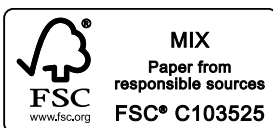


# **Creating Rubrics for Feedback and Assessment Design**

Nicole Dimich Vagle



**Solution Tree**





## Creating Rubrics for Feedback and Assessment Design

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### **Key Questions for us to Consider:**

- Why rubrics? How do they benefit both formative and summative assessment practices?
- How do we create effective rubrics?
- How do we use rubrics in our collaborative teams?
- How do we use rubrics to improve learning and student investment?
- Where are you in considering rubrics in your formative and summative practice?
- What role do rubrics play in a standards-based system and creating a culture of learning?

### **Rubric Resources**

[http://bie.org/object/document/9\\_12\\_presentation\\_rubric\\_ccss\\_aligned#](http://bie.org/object/document/9_12_presentation_rubric_ccss_aligned#)

<http://olc.spsd.sk.ca/de/resources/rubrics/index.htm> (links to many high quality rubric resources)

[http://www.carla.umn.edu/assessment/VAC/Evaluation/p\\_7.html](http://www.carla.umn.edu/assessment/VAC/Evaluation/p_7.html)

<http://www.aac.ab.ca/assessmentmaterials.html>

Rubric for writing good rubrics: <http://faculty.chass.ncsu.edu/slatta/RUBRICS/rub2.htm>

<http://rubistar.4teachers.org/>

[http://www.teach-nology.com/web\\_tools/rubrics/](http://www.teach-nology.com/web_tools/rubrics/)

[http://www.marzanoresearch.com/Free\\_Resources/itembank.aspx](http://www.marzanoresearch.com/Free_Resources/itembank.aspx)

## Creating Quality Rubrics/Scales

*Adapted from Design in 5: Essential Phases to Create Engaging Assessment Practice, N. Vagle, 2014, Solution Tree Press*

Rubrics are descriptive tools that help create clear learning expectations for students, a foundational element of quality assessment practices. Easily understood rubrics, including those that students themselves have helped to create, become a great communication tool both for reporting summative scores as well as for formative work that provides students with information to improve and an opportunity for self-assessment (Brookhart, 2013; Davies, 2007).

### What are rubrics?

Rubrics describe the characteristics of student work at varying levels of achievement, usually in matrix form and with text or student work samples that show various stages of proficiency. A rubric, or proficiency level descriptor:

- ✓ Describes the simple learning goals as the early or “emerging” levels of achievement
- ✓ Describes the more complex learning goals as the meets and exceeds levels of achievement. A level 4 or the most sophisticated level often has students creating, synthesizing or using what they know to solve problems or address authentic situations.

Rubrics are different from scoring checklists. Checklists indicate if an element is present or not, or if the work is simply right or wrong. Rubrics describe the quality of the work. Scoring checklists sometimes quantify elements, identifying how many things or examples need to be present, where rubrics describe the quality of those elements.

There are two types of rubrics: *analytic* and *holistic*. Analytic rubrics break scores down by individual criteria, like the analytic rubric, meaning students get one score for each criterion measured in the assessment task. *Holistic rubrics* provide one score for the whole product or presentation, usually describing multiple criteria. Students must meet all criteria for a certain level to receive that score; otherwise, the score drops down a level.

Students benefit from rubrics—especially when teachers intentionally use them as part of the instructional process. To develop a clear idea of quality, students begin by scoring anonymous samples of student work using the rubric. This prompts dialogue. Then, with a clearer idea of quality, students move to assessing and revising their own work based on their interpretations of the rubric. This sequence allows students to provide feedback to both peers and themselves. Susan Brookhart’s (2013) *How to Create Rubrics for Formative Assessment and Grading* provides quality examples and compelling notes for designing rubrics.

