

# Grades 4-6

## Mathematical Writing to Inform Rubric

Criteria	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Information about Problem/ Mathematical Process	<ul style="list-style-type: none"> <li>well developed</li> <li>thoroughly informs reader about problem/process</li> <li>mathematical process clearly presented w/lots of mathematical support</li> </ul>	<ul style="list-style-type: none"> <li>fairly well developed</li> <li>informs reader about problem/process</li> <li>mathematical process clearly presented w/ mathematical support</li> </ul>	<ul style="list-style-type: none"> <li>little development</li> <li>minimal information about problem/process</li> <li>mathematical process not clearly presented w/ little mathematical support</li> </ul>	<ul style="list-style-type: none"> <li>little written</li> <li>confusing or inaccurate</li> </ul>
Mathematical Details	<ul style="list-style-type: none"> <li>plenty of specific numerical details that thoroughly explain topic</li> </ul>	<ul style="list-style-type: none"> <li>some specific mathematical details that adequately explain topic</li> </ul>	<ul style="list-style-type: none"> <li>numerical details given, but either wrong details or do not help explain topic</li> </ul>	<ul style="list-style-type: none"> <li>numerical details not given</li> </ul>
Organization/ Audience	<ul style="list-style-type: none"> <li>clearly organized all the way through</li> <li>uses many signal words (first, next, etc.)</li> <li>all paragraphs have topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>organized most of the way through</li> <li>uses some signal words (first, next, etc.)</li> <li>most paragraphs have topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>little organization</li> <li>few signal words used (first, next, etc.)</li> <li>few topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>no organization evident</li> <li>no signal words used</li> <li>no topic sentences</li> </ul>
Use of Mathematical Terminology <i>Word Choice</i>	<ul style="list-style-type: none"> <li>lots of mathematical terminology correctly used</li> </ul>	<ul style="list-style-type: none"> <li>mathematical terminology correctly used</li> </ul>	<ul style="list-style-type: none"> <li>some mathematical terminology, but not correctly used</li> </ul>	<ul style="list-style-type: none"> <li>no mathematical terminology</li> </ul>
Connections to Math Knowledge	<ul style="list-style-type: none"> <li>reasoning thoroughly connected to mathematical knowledge (definitions, laws, properties, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>reasoning connected to mathematical knowledge (definitions, laws, properties, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>did not correctly connect reasoning to mathematical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>no attempt to connect reasoning to mathematical knowledge</li> </ul>

Created by Joanne Clarke, Charles Cooper, Nina Heal & Dan MacLeod. Adapted from Writing to Inform Rubric by

Teacher ✱



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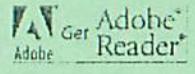
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## Student Rubric - Words Only

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Level	Understanding	Strategies, Reasoning, Procedures	Communication
Novice <i>Makes an effort. No understanding.</i>	<ul style="list-style-type: none"> <li>I did not understand problem.</li> </ul>	<ul style="list-style-type: none"> <li>I was not sure how to do it.</li> </ul>	<ul style="list-style-type: none"> <li>I have no explanation.</li> <li>I am not sure how to draw the problem.</li> </ul>
Apprentice <i>OK, good try. Unclear.</i>	<ul style="list-style-type: none"> <li>I got started. I have part of the problem.</li> </ul>	<ul style="list-style-type: none"> <li>I am still thinking.</li> <li>It would help me to work with somebody.</li> <li>My answer doesn't look right to me.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some of what I did.</li> <li>I tried to use pictures, numbers, graphs and words.</li> </ul>
Practitioner <i>Very good. Clear, strong.</i>	<ul style="list-style-type: none"> <li>I understood the problem, including all of the math required to solve it.</li> <li>I have the right answer.</li> </ul>	<ul style="list-style-type: none"> <li>I used a plan to solve the problem.</li> <li>I can tell you or show you how I got the answer.</li> </ul>	<ul style="list-style-type: none"> <li>I used mathematical terms, pictures, graphs, numbers and words to tell you how I solved the problem</li> </ul>
Expert <i>Wow! Awesome! Excellent!</i>	<ul style="list-style-type: none"> <li>I got it.</li> <li>I used important math ideas to solve the problem.</li> <li>I have the right answer.</li> </ul>	<ul style="list-style-type: none"> <li>I had a very efficient way of solving the problem.</li> <li>I checked to make sure my answer was right.</li> <li>I showed you some other ways that you can use this same plan to solve new problems, or I made a connection to another problem.</li> </ul>	<ul style="list-style-type: none"> <li>I showed you how I know my answer is right step by step.</li> <li>I clearly used words, pictures, numbers, graphs and/or models to show my solution and mathematical thinking.</li> </ul>

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