



## *Christ the Teacher Catholic Schools*

and

## Good Spirit School Division



### **Mathematics Assessment Rubrics**

Christ the Teacher Catholic Schools and Good Spirit School Division express their gratitude to the following individuals who generously shared their time and expertise to develop assessment rubrics for Mathematics:

Leslie Beck	St. Henry's Senior Elementary School CTTCs
Brian Chisolm	Sacred Heart High School CTTCs
Bobbi-Jo Drosky	St. Mary's School CTTCs
Robin Dubiel	CTTCs Division Office
Ashley Haas	Miller School GSSD
Quinn Haider	St. Alphonsus School CTTCs
Jillian Hicks	Yorkdale School GSSD
Whitney Kienas	École St. Henry's Junior Elementary CTTCs
Ryan Lambert	Kamsack Comprehensive Institute GSSD
Michael Laskowski	St. Paul's School CTTCs
Brandi Lechner	Davison School GSSD
Michelle Pfeifer	Yorkdale School GSSD
Jennifer Prychak	Canora Junnior Elementary GSSD
Christa Schmelinsky	Yorkdale School GSSD
Sharla Shrader	St. Mary's School CTTCs
Noreen Skibinsky	St. Paul's School CTTCs
Cindy Smith	GSSD Division Office
Jennifer Stackhouse	St. Paul's School CTTCs

#### **Design**

The rubrics are designed to track triangulated evidence of student learning—evidence stemming from products, conversations, and observations. On this rubric, teachers may record a student's progress toward an outcome noted in a conversation. In addition, when they observe a student demonstrating abilities related to an outcome, they can add those observations to the rubric. When the student creates a product as a demonstration of learning, that evidence can be plotted on the rubric as well.

These rubrics reflect a move away from assessing tasks and from giving a grade on a task to using tasks to gather evidence of learning with respect to a group of outcomes and to tracking this evidence of learning against specified criteria.

The levels on the rubric are cumulative. Students who achieve level 4 have already demonstrated the competencies described in levels 1, 2, and 3.

### **Language of the Rubrics**

As much as possible, the writers have used language suitable for the student in a specific grade and appropriate for the pedagogy of the grade. Still, there are some expressions which carry particular meaning:

- **Including:** all of the enumerated concepts or skills are compulsory. For example, in *SS7.1: I can demonstrate an understanding of circles including circumference and central angles*, evidence of student achievement of that outcome would need to include circumference and central angles.
- **Such as:** refers to examples that a teacher or student might consider; they are **not** compulsory.
- **With help:** means that the student receives continual monitoring and support in learning from the teacher or a teacher assistant.

### **Feedback**

The rubric developers have used their skill, knowledge, and experience to create a tool which is at once comprehensive and easy to use. Still, some revisions may be needed. Please keep track of issues with the rubrics, and email any suggested changes to Yvette at [yvette.beutel@cttcs.ca](mailto:yvette.beutel@cttcs.ca) so that adjustments can be made.