### **Following are the elements of a quality rubric.**

- The rubric describes student work at varying levels of quality versus describing work as either right or wrong. In addition, the rubric does not quantify criteria. Use a combination of a checklist and a rubric to avoid descriptions like “one to two mistakes” or “three to five examples.” The piece might have five examples, but what is the quality of those examples? A rubric should describe the quality of the descriptions; a checklist can be offered to address quantities when necessary. This also means attempting to reduce rubric descriptions that use words like *sometimes*, *always*, and *occasionally*. Instead, describe attributes of the quality of the work.
- The rubric describes clearly observable attributes of a product or performance.
- The rubric frames the descriptions and levels with positive language, describing what is present in the student work at each level versus what is not there, with a clear difference among levels. When framed positively, students can identify where their work falls on the rubric in order to advance to the next level. Instead of “lacks a claim and supporting details,” which describe what is not present, a beginning level description might read, “summarizes the text.” The next level would then provide descriptions of how to move from a summary to “clearly states a claim and provides details in support of that claim.”

There are times when it is incredibly difficult to frame the beginning levels of a rubric with positive language. Use negative language sparingly. For example, “inaccurately solves the problem” and “explanation is missing or incomplete” are negative. Student examples often help in crafting characteristics at the beginning levels. When crafting a writing rubric, a team of teachers gathered anonymous samples of student work and put them in order of quality. The student work in its beginning stages appeared to use basic vocabulary, and as the work increased in quality, more descriptive words were used. This informed the beginning description of word use on the writing rubric—from “lacks description” to “uses basic vocabulary.” This kind of language can help students describe their work and then, with a strong rubric, they can understand the action needed to make their work stronger.

- The rubric uses simple, descriptive, and concise language. The more text there is, the more complicated and hard to understand a rubric becomes. Rubrics are intended to provide clarity, but if they are cumbersome and difficult to interpret and use, they do not serve their purpose.
- The rubric uses an even number of levels of performance to avoid the middle being the catchall. Providing even levels requires a clear decision about the quality of the piece of work. The more levels of performance, the more sensitive the scoring. However, the more levels, the more complicated the scoring. Most classroom rubrics are effective when offering between four and six levels.
- The rubric can be used for various performance tasks or constructed responses over time. Having the whole rubric provides the big picture, but by using parts of the rubric with multiple tasks, problems, or writing, students begin to see connections to their work, revision, and improvement over time. For example, if there are three criteria in your lab-analysis rubric, consider having students self-assess on one criterion and then make revisions

accordingly. Or, choose one criterion that, after scanning student work, seems most challenging for students to achieve. Offer a minilesson, and then provide time for revision on that one aspect of the rubric.

### Sample Socratic Dialogue Rubric

Criteria	1-Beginning	2-Emerging	3-Got it	4 – Natural
Questioning	<ul style="list-style-type: none"> <li>I can ask questions to clarify what the text means.</li> <li>I can summarize ideas from the text.</li> <li>I can reiterate what someone else said.</li> </ul>	<ul style="list-style-type: none"> <li>I can pose questions that reference the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can pose questions that emerge directly from text evidence.</li> <li>I can pose questions to clarify a peer’s contribution.</li> </ul>	<ul style="list-style-type: none"> <li>I can use multiple contributions to pose deeper level questions.</li> </ul>
Expressing ideas		<ul style="list-style-type: none"> <li>I can express my ideas clearly with loose connections to the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can express my ideas clearly and persuasively using text evidence.</li> <li>I can summarize points of agreement and disagreement.</li> </ul>	<ul style="list-style-type: none"> <li>I can make new connections from evidence and reasoning in the dialogue.</li> </ul>
Generating Ideas		<ul style="list-style-type: none"> <li>I can respond to questions in a dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence from the texts to generate dialogue.</li> <li>I can build on other’s ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can pose questions and comments that help the dialogue go deeper.</li> </ul>

### Reading Rubric

	Learning Targets Derived from Standards	Assessment Items
4	<p>I can expand and make connections to other texts and/or discuss how the theme of this story influences my decisions.</p> <p>I can discuss how characters may have responded differently given different circumstances.</p>	
3	<p>Expand on the text. I can make inferences from text. This means I can take what I know and what the author says to draw conclusions.</p> <p>I can quote accurately to explain the inferences.</p>	
2	<p>I can explain how characters in the story respond to challenges.</p> <p>I can determine theme or central idea from details in the text (essence of text)</p> <p>I can summarize the text.</p> <p>I can quote accurately from the text.</p>	
1 with help		

