Making a Difference for all Students

Grade 8 Mathematics Rubric (Beginning of the Year)

Name ..... Date .....

Proficient = universal supports
Approaching proficiency = targeted supports
Limited = individualized supports

Use the criteria below to determine whether the student's skills and understandings related to number are at a proficient, approaching proficiency, or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describes the student's current performance level.

	Proficient	Approaching proficiency	Limited
Divisibility	☐ Explains why a number is divisible by 2, 3, 4, 5, 6, 8, 9 or 10, and why a number cannot be divided by 0	☐ Recognizes odd or even numbers	☐ With models and prompts, is beginning to plot patterns of odd and even numbers on a hundred chart
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus* 7, Chapter 1, Teacher Resource, Mid-chapter Review, pages 41–42.		
Using Technology	☐ Demonstrates an understanding of the addition, subtraction, multiplication and division of decimals to solve problems using technology (for more than 1-digit divisors and multipliers)	☐ Demonstrates an understanding of the addition, subtraction and multiplication of whole numbers and decimals using supports, such as grid paper or decimal place material, using technology for more than 1-digit multiplications	☐ With models and prompts, is beginning to add and subtract whole numbers to 100 using concrete material (e.g., hundred chart)
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus* 7, Chapter 3, Teacher Resource, Mid-chapter Review, pages 41–42.		
Notes			

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	Proficient	Approaching proficiency	Limited
Problem solving with Percents	☐ Solves problems involving percents from 1% to 100%	☐ With models and exemplars, solves problems involving percents from 1% to 100%	☐ With models and supports, is beginning to explore the concept of 100% in real-life contexts
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus 7*, Chapter 4, Teacher Resource, Self-test, page 55.		
Positive Fractions and Mixed Numbers	☐ Demonstrates an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences)	☐ Demonstrates an understanding of adding and subtracting positive fractions and mixed numbers, with like denominators, concretely, pictorially and symbolically – limited to 1/2, 1/4, 1/3	☐ With models and prompts, is beginning to demonstrate an understanding of adding like fractions to create a whole
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus 7*, Chapter 2, Teacher Resource, Chapter Review, pages 79–80.		
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	Proficient	Approaching proficiency	Limited
Integers	☐ Demonstrates an understanding of addition and subtraction of integers, concretely, pictorially and symbolically	☐ Demonstrates an understanding of addition and subtraction (with positive numbers to be subtracted; e.g., positive number minus positive number or negative number minus positive number) of integers, concretely, pictorially and symbolically	☐ With models and prompts, is beginning to demonstrate an understanding of additions of integers using concrete material (e.g., number line)
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus* 7, Chapter 6, Teacher Resource, Mid-chapter Review, pages 35–36.		
Orders Fractions, Decimals and Numbers	☐ Compares and orders positive fractions, positive decimals (to thousandths) and whole numbers by using: • benchmarks • place value • equivalent fractions and/or decimals	☐ Compares and orders positive fractions, positive decimals (to thousandths) and whole numbers by using: • benchmarks • place value	☐ With models and prompts, is beginning to recognize examples of fractions and positive decimals
	Looking for strategies to assess students' understanding of this concept? See Nelson's *Math Focus* 7, Chapter 2, Teacher Resource, Chapter Review, pages 79–80.		
Notes			