# CRESCENDO
## Education Group

**Grading for EQUITY**

## TEACHER EXAMPLES:
# RUBRICS

These artifacts were created by teachers who gave permission for Crescendo Education Group to share them to support other educators. Please review each artifact with humility and grace. We don't know the teacher's context, their relationships with students, or their pressures and priorities; what we do know is that each teacher took a risk to move one more step on their journey to make their grading more equitable.

### Disclaimer:

# Narrative Writing
# Single-Point-Rubric

| Ways to improve | Criteria/Skill | Things that are great |
|---|---|---|
| | The writer told the story **bit by bit.** | |
| | The writer wrote an **introduction** where they introduce the setting and the characters. | |
| | The writer told the story in order and used **transition words** such as a little later and after that. | |
| | The writer wrote an **ending** where they explained how they felt. | |
| | The writer used the **5 senses** to elaborate. | |
| | The writer included **dialogue** (talking) in their story. | |
| | The writer **spelled** words correctly. | |
| | The writer used correct **punctuation** and **capitalization**. | |
| | | |

# Narrative Writing Rubric

| | No (0) | Almost (1) | Yes (2) |
|---|---|---|---|
| The writer told the story **bit by bit.** | | | |
| The writer wrote an **introduction** where they introduce the setting and the characters. | | | |
| The writer told the story in order and used **transition words** such as a little later and after that. | | | |
| The writer wrote an **ending** where they explained how they felt. | | | |
| The writer used the **5 senses** to elaborate. | | | |
| The writer included **dialogue** (talking) in their story. | | | |
| The writer **spelled** words correctly. | | | |
| The writer used correct **punctuation** and **capitalization**. | | | |
| | | | |

| Standard | Math-Fluent | Math-Familiar | Not There Yet/No Evidence |
|---|---|---|---|
| **Lesson 2.1: Can you use the distributive property and combine like terms to simplify an expression or equation?** | Student shows they can completely simplify an expression or equation by combining like terms and using the distributive property. Student correctly uses vocabulary such as "constant, coefficient, and variable" when describing their expressions. | Student demonstrates some understanding of simplifyin expressions or equations, but makes mistakes such as:<br>• Not distributing a negative correctly<br>• Not distributing a value to everything in the parentheses<br>• Combining unlike terms (variables with constants)<br>• Misusing key vocabulary words<br>• Other: | There is little to  no evidence yet of student's understanding of the standard.<br><br>**What can student do to improve?** |
| **Lesson 2.2: Can you check your solution to see if you are correct?** | Student demonstrates understanding of checking their solution by substituting their solution back into the original equation and correctly simplifying their equation to show a true statement. Student understands that if the equation simplifies to a false statement, their solution may be incorrect and looks for mistakes in solving. | Student demonstrates some understanding of checking solutions, but makes mistakes such as:<br>• Forgetting order of operations when simplifying<br>• Not checking work after getting a false statement<br>• Not substituting ALL variables in the equation to the solution<br>• Other: | There is little to no evidence yet of student's understanding of the standard.<br><br>**What can student do to improve?** |
| **Lesson 2.3: Can you solve a multi-step linear equation with variables on both sides using inverse operations?** | Student demonstrates understanding of solving a multi-step linear equation with variables on both sides by using correct inverse operations on both sides of the equation to isolate the variable. Student demonstrates understanding of when an equation will have 1, 0 or infinitely many solutions based on either the structural features of the equation, after solving, or by context. | Student demonstrates some understanding of solving multi-step linear equations, but makes mistakes such as:<br>• Using the wrong inverse operation<br>• Not using the inverse operation appropriately or on both sides of the equation<br>• Isolating a negative variable rather than positive<br>• Confusing no solution/infinitely many solutions<br>• Other: | There is little to no evidence yet of student's understanding of the standard.<br><br>**What can student do to improve?** |
| **Lesson 2.4: Can you solve a literal equation for a specified variable?** | Student demonstrates understanding of solving a literal equation by using correct inverse operations on both sides of the equation to isolate a specific variable. Student demonstrates understanding of operations when all or most symbols in the equation consist of variables. | Student demonstrates some understanding of solving literal equations, but makes mistakes such as:<br>• Solving for the wrong variable<br>• Combining unlike variables together<br>• Using the wrong inverse operation<br>• Similar mistakes as standard 2.3 above<br>• Other: | There is little to no evidence yet of student's understanding of the standard.<br><br>**What can student do to improve?** |