# Science and Math Data Analysis

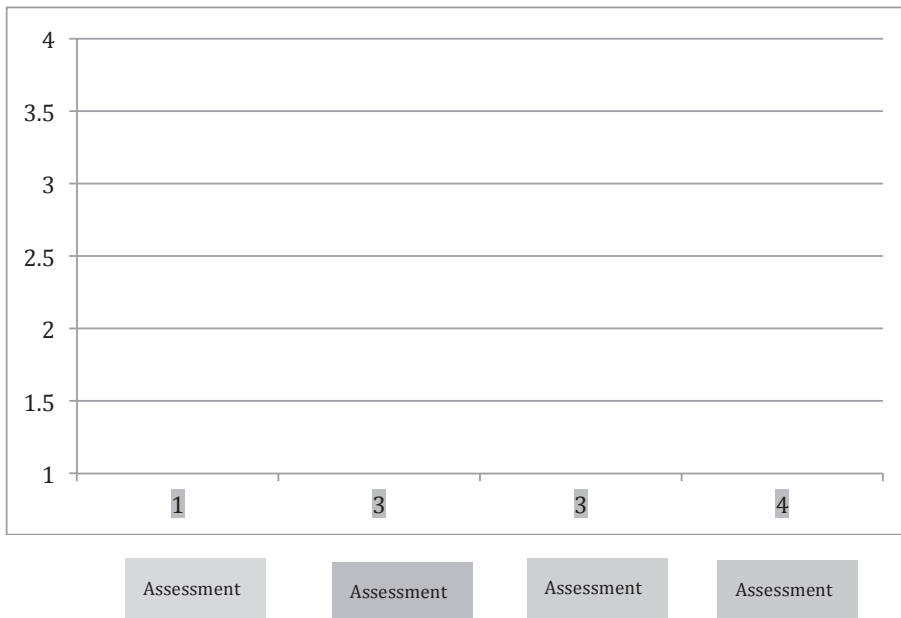
**I can interpret data and draw conclusions. [for any learning target that re-emerges over time]**

Assessment Task:

4	Conclusion statements make predictions about what this data means for future events or circumstances.
3	Statements depict relationships among data collected. For example, Soccer was the most favored sport with 25 people choosing it. Football came in a close second with 22 votes.
2	Statements of interpretation describe what they data says at face value.
1	Statements identify variables in the graph. May read the variables in accurately.  With help, students read the data accurately.

## Tracking

<b>I Can Statements.....DATE</b>										
<b>I can interpret data and draw conclusions.</b>										



**Geometry**  
**Unit 3 – Similarity and Trigonometry**  
**Summative Assessment**

Name \_\_\_\_\_

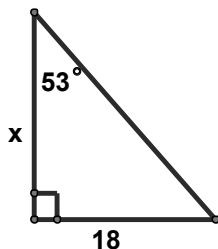
Used with permission from Monica Carter and Tomi Pogact, Champion Valley High School

I can define the sine, cosine, and tangent ratios.	I can calculate a side or an angle measurement of a right triangle given two other parts of the triangle.	I can use trigonometric ratios to determine a solution to a problem.	I can use more than one trigonometric ratio to determine a solution to a problem.
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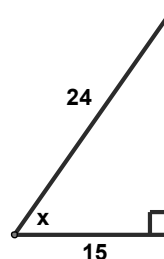
**Read the directions carefully and show ALL of your work!**

1. Solve for  $x$ . Find the missing side length to the nearest tenth or angle to the nearest degree.

a.

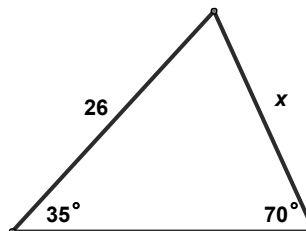


b.



