

# Performance Tasks, Rubrics and Anchor Papers That Improve Student Learning

**Rich Math Tasks**

**Assessment Rubric**

Standards-Based Math Rubric (Cont.)

Practices	Problem Solving	Reasoning and Proof	Communication	Connections	Representation	
Practitioner	A correct strategy is chosen based on the mathematical situation in the task.  Planning or monitoring of strategy is evident.  Evidence of utilizing prior knowledge and	Arguments are constructed with adequate mathematical basis.  A systematic approach and/or justification of correct reasoning is present.	Some communication of an approach is evident through verbal/mathematical responses.  Formal math language is used	A number of analogies or purposes is communicated.  Communications of an approach is evident through verbal/mathematical responses.  Formal math language is used	A mathematical connection is made. Proper context is identified that links both the mathematics and the situation in the task.  Some examples may include one or more of the following: a justification of the mathematical or situational	All relevant mathematical concepts are represented.

Standards-Based Math Rubric

Practices	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
novice	No strategy is chosen, or a strategy is chosen that will not lead to a solution.  Little or no evidence of engagement in the task is present.	Arguments are made with no mathematical basis.  No correct reasoning nor justification for reasoning is present.	No formal mathematical terms or symbols/mathematics are evident.	No connections are made or connections are mathematically or contextually tenuous at best.	No attempt is made to construct a mathematical representation.
apprentice	A partially correct strategy is chosen, or a correct strategy is chosen that will not lead to a solution.  Evidence of drawing on some relevant previous knowledge is present, showing some relevant engagement in the task.	Arguments are made with some mathematical basis.  Some correct reasoning or justification for reasoning is present.	Some formal mathematical terms or symbols/mathematics are evident.  An attempt is made to use formal math language. One formal math term or symbolic notation is evident.	Some communication of an approach is evident through verbal/mathematical responses.  A mathematical connection is attempted but is partially incorrect or lacks contextual relevance.	An attempt is made to construct a mathematical representation to record and communicate problem solving but is not accurate.

**Student Work Samples**

- **800+ open-ended and engaging performance tasks** to develop and assess students' critical thinking and reasoning skills in mathematics.
- **Preliminary Planning Sheets** serve as the teacher's guide to the task, outlining the math concepts and skills that students need to know as well as alternative strategies they may use to solve the problem.
- **Assessment rubrics** provide teachers with clear guidelines for evaluating their students' understanding and providing meaningful feedback.
- **Differentiated tasks** for instruction, exploration and formative assessment.
- **Corresponding summative assessments** include student anchor papers and scoring rationales.
- **Student rubrics** provide a tool for self- and peer-assessment.
- **Customizations** available for CCSSM and non-CCSSM based curriculums.



**Free Samples!**  
**Booth # 605**

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