

# Using Descriptive Rubrics to Provide Feedback



Monday, December 4, 2017

11:30am-12:30pm

Broadway B

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3rd Grade Math Assessment  
I can add and subtract within 1,000.

Directions: Read and solve each problem.

1. The table shows the number of students visiting the zoo each day. How many students visited the zoo on Wednesday and Thursday?

Day	Number of Students
Monday	246
Tuesday	418
Wednesday	349
Thursday	508

$$\begin{array}{r} 246 \\ + 418 \\ \hline 664 \end{array}$$

664 students

2. There are 842 seats in the school auditorium. 138 seats need repairs. How many seats do not need repairs? Show your work.

$$\begin{array}{r} 842 \\ - 138 \\ \hline 704 \end{array}$$

704 seats

3. The Science Center displays 236 butterflies. The number of beetles on display is 89 less than the number of butterflies.

PART A: How many beetles are on display at the Science Center? Explain.

$$\begin{array}{r} 236 \\ - 89 \\ \hline 147 \end{array} \quad 147 \text{ beetles}$$

PART B: How many butterflies and beetles are on display at the Science Center?

$$\begin{array}{r} 236 \\ + 89 \\ \hline 325 \end{array} \quad 325 \text{ butterflies and beetles}$$



Name \_\_\_\_\_

**Expressions Quiz #2  
(SHOW YOUR WORK)**

*Find the least common multiple of each set of numbers.*

1.) 8, 22

*Find the greatest common factor of each set of numbers.*

2.) 40, 56

*Use the distributive property to rewrite the expression.*

3.)  $4(4v + 2s)$

*Factor the expression.*

4.)  $12a + 48b$

*Simplify the expression.*

5.)  $5(7w + 6) + 3w$

6.) Elle is  $x$  years old. Julia is 4 years younger than Elle. Olivia is twice as old as Julia. Write and simplify an expression that represents Olivia's age.

	<b>Beginning</b>	<b>Developing</b>	<b>Secure</b>
	Incorrect LCM	Did not show work by using one of the three strategies.	Used one of the three strategies to find the LCM and showed all work.
1			
	Incorrect GCF	Did not show work by using one of the two strategies.	Used one of the two strategies for find the GCF and showed all work.
2			
	Incorrect answer.	Missing a variable in answer.	Used the distributive property to rewrite the expression.
3			
	Incorrect factoring.	Missing a variable in answer.	Used GCF to factor the expression.
4			
	Simplified incorrectly.	Did not combine like terms.	Simplified the expression using the correct properties.
5			
	Incorrect expression.	Wrote the correct expression but did not simplify.	Wrote and simplified the correct expression.
6			
	<b>Beginning</b>	<b>Developing</b>	<b>Secure</b>
	3 or more beginning.	No more than 2 beginning.	No more than 2 developing



# 2ND GRADE SCIENCE

Create-An-Island Rubric

	Beginning	Developing	Secure
<b>1. Map Key</b>	Student did not use different symbols for her map. A meaning is provided for 0-3 symbols.	Student used different symbols for her map. A meaning is provided for 4-5 symbols.	Student used different symbols for her map. A meaning is provided for all 6 symbols.
<b>2. Compass Rose</b>	Student made more than one error in creating the compass rose.	Student made one error in creating the compass rose.	Student correctly drew and labeled a compass rose. "N, E, S, and W" are all in the correct locations.
<b>3. Man Made Features</b>	Students included 0-1 man made features on his map.	Student included 2 man made features on his map.	Student included 3 man made features on his map.
<b>4. Landforms</b>	Student included 0-1 landforms on her map.	Student included 2 landforms on her map.	Student included 3 landforms on her map.
<b>5. Title</b>	Students did not provide a title for his map.		Student provided a title for his map
<b>6. Neatness</b>	Student's map is not easy to read and understand.	Student's map is somewhat easy to read and understand.	Student's map is easy to read and understand.
<b>FINAL GRADE</b>			
	Beginning	Developing	Secure
	3 or more Beginnings	All other combinations	#'s 1-4 are Secure

# 3RD GRADE MATH

## Unit 6 Check 2

Identifies fractions as parts of a whole.