Student Name: _____          Grade: _____

Math Rubric │ Example 3

4

| Score | Letter | Answer includes... |
|---|---|---|
| 4 | A | a) Correctly identified **both models**<br>b) Completely explain what **causes** homogenous vs heterogenous mixtures correctly<br>c) **All** of the following are included and correct<br>  • State sand's density and buoyancy compared to water<br>  • **define** density and buoyancy correctly<br>  • state relationship between density and buoyancy |
| 3 | B | b) **Mostly** explain what **causes** homogenous vs heterogenous mixtures correctly<br>c) **Most** of the following are included and correct<br>  • State sand's density and buoyancy compared to water<br>  • **define** density and buoyancy<br>  • state relationship between density and buoyancy |
| 2 | C | a) Correctly identified **one model**<br>b) **Partly** explain what **causes** homogenous vs heterogenous mixtures correctly<br>c) **some** the following are included and correct<br>  • State sand's density and buoyancy compared to water<br>  • **define** density and buoyancy<br>  • state **relationship** between density and buoyancy |
| 1 | D | b) Barely explain what **causes** homogenous vs heterogenous mixtures correctly<br>c) **few** the following are included and correct<br>  • State sand's density and buoyancy compared to water<br>  • **define** density and buoyancy<br>  • state **relationship** between density and buoyancy |
| 0 | F | a) **both** identified **incorrectly** or **missing**<br>b) Explanation missing or incorrect<br>c) **none** the following are included and correct<br>  • State sand's density and buoyancy compared to water<br>  • **define** density and buoyancy<br>  • state **relationship** between density and buoyancy |

# Student Self-Evaluation

**Name:**
**Period:**
**Group Member for Saw Horse:**

How do you think you did according to this rubric? [Please circle how you feel you did]:

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| **Measurement** | All measurements are w/in 1/8" tolerance | All measurements are w/in 1/4" tolerance | All measurements are w/in 1/2" tolerance | All measurements are w/in 3/4" tolerance | Measurements are outside of ¾" tolerance |
| **Square** | All pieces are square | All pieces are w/in 2° square | All pieces are w/in 4° square | All pieces are w/in 6° square | Pieces are more than 6° out of square |
| **Finishing** | Box is smooth with even paint and/or sealant. Opens and closes w/o trouble. | Box is mostly smooth with mostly even paint and/or sealant. Opens and closes w/o trouble. | Sanding/paint is uneven or box lid is difficult to open | Sanding/paint is uneven and box lid is difficult to open | No sanding/paint or box can't be opened or closed |

## Saw Horse

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| **Measurement** | All measurements are w/in 1/8" tolerance | All measurements are w/in 1/4" tolerance | All measurements are w/in 1/2" tolerance | All measurements are w/in 3/4" tolerance | Measurements are outside of ¾" tolerance |
| **Square** | All pieces are square | All pieces are w/in 2° square | All pieces are w/in 4° square | All pieces are w/in 6° square | Pieces are more than 6° out of square |
| **Functionality** | Saw horse opens and closes easily | Saw horse either opens or closes with some trying | Saw horse opens and closes with some trying | Saw horse opens and closes with difficulty | Saw horse doesn't open or close |

What would you do differently on this project if you could start over now?
_____
_____
_____

Do you feel like the work was well balanced on your team?
_____
_____
_____

What was your favorite part of this project? Least favorite? Easiest? Hardest?
_____
_____
_____

Would you have liked more time on this project? Less time? Was it a good amount of time?
_____
_____

Any Other Comments:
_____
_____
_____

# Geometry Assessment Rubric

| CATEGORY | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Diagrams and Constructions | Not attempted or does not address the problem. | Diagrams and/or sketches are difficult to understand or are not used and figures are not labeled. | Diagrams and/or sketches are somewhat difficult to understand. Some figures are label | Diagrams and/or sketches are clear almost accurate. Most figures are labeled accurately. | Diagrams and/or sketches are clear and accurate. All figures are labeled accurately. |
| Mathematical Concepts | Not attempted or shows no understanding of concepts needed. | Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written. | Explanation shows some understanding of the mathematical concepts needed to solve the problem(s). | Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s). | Explanation shows complete understanding of the mathematical concepts used to solve the problem(s). |
| Mathematical Errors | Not attempted or more than half of the steps have significant mathematical errors. | Less than 70% of the steps and solutions have no mathematical errors. | Most (70-79%) of the steps and solutions have no mathematical errors. | Almost all (80-89%) of the steps and solutions have no mathematical errors. | 90-100% of the steps and solutions have no mathematical errors. |
| Mathematical Terminology and Notation | Not attempted. | There is little use, or a lot of inappropriate use, of terminology and notation. | Correct terminology and notation are used, but it is sometimes not easy to understand what was done. | Correct terminology and notation are usually used, making it fairly easy to understand what was done. | Correct terminology and notation are always used, making it easy to understand what was done. |