2. Dan is flying a kite on a 40-meter string. The angle of elevation of the kite measures  $35^\circ$ , and Dan's hand is 1.8 meters above the ground. To the nearest tenths place, how high is the kite off the ground?

3. Find the value of  $x$  to the nearest tenths place.



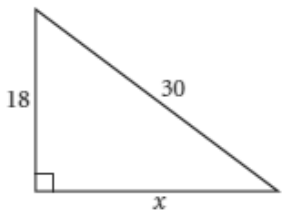
4. You are on a Ferris wheel with a radius of 100 feet. If you make  $1/9$  of a turn, how far off the ground are you to the nearest tenth of a foot? Explain your process and how trigonometry is involved through your work and/or writing.



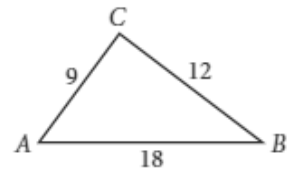
I can define the Pythagorean Theorem.	I can use the Pythagorean Theorem to find side lengths of right triangles.	I can use the Pythagorean Theorem to solve problems.	I can solve problems involving non-right triangles using the Pythagorean Theorem.
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Solve each problem below.

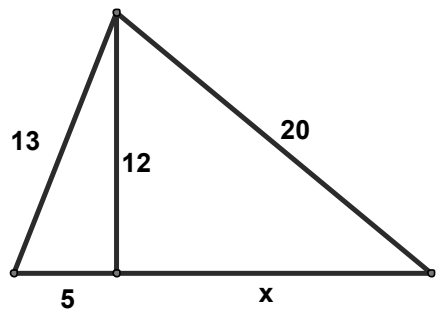
5.  $x =$  \_\_\_\_\_



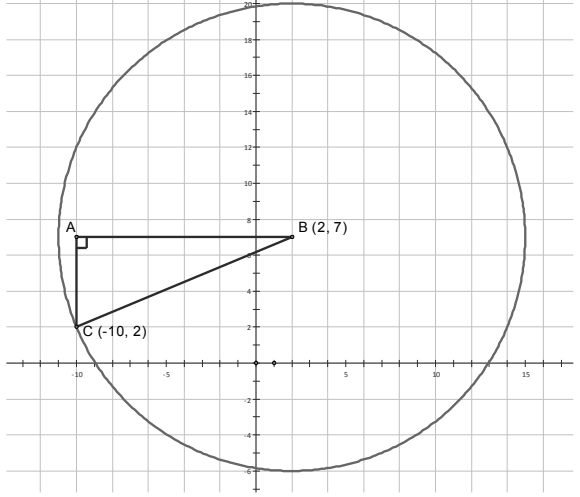
6. Is  $\triangle ABC$  a right triangle? Support your answer.



7. Find the value of  $x$  and justify your answer with your work.

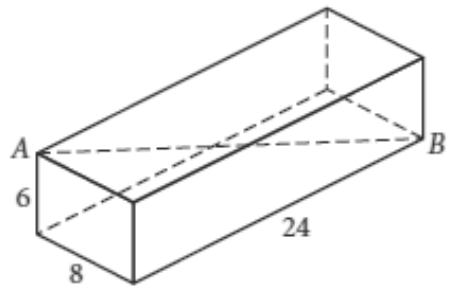


8. Find the coordinates of point A and the radius of circle B.



9. Find the length of diagonal AB.

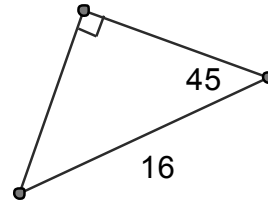
$AB =$  \_\_\_\_\_



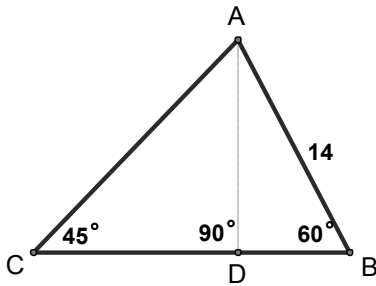
I can define special right triangles.	I can use special right triangles to find side lengths of right triangles.	I can use special right triangles to solve problems.	I can use special right triangles to solve problems involving non-right triangles.
I can represent radical expressions geometrically.	I can simplify square root expressions, including removing squares from radicals.	I can express exact measures in simplest or rationalized form using radical expressions.	I can efficiently express exact measures in simplest or rationalized form using radical expressions.

10. What is the exact length of the longer leg of a  $30^\circ - 60^\circ - 90^\circ$  triangle with a hypotenuse of length  $24\sqrt{3}$  m in simplest form?

11. Find the missing side lengths in simplest radical form.



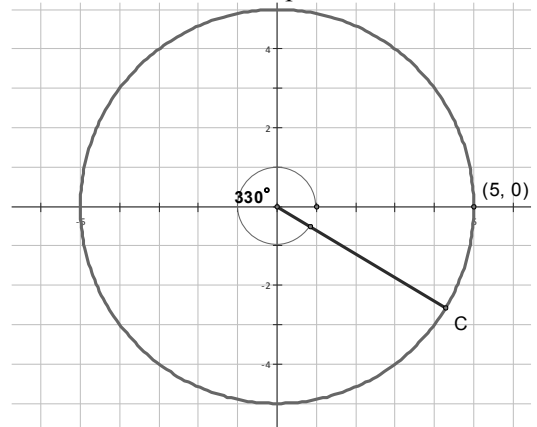
12. Find the exact length of side  $AC$  and  $CB$ .



$AC =$  \_\_\_\_\_

$CB =$  \_\_\_\_\_

13. Find the coordinates of point  $C$  in radical form.

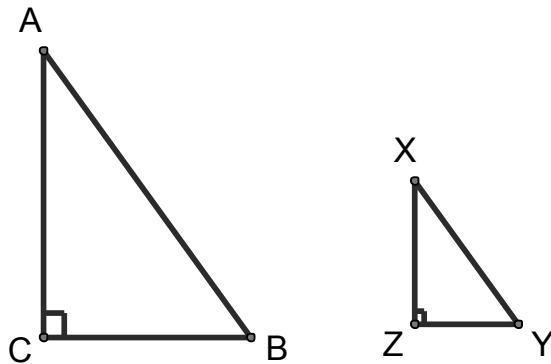


14. Once again, you are on a Ferris wheel with a radius of 100 feet. If you take a  $1/3$  of a turn, how far off the ground are you exactly? Explain your process and how special right triangles are involved through your work and/or writing.

I can define similar right triangles.	I can identify similar right triangles.	I can use similarity to explain trigonometry or Pythagorean Theorem.	I can use similarity to explain trigonometry and the Pythagorean Theorem.
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15. The side lengths 3, 4, 5 are a Pythagorean triplet, which means the values make  $a^2 + b^2 = c^2$  work. Any multiple of 3, 4, 5, such as 6, 8, 10 also are Pythagorean triplets. Explain why.

16. If  $\triangle ABC \sim \triangle XYZ$ , what is the relationship between the  $\sin A$  and  $\sin X$ ? Justify your answer.



I can accurately calculate values, label diagrams or graphs and identify units in my work rarely.	I can accurately calculate values, label diagrams or graphs and identify units in my work occasionally.	I can accurately calculate values, label diagrams or graphs and identify units in my work most of the time.	I can accurately calculate values, label diagrams or graphs and identify units in my work all of the time.
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## Scoring the Assessment (Phase 5)

Learning target	Total Number	Student Score
Level 1 Multiple Choice Questions  I can identify major plot points.	1-4 (4 points)	
Level 2 Multiple Choice & Short Answer:  I can connect inferences to the evidence. I can summarize the plot events that help develop the central theme. I can analyze the meaning of a text. I can make inferences about a text. I can identify central idea.	5-10 (12 points)	
Level 3 Short Answer:  I can support analysis of a theme with textual evidence.	11-13 (18 points-- 6 per short answer)	
Essay: I can support analysis of a theme with textual evidence. I can cite explicit evidence from the text. I can determine an author's meaning.	14 (20 points)	

Formative Assessments:

- ✓ Plot diagram
- ✓ Active reading journal
- ✓ Reading checks
- ✓ Vocabulary list

**Name:** \_\_\_\_\_

### Gift of the Magi

Standard 7.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard 7.2 Determine a theme or central idea of a text and analyze the development over the course of the text; provide an objective summary of the text.

- I can draw inferences about the author's meaning and correctly cite several pieces of

- textual evidence to support my inferences.
- I can analyze an author’s meaning using explicit references from the text without summarization.
  - I can write an objective summary of the text.
  - I can show how the theme or central idea develops throughout the entire text.
  - I can correctly cite details from the text and explain how they work together to convey the central idea or theme.

### Level 1 Multiple Choice Questions

1. Jim’s gold watch, his finest possession, is a family heirloom. Who did he inherit it from?
  - a. father
  - b. uncle
  - c. godfather
  - d. father-in-law
  
2. Della wants a proper watch chain for Jim because his beautiful watch only has an old \_\_\_\_\_.
  - a. leather strap
  - b. worn ribbon
  - c. faded band
  - d. broken buckle
  
3. Jim finds it hard to believe Della has cut and sold her hair. Almost in shock, he asks about her hair cut more than once. Initially, Della thinks her husband does not like the way she looks without her long hair. What does she do to repeatedly reassure him?
  - a. buy a wig
  - b. wear a scarf
  - c. grow it out again
  - d. all of these
  
4. When Della opens her present, she understands Jim’s reaction to her haircut. Jim bought the expensive set of \_\_\_\_\_ of “pure tortoise shell, with jeweled rims” she admired and wanted for quite some time. Select all that apply:
  - a. headbands
  - b. combs
  - c. hair pins

### Level 2 Multiple Choice Questions

5. “There was nothing to do but flop down on the shabby little couch and howl.” This quotation shows Della’s sense of \_\_\_\_\_.
  - a. responsibility
  - b. anger
  - c. grief
  - d. helplessness

6. “There was nothing to do but flop down on the shabby little couch and howl.” Which word in this quoted sentence indicates the couple’s poverty?

- a. nothing                      b. flop                      c. shabby                      d. howl

Explain why.

7. “Della finished her cry ... and looked out dully at a gray cat walking a gray fence in a gray backyard.” The repetition of the word “gray” reinforces the \_\_\_\_\_ mood.

- a. colorful                      b. holiday                      c. dreary                      d. boring

Explain why.

8. Della’s finest possession is her hair. “Had the Queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window ... just to depreciate Her Majesty’s jewels and gifts.” This biblical reference alludes to a famous ancient Arabian monarch known for her wealth and beauty. What does this comparison say about Della’s hair?

9. Della tells Madame Sofronie, “Give it to me quick,” because Della does not want to \_\_\_\_\_.

- a. cry                      b. tell Jim                      c. waste time                      d. change her mind

10. The theme of this story is that Jim and Della’s love for each other is much more valuable than any \_\_\_\_\_.

- a. material gift                      b. expensive dinner                      c. person’s opinion                      d. verbal expressions of love

### Level 3 - Short Answer

Answer the following questions thoroughly using complete sentences.

11. In the story “The Gift of the Magi” by O. Henry, how does the couple overcome their hardships? Cite evidence from the text to support your answer.

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Clearly and accurately addresses the question   |
| <input type="checkbox"/> | Uses evidence from the text to support response |
| <input type="checkbox"/> | Clearly explains your response                  |

12. By referring to relevant incidents in “The Gift of the Magi,” state how the author shows that material possessions are not as important compared to true love.

- Clearly and accurately addresses the question
- Uses evidence from the text to support response
- Clearly explains your response

13. Write an objective summary of “The Gift of the Magi.”

- Clearly and accurately provides a beginning, middle and end
- Summarizes main points from details
- Clearly explains your response

14. Which of the following sayings best describes the theme of “The Gift of the Magi”?

- Love is the greatest gift of all.
- Money can’t buy you love.
- A gift must come from the heart.
- Beauty comes from within.