1	<b>Beginning</b> Student writes an incorrect answer.	<b>Developing</b>	<b>Secure</b> Student lists the 3 fractions in correct order.
2	<b>Beginning</b> Student writes an incorrect answer.	<b>Developing</b>	<b>Secure</b> Student lists the 3 fractions in correct order.
3	<b>Beginning</b> Student does not answer either part of question correctly.	<b>Developing</b> Student shades the correct fraction OR writes the correct fraction.	<b>Secure</b> Student shades the correct fraction AND writes correct fraction.
4	<b>Beginning</b> Student does not solve problem correctly.	<b>Developing</b> Student writes correct equivalent fraction OR uses number line correctly.	<b>Secure</b> Student correctly uses the number line to find the equivalent fraction.
5	<b>Beginning</b> Student writes an incorrect answer.	<b>Developing</b> Student shades the given model correctly but does not write the correct fraction.	<b>Secure</b> Student writes correct answer.
6	<b>Beginning</b> Student does not solve correctly.	<b>Developing</b> Student circles groups or writes correct fraction.	<b>Secure</b> Student circles groups and writes correct fraction.
<b>FINAL GRADE</b>			
<b>Beginning</b> 3 or more Beginning		<b>Developing</b> All other combinations	<b>Secure</b> No more than 1 Beginning with 1 Developing No more than 2 Developing with 0 Beginning



# 4TH GRADE

## ELA

Name: \_\_\_\_\_

### November Reading Test Rubric

<b>RL.4.1, RI.4.3, RI.4.1, RI.4.3</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>		
Beverly Kearney 11	<b>Beginning</b> Does not identify any details that relate to theme.	<b>Developing</b> Identifies correct detail to show theme.	<b>Secure</b> Correctly identifies two details to show theme.
Charlie Who 12	<b>Beginning</b> Does not correctly identify any details to show how Dominic is frustrated.	<b>Developing</b> Identifies one correct detail to show how Dominic is frustrated.	<b>Secure</b> Correctly identifies two details to show how Dominic is frustrated.
Charlie Who 14b	<b>Beginning</b> Supports answer with unrelated details and/or no details.	<b>Developing</b> Supports answer with 1-2 correct details from the text.	<b>Secure</b> Supports answer with 3 correct details from the text.
Charlie Who 15a	<b>Beginning</b> Answer is incorrect.	<b>Developing</b> Gives one way Dominic's attitude changes.	<b>Secure</b> Gives both ways Dominic's attitude changes.

**Beginning:** 3 or more beginnings    **Developing:** All other combinations    **Secure:** 3 secure and 1 developing or 4 secure

# 5TH GRADE

## ELA

### Number the Stars- Final Project Theme Sweater

The theme of a story is the lesson the author wants you to learn about real life, based on what the characters in the story go through. What is the theme of Number the Stars?



You will be creating a sweater, just like the ones found in the casket at Uncle Henrik's house. The center patch of your sweater will include the theme of the story. 5 additional patches will go on your sweater. These 5 patches should include *specific* events that support your theme. These events should include characters' names and describe an event from the story.

	Secure	Developing	Beginning
<b>Theme</b>	The chosen theme applies to <u>Number the Stars</u> .	The chosen theme could apply to <u>Number the Stars</u> , but was not specific enough.	The chosen theme does not apply to <u>Number the Stars</u> .
<b>Details</b>	4-5 specific details support the chosen theme. These include character names and specific events from the story.	3 specific details accurately support the chosen theme. 4-5 details support the theme, but do not include character names or specific events from the story.	2 or less specific details accurately support the chosen theme. 3 details support the theme, but do not include character names or specific events from the story.

**ELA 5.3** Determine the main idea and details/theme of a text; summarize the text

Criteria for final score:

Secure- 25

Developing- 1D/1S, 2D, 1S/1B

Beginning- 2B, 1D/1B

Final Score: \_\_\_\_\_

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# Unit 1 Check 1

## I can add and subtract within 1000

1	<b>Beginning</b> Student did not add correctly.	<b>Developing</b> Student added correctly, but added the incorrect numbers.	<b>Secure</b> Student calculated the correct sum.
2	<b>Beginning</b> Student calculated the incorrect difference.	<b>Developing</b>	<b>Secure</b> Student calculated the correct difference.
3a	<b>Beginning</b> Student calculated an incorrect answer.	<b>Developing</b> Student calculated the correct answer, but did not label their answer and/or did not explain how they found their answer.	<b>Secure</b> Student calculated the correct answer, labeled it and explained how they found their answer.
3b	<b>Beginning</b> Student calculated an incorrect answer.	<b>Developing</b> Student calculated the correct answer, but forgot the label.	<b>Secure</b> Students calculated the correct answer and included the label.
<b>Final Grade</b>			
<b>Beginning</b> 2 or more Beginning		<b>Developing</b> All other combinations	<b>Secure</b> 4 Secure OR 3 Secure with 1 Developing

