

# Math Word Problem Assessment Toolkit (Grades 1–3)

Math Word Problem Solving Rubric (Grades 1–3)

Category	3 Points (Excellent)	2 Points (Competent)	1 Point (Developing)
Understanding the Problem	Clearly identifies all parts of the problem and relates to solving methods.	Understands most of the problem, relates to solving methods.	Has difficulty identifying parts of the problem and relating to solving methods.
Planning & Approaching	Chooses an efficient, appropriate strategy and follows a logical plan.	Uses an inefficient, inappropriate strategy or uses two inappropriate strategies.	Has difficulty or makes mistakes in choosing a strategy.
Calculations	All calculations are correct and procedures are followed accurately.	Some calculations are correct.	Shows significant errors in calculations.
Writing, Drawing, & Communicating	Shows all steps clearly and explains thinking in words or pictures.	Shows some steps clearly and explains thinking in terms of the problem.	Shows no steps or explanations.
Final Answer	Answers is correct, appropriate, and clearly communicated.	Shows mistakes in final answer (e.g., rounding errors).	

Total Points: / 100

Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Sarah has 7 apples. She gives 3 to her friend. How many apples does Sarah have left?

Show your work.

Answer:

For Teacher Use  
Answer Keys

# Math Assessment Grades 34

**Lei Huang**

## **Math Assessment Grades 34:**

*NAEP 1996 Mathematics Cross-state Data Compendium for the Grade 4 and Grade 8 Assessment* Catherine A. Shaughnessy, Jennifer E. Nelson, Norma A. Norris, 1998 This technical report from the National Assessment of Educational Progress NAEP 1996 State Assessment Program in Mathematics presents fourth and eighth grade cross state results of the NAEP 1996 State Assessment in mathematics. However no interpretations of the data are included. This report does include the revised results from comparable assessments conducted in 1990 and 1992. These revisions were required due to errors in the procedures that were originally used to develop the NAEP mathematics scale and achievement levels. Eight chapters contain information on results for the nation in the context of content strands and type of school scale information by population subgroups background information collected from students and teachers via interviews and questionnaires and classroom practices related to mathematics instruction. DDR The Condition of Education, 2008 **Rules and Regulations of the Division of Schools, Canal Zone** Canal Zone. Division of Schools, 1926 **Comprehensive Assessment Report**, 1996 Tests in Print Oscar Krisen Buros, 1983 Liaison, 1918 Bulletin, 1918 **Schmidt v. Department of Education, 441 MICH 236 (1992)**, 1992 90858 Statewide Summary of Student Performance on School District Proficiency Assessments, 1986 **Research Bulletin** Colorado. State College, Greeley, 1920

**Understanding the Math You Teach** Anita C. Burris, 2005 Teaching strategies are grounded in the NCTM standards and illustrated with real student work. In addition the author provides a full range of concrete developmental activities that encourage future teachers to make math make sense for themselves as well as for their students. Believing that teachers who are comfortable with mathematics develop learners who are comfortable with mathematics this author empowers preservice preK-4 teachers to teach math confidently by laying a solid foundation of math concepts and building on that foundation with engaging meaningful standards based teaching methods. Integrated in this unique combined approach to teaching mathematics is a thorough discussion of math manipulatives as well as the use of technology/computer and otherwiseto assist today's mathematics teacher. For educators aids and parents responsible for teaching Pre K to fourth grade math The Annual Condition of Education Report, 2011 State Education Indicators with a Focus on Title I, 1999 Rolf K.

Blank, Jennifer Gifford Manise, Barbara C. Brathwaite, Council of Chief State School Officers, 2000 This report provides important state by state information on the characteristics and performance of schools and students in each state information that is vital to monitoring the progress and evaluating the success of local state and national education reforms. The report disaggregates student achievement data so that attention can be focused not only on the average student but on students in high poverty schools migrant students and students with limited English proficiency. Indicators in each state profile are organized into these categories 1 school and teacher demographics 2 student demographics 3 statewide accountability information and 4 student achievement. Information is also provided for Title I programs in each state. Statewide totals for

numbers of students in public elementary and secondary schools are reported for 2 years the most recent year for which data are available and the baseline year closest to 1990 for which there are data Indicators are reported for each state the District of Columbia and the entire United States Appendixes contain state proficiency level definitions state rankings for various indicators and information on the National Assessment of Educational Progress SLD

**Journal for Research in Mathematics Education** ,2013    **The Education Index** ,1987    *Press Summary - Illinois Information Service* Illinois Information Service,2003-11-14    Bulletins City University of New York. City College,1962 Includes separate bulletin for

five subdivisions College of Liberal Arts and Science the School of Engineering and Architecture Bernard M Baruch School of Business and Public Administration the School of Education and School of General Studies Evening Division    **Index to Tests Used in Educational Dissertations** Emily Fabiano,1989    **Facing Up : Statistical Data on Virginia's Public Schools** ,1980    **Measurement and Evaluation in Psychology and Education** Robert M. Thorndike,2005 This classic

introduction to educational and psychological measurement provides a technically rigorous treatment of the core issues in measurement in an easy to read and easy to comprehend way In preparing readers to become independent users of test information it describes problems in measurement explains how these problems are approached and solved surveys a broad range of sources and provides guidance in how to find evaluate and integrate information about specific tests This book focuses on the basic issues in measurement Offers an exceptionally readable presentation that does not require extensive math background Makes frequent cross references to related topics found in other chapters Increases emphasis on the assessments used by counselor school psychologist

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