Write at least five paragraphs. Defend your choice, citing at least three pieces of evidence from the text.

- Introduction clearly states the theme choice and logically organizes the support (2 pts)
- Use appropriate and varied transitions to show relationships within and between paragraph/paragraphs (1 pt)
- Conclusion restates purpose and leaves the reader with closure. (1 pt)
- Provided effective textual evidence to support the theme (6 pts)
- Provided clear explanations to how textual evidence support the theme (3 pts)
- Varied sentence structure (1 pt)
- Well-crafted writing moves through the piece with ease (2 pts)
- Use appropriate grade level vocabulary (2 pts)
- Show control of language (grammar, usage, and mechanics) with few distracting errors does not impede understanding (2 pts)

## Middle School Art Rubric—Logo Project

Criteria	Beginning	Emerging 60–79	Proficient 80–93	Distinguished 94–100
<b>Use of Elements of Art</b>	• Uses shape and color in personal letter design.	• Uses one additional Element of Art to express the personality in the letter design.	• Uses 2–3 additional elements to create the symbolism and personality.	Uses multiple Elements of Art working together at an advanced level to express a unique personal symbol.
<b>Explains Use of Elements and Symbolism.</b>	Explanation does not include art vocabulary.	Explanation describes the elements used.	Explanations clearly describe elements used and their symbolism.	Explanation deeply interprets the personal connections and symbolism in the design.
<b>Craftsmanship</b>	Lacks attention to detail, feels incomplete.	Attends to some detail and shows either eraser marks, smudges, tears, rips, folds.	Artwork is neat and has a quality appearance.	Artwork is impeccable and use of the art materials is at a high level.



# A Protocol for Rubric Scoring

Step 1. Individually, use the rubric to score 3 pieces of student work. Identify a strength and a next step.

Step 2. As a team, share your individual scores and have at least one person record them on the accompanying template.

Step 3. As a team, come to consensus on each piece. Do not average.

Step 4. As a team, discuss the following:

- (3-5 min) What are the strengths of the student work?
- (10 min) What are the general challenges in the student work?
- What needs to be revised in the rubric to make it more useful to students and teachers?

Step 5. As a team, reflect on the process:

- What worked well in this process?
- What was challenging?
- What recommendations would we make to improve the process?

## Scoring sheet for Examining Student Work

### Individual Teacher Scores

Grade Level \_\_\_\_\_ Type \_\_\_\_\_

<b>Student 1</b>	
<b>Student 2</b>	
<b>Student 3</b>	

### Scoring Sheet for Teams

<i>Classrooms/Teacher:</i>	Rubric Scores for Developing Ideas									
	1	2	3	4	5	6	7	8	9	10
<b>Student 1</b>										
<b>Student 2</b>										
<b>Student 3</b>										

# Creating a Rubric

*Adapted from Design in 5: Essential Phases to Create Engaging Assessment Practice, N. Vagle, 2014, Solution Tree Press*

Creating a rubric begins with examining the language of standards and finding the descriptive qualities that are reflected in the standards.

**Step 1. Identify the standard and benchmarks to be assessed.** This could be for a unit or an identified essential standard. These essential standard rubrics often apply to multiple assessment tasks.

**Step 2. Determine the number of levels.** The more levels, the more accurate the score. However, the more levels, the more complex it is to understand. An even number of levels is best to avoid having a middle score.

**Step 3. Determine the criteria** if there is more than one learning goal or criteria within the standard. For example, a writing standard includes multiple criteria such as organization, content, mechanics, etc. Other standards may be less comprehensive and include only one criterion.

**Step 4. Describe the levels of achievement.**

Start with one criteria, and write statements that describe what students achieve when they have met the standard. This becomes language for level 3. Pay particular attention to the verbs in the standard as this is what should be reflected at the 3 level; this is where we want all students to achieve.

