

NCTM Content Standards Assessment Rubric



Number and Operations

Student's Name: _____ Assignment: _____ Level: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Numbers, Ways of Representing Numbers, Relationships Among Number Systems	<ul style="list-style-type: none"> • Demonstrates a limited understanding of numbers, ways of representing numbers and relationships among number systems 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of numbers, ways of representing numbers and relationships among number systems 	<ul style="list-style-type: none"> • Demonstrates a good understanding of numbers, ways of representing numbers and relationships among number systems 	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of numbers, ways of representing numbers and relationships among number systems
Understanding Meanings of Operations and How They Relate to One Another	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the meanings of operations and how they relate to one another 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the meanings of operations and how they relate to one another 	<ul style="list-style-type: none"> • Demonstrates a good understanding of the meanings of operations and how they relate to one another 	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the meanings of operations and how they relate to one another
Computing and Making Estimates	<ul style="list-style-type: none"> • Demonstrates limited ability in computing and making estimates 	<ul style="list-style-type: none"> • Demonstrates some ability in computing and making estimates 	<ul style="list-style-type: none"> • Demonstrates satisfactory ability in computing and making estimates 	<ul style="list-style-type: none"> • Demonstrates strong ability in computing and making estimates

STRENGTHS:

WEAKNESSES:

NEXT STEPS:



Task Sheet 6



6a) Is the number of pails below odd or even?



Odd: Even:

b) There are 7 boys and 8 girls in Jasmine's class at school. Are there more boys or girls in Jasmine's class?

Boys: Girls:

c) Which shape shows the fraction $\frac{1}{3}$?



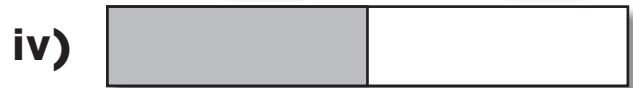
Yes: No:



Yes: No:



Yes: No:



Yes: No:

d) Are there more squares or circles?

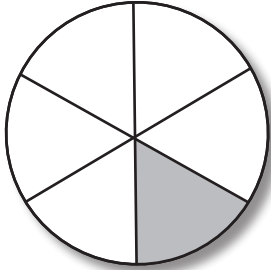


Squares: Circles:



Review B

1a) How many equal parts has this circle been cut into?



Answer:

b) What fraction represents the piece that has been cut out?

Answer:

c) What is the missing number in this sequence?

5, 10, 15, 20, _____

d) Jon and Amy went to the store. Jon bought 4 comic books and Amy bought 7. How many do they have altogether?

Show Your Work



Answer:

e) i) $8 + 9 = \square$ ii) $11 - 3 = \square$ iii) $7 + 3 + 1 = \square$ iv) $14 - 11 = \square$

f) Put these numbers in order from least to greatest:

17, 23, 12, 6, 31

Answer:

In-Out, Odd-Even



a) Complete the table. Rule: subtract _____.

In	Out
10	

b) Which of the following numbers are odd?

c) Circle the largest number in each bubble.

d) Count forward by _____'s.

→ → → →

e) How do you write _____ using numbers?

Answer: