

Problem Solving requires the use of many skills, often in certain combinations, before the problem is solved. Students demonstrate problem solving strategies with clearly focused, good reasoning that leads to a successful resolution of the problem.

- 5 EVIDENCE OF THOROUGH/INSIGHTFUL USE OF SKILLS/STRATEGIES:** The skills and strategies show some evidence of insightful thinking to explore the problem.
- The student's work demonstrates some originality.
 - The student's work is clear and focused.
 - The skills/strategies are appropriate and demonstrate some insightful thinking.
 - The student gives possible extensions or generalizations to the solution or the problem.
- 3 EVIDENCE OF ROUTINE OR PARTIAL USE OF SKILLS/STRATEGIES:** The skills and strategies have some focus but clarity is limited.
- The student applies a strategy which is only partially useful.
 - The student's strategy is not fully executed.
 - The student starts the problem appropriately, but changes to an incorrect focus.
 - The student's work is clear and focused, but not applicable to the problem.
 - The student recognizes the pattern or relationship, but expands it incorrectly.
- 1 LIMITED EVIDENCE OF SKILLS/STRATEGIES:** The skills and strategies lack a central focus and the details are sketchy or not present.
- The procedures are not recorded (i.e., only the solution is present).
 - Strategies are random.
 - The student does not fully explore the problem looking for concepts, patterns or relationships.
 - The student fails to see alternative solutions that the problem requires.

COMMUNICATION: Scoring Guide

In assessing the student's ability to communicate, particular attention should be paid to both the meanings he/she attaches to the concepts and procedures and also to his/her fluency in explaining, understanding, and evaluating the ideas expressed.

- 5 CLEAR, COMPLETE COMMUNICATION:** The student gives a complete response with clear, coherent, unambiguous, and elegant explanations.
- The student communicates effectively to the audience.
 - The details fit and make sense.
 - One step flows to the next and shows organization.
 - The student presents strong supporting arguments.
- 3 PARTIAL OR INCOMPLETE COMMUNICATION:** The student's explanation is unclear, inconsistent or not complete.
- The student uses terminology incorrectly or inconsistently.
 - The student's visual aids (graphs, tables, diagrams, etc.) are inappropriate or not directly related.
 - The student's explanation centers on his/her solution, not on his/her thinking.
- 1 LIMITED OR LACK OF COMMUNICATION:** The student's explanation is not understandable or not present.
- The student either does not use or misuses appropriate mathematical terminology.
 - The student does not use essential visual aids to enhance or clarify the explanation.
 - The student's explanation lacks focus.

WRITING RUBRIC

(Assessment Scale)

5. Exceptional Writer

Enthusiastic and reflective writer who enjoys pursuing his/her own writing interests independently. Uses a wide range of techniques to engage the reader. Writing is fully developed and may show originality, liveliness, excitement, humor or suspense.

Collection of work demonstrates:

- * Definite organizational plan
- * Clear sentence sense and variety
- * Control over vocabulary choice and arrangement
- * Few errors in conventions and spelling

4. Strong Writer

Self-motivated and confident writer who uses a variety of techniques and strategies to engage the reader.

Collection of work demonstrates

- * Clear organization
- * Complete, varied sentences
- * Selection of vocabulary appropriate for the writing
- * Few errors in conventions and spelling

3. Capable Writer

Comfortable with writing: developing skills and confidence.

Collection of work demonstrates:

- * Some organizational plan.
- * Varied sentence structure, though may include fragments and/or run-ons
- * Beginning use of precise vocabulary.
- * Occasional convention and spelling errors.

REVIEWING YOUR WRITING

Firstly:	All of it		Some of it	
	Most of it		None of it	
Does your piece of writing make sense?				
Generally:			Yes	No
	Does it have:	A Beginning?		
		A Middle?		
		An End?		
Are all the parts in an order that makes sense?				
Do you need to move any parts around?				
Do you need to add or remove anything?				
Have you missed out anything really important?				
The content:				
Is there enough to interest the reader?				
Are there any boring parts?				
Can you make these more interesting?				
Can you leave them out?				
Characters:				
Are the characters described in your writing described in enough detail?				
Have you described the way they:	Look?			
	Act?			
	Feel?			
	Think?			
Settings:				
Are the settings in your writing described in enough detail?				
Now:				
You are ready to edit your writing.				

2. Developing Writer

Is developing fluency and writes with some confidence.

Collection of work demonstrates:

Attempt to group related ideas, little organizational plan.

Simple, complete sentences, little variety or may include fragments and/or run-ons.

- * Some descriptive words.
- * Many convention and spelling errors, but is readable.

1. Limited Writer

Has limited experience in writing; may be a reluctant writer.

Collection of work demonstrates:

- * Vague or confusing statements.
- * Simple sentence structure, many fragments and/or run-ons.
- * Simple, limited vocabulary.
- * Inconsistent use of conventions, may be confusing or include great spelling errors.

E. Emergent Writer (Teacher supplies appropriate descriptors)

OBSERVING CHILDREN'S WRITING

CONTENT

Type of Writing

- Expressive
- Transactional
- Poetic

Maturity

- Egocentric
- Bed-to-bed pattern
- Awareness of others
- Awareness of audience

Development of Story Line

- A beginning
- A middle
- An ending
- Sufficient information
- Well developed
- Unity of thought
- Smooth flow of ideas

Organization

- Coherent
- Logical
- Sequential
- Suits the purpose
of the writing

Language

- Appropriate to the writing
- Use of descriptive words
- Use of conversation
- Use of metaphors
- Use of similes

Interest

- Holds audience's attention
- Imaginative
- Humorous
- Repetition for effect

MECHANICS

Grammar and Usage

- Sentence fragments
- Complete sentences
- Run-on sentences
- Short sentences
- Subject-verb agreement
- Use of conjunctions
- Use of adjectives
- Use of adverbs
- Use of clauses
- Use of adverbial clauses

Capitalization

- Beginning of sentences
- Proper names

Punctuation

- Use of periods
- Use of question marks
- Use of exclamation marks
- Use of quotation marks
- Use of commas

Spelling

- Use of scribble
- Use of random letters
- Use of initial consonants
- Use of phonetic spelling
- Use of conventional spelling
with few errors
- Use of plurals
- Use of endings (-ed, -ing, -tion)