If you have student work available, it is best to look at samples. First, order the samples from best to worst. Then, write statements that describe attributes of the work (describe what's there versus what is not. This will help keep your rubric framed positively.)

Then, describe levels 2 and 1, which represent the basic knowledge that students need to achieve the standard. In this case, you might want to look at student work that reflects a 1 or 2 and describe what is present.

Finally, describe what this learning looks like at its more complex level, or level 4. At this stage it should describe higher levels of thinking and what students are doing or how they are using this learning.

# Rubric on Writing Good Rubrics

Adapted from <http://faculty.chass.ncsu.edu/slatta/RUBRICS/rub2.htm>

Rate the examples in these materials using this rubric:

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• Based on Nancy Osborne's Rubric on Writing Good Rubrics. See also her book, Rubrics for Elementary Assessment (Osborne Press, 130 pages of blackline masters for K-6, \$27.95)

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## *A superior rubric*

- identifies a complex task that draws on higher order thinking skills
- has goals that are clearly stated and attainable
- clearly describes attributes across a defined range of abilities
- judges characteristics or behaviors that are observable and measurable
- is age appropriate but encourages growth
- has wording/vocabulary/concepts appropriate to the ones who will be using it
- is stated in positive terms: WHAT TO DO

---

## *A good rubric*

- identifies a less complicated task that uses mid-level thinking skills
- has goals that are a little ambiguous, but attainable
- partially describes attributes across a range of abilities
- mostly judges characteristic that are observable
- describes characteristics that are age appropriate
- has wording that is somewhat appropriate for target audience
- is mostly stated in positive terms

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## *A poor rubric*

- identifies a simple task that draws on low-level thinking skills
- expresses goals that are unclear, unattainable, or unrealistic
- does not describe a range of abilities or attributes
- offers judgments that are merely opinions
- describes characteristics that are not age appropriate
- has wording that is inappropriate for the targeted audience
  - is stated only in terms in negative terms: what NOT to do

### 1. Student Use of Rubrics: The American Dream Podcast

The podcast will be assessed on a checklist of criteria. Students will indicate their assessment of each criterion. Students will explain their response using specific examples from their podcast.

<b>Student Response: Rubric Score &amp; Explanation.</b>	<b>Criteria</b>	<b>Teacher Score and comments</b>
	<i>Provides a clear and focused argument</i>	
	<i>Develops argument effectively (effective textual evidence that is explained well)</i>	
	<i>Contains multiple sources</i>	
	<i>Provides accurate interpretations of texts</i>	
	<i>Uses language and vocabulary effectively</i>	
	<i>Voice and expression is effective in delivering the message</i>	

**Figure 5.10: Complete summative assessment for the American dream unit.**

## 2. Student Use of Rubrics: Mathematics and Writing Samples

Consider your criteria and write short statements for each criterion that students might select. In this model, the students would review their work and select the comment that best matches what they need to work on. The teacher may model how this works with various samples of work. (Work can be that which is saved from previous students—always with names removed; anonymous samples found on student work sites; teacher-written samples; video segments from Teachertube or Youtube.)

Criteria	Comments: Star your strength. Circle your next step.	How and when will you take this next step? What help or support do you need to act on your next step?
<b>High School Mathematics</b>		
Mathematical knowledge	Executes mathematical algorithms completely and accurately  Uses accurate notation and mathematical terminology  Confidently shows understanding of the mathematical concepts required	
Strategic solutions	Identifies all elements of the problem  Shows relationships among elements  Clearly shows systematic problem-solving strategy	
Mathematical explanation	Uses mathematical terminology to justify solution and strategy or counterstrategy and solution  Uses appropriate diagram and describes elements  Provides examples or counterexamples to explain solution	
<b>Writing</b>		
Word use	Uses a variety of words to describe  Uses descriptive vocabulary	
Supporting details	Clearly support main idea  Explanation of support helps your reader understand your point.	
Sentence structure and conventions	Sentence structure is varied and keeps reader interested.  Sentences are complete.  Spelling is accurate.  Capitalization is accurate.	

