Mathematical Writing to Inform Rubric

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| Criteria | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 |
| Information about Problem/ Mathematical Process | well developed  thoroughly informs reader about problem/process mathematical process clearly presented w/lots of mathematical support | fairly well developed  informs reader about problem/process mathematical process clearly presented w/ mathematical support | little development  minimal information about problem/process mathematical process not clearly presented w/ little mathematical support | little written  confusing or inaccurate |
| Mathematical  Details | plenty of specific numerical details that thoroughly explain topic | some specific mathematical details that adequately explain topic | numerical details given, but either wrong details or do not help explain topic | numerical details not given |
| Organization/ Audience | clearly organized all the way through  uses many signal words  (first, next, etc.)  all paragraphs have topic sentences | organized most of the way through  uses some signal words (first, next, etc.)  most paragraphs have  topic sentences | little organization  few signal words used  (first, next, etc.)  few paragraphs have topic sentences | no organization evident  no signal words used  no topic sentences |
| Use of Mathematical Terminology | lots of mathematical terminology correctly used | mathematical terminology correctly used | some mathematical terminology, but not correctly used | no mathematical terminology |
| Connections to  Math Knowledge | reasoning thoroughly connected to mathematical knowledge (definitions, laws, properties, etc.) | reasoning connected to mathematical knowledge (definitions, laws, properties, etc.) | did not correctly connect reasoning to mathematical knowledge | no attempt to connect reasoning to mathematical knowledge |

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Adapted from a rubric by Cam Miller – Berlin Middle School