



TOOL // Oral Poetry Assessment Rubric

What is it used for?

Students use the tool to self-assess their performance in relation to a specific learning goal and the success criteria for the task. The tool provides a structure to guide student performance for success and allows the teacher to observe students' ability to self-assess their own performance.

How do you use it?

This is an in-class assessment tracking page that allows for insight into a student's level of understanding of the set-out learning goal. The learning goal is always listed at the top of the page and from there, the teacher places step by step success criteria below. Depending on the size of the task, it can be created by the teacher or co-created with the students. As students work through the task, they check off under the 'S' (students) column to show that they have completed that step. Once the success criteria are completely checked off the teacher can assess the students learning by checking off the 'T' (teacher) column. This has proven to be an effective and efficient assessment tool within my learning environment.

How do you adapt it to other subjects and topics?

The learning goal and the success criteria can be adapted for every grade level. I use these for every lesson across all subjects.

Date:

LG: To be able to add fractional amounts and use mathematical reasoning to support student thinking.

Success Criteria	S	T
I can start by reading the question and highlighting the important information		
I can understand what the question is asking of me		
I can calculate and determine the correct answer to the equation		
I can support my thinking with the use of pictures or arrays		
I can explain my thinking and mathematical reasoning		
I can have my elbow buddy check my answer to ensure that it is correct		

Peer Evaluation

Signature: _____

Write a convincing argument using pictures, fractions, and words to explain why the equation

$$\frac{1}{2} + \frac{1}{3} \text{ does not equal } \frac{2}{5}$$