet Meeting Outcomes	Insufficient Evidence of Learning	Procedural Context is <b>Not Clear</b> ; Demonstrates <b>Minimal Understanding</b> of the Learning Targets	Algebraic/Arithmetic Process is <b>Contains Numerous Errors, Difficult to Follow</b>	Written Output is <b>Difficult to Follow or Completely Absent</b> , and <b>Lacks Clarity</b>	" <b>Learning Outcomes Not Met</b> at This Time."	

### Conversion Rubric for Report Card Only

Category	Sub-Category	% Category to Determine Final Grade
Extending	4	95 (A+)
Very Proficient	3.5	86 (A)
Proficient	3	84 (High B) 75 (Low B)
Developing	2	70 (C+) 60 (C)
Emerging	1	55 (C–)
	Insufficient Evidence of Learning	<i>Incomplete (I) – Does not meet Learning Outcomes</i>

\*Discussion to Take Place to Determine any Potential Final Grade Within a Category\*