Evaluation Commentary

Assessment Review Rubric

Problem	Mathematical Practice 1	Mathematical Practice 2	Developing 1	Approaching 2	Meeting 3	Exceeding 4
1	Procedural Fluency	Mathematical Reasoning	Numerous computational errors AND incorrect answer AND/OR incorrect explanation	Incorrect answer with mostly correct computations OR correct answer with no/computations AND/OR no explanation	No computational errors with incorrect/inaccurate /incomplete answer AND/OR explanation	No computational errors AND correct answer with accurate explanation.
2	Procedural Fluency	Problem Solving Skills	Both values are incorrect AND no clear solution method is shown.	One or both values are correct with no solution method is shown OR one or both values incorrect with mostly correct solution process	Both values are correct AND incomplete but correct solution method is shown (ei. The maximum is 5 because 5+5 = 10)	Both values are correct AND complete and correct solution method is shown
3	Conceptual Understanding	Procedural Fluency	Incorrect classification of triangle AND no explanation/computations	Correct classification of triangle with no/incorrect computations/explanation OR incorrect classification with mostly correct explanation/computations	Correct classification of triangle AND mostly correct/complete computation/explanation	Correct classification of triangle AND accurate and complete explanation
4	Conceptual Understanding	Mathematical Reasoning	Both answers incorrect AND not related to triangle congruence (ei. they look the	One correct reason stated OR both answers use the incorrect triangle congruence theorems	Both reasons correctly identified but not CLEARLY explained in a complete sentence	Both reasons correctly identified AND explanation given in

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			same)	(ex. ASA instead of SAS)		complete sentence
5	Conceptual Understanding	Problem Solving Skills	Triangle created is not acute OR no labeled measurements of triangle AND no proof/computations	Triangle created is acute with labeled measurements, but no mathematical computations/proof OR proof that is not related to Converse Pythagorean Theorem OR Triangle is not acute but proof pertains to theorem	Triangle created is acute with labeled measurements AND computations/proof pertaining to Converse Pythagorean Theorem with some errors or missing some elements.	Triangle created is acute with labeled measurements AND mathematical proof shown has no errors.
6	Mathematical Reasoning	Conceptual Understanding	Answer is incomprehensible OR unrelated to congruence (ei. similarity)	Answer is incomplete or mostly incorrect, but pertains to definition of congruence	Correct congruence theorem identified but not CLEARLY explained in a complete sentence	Correct congruence theorem is identified CLEARLY explained in a complete sentence

Note: A zero is given only when an answer is left blank
Note: It is my guiding teacher's expectation that all students state their answers in complete sentences. This expectation has been made explicit to my students since the beginning of the school year.