



Focusing on Student Learning:

Connecting Students' work to the Standards for Mathematical Practice and SBAC rubrics

Rationale: Using the SBAC rubrics will help us clarify the expectations for our students and provide us guidance on what growth opportunities we need to provide for them.

Directions

Reviewing the Rubrics 4 minutes	<ul style="list-style-type: none">• You will have 2 rubrics to assess the student's work<ul style="list-style-type: none">○ Content rubric—connected to the cluster○ SBAC Achievement Level Descriptors rubric—connected to Claim 3• Refresh yourself on the anchor papers before you review your students' work
Assessing the Content ~1 min/student	<ul style="list-style-type: none">• Review your students work in light of the content rubric• Assign points based on students demonstrated knowledge• Record results on the recording sheet provided.
Assessing the Mathematical Practice ~1 min/student	<ul style="list-style-type: none">• Review your students work in light of the SBAC ALD rubric• Assign points based on students demonstrated knowledge• Record results on the recording sheet provided.
Considerations for Teaching 10 minutes	<ul style="list-style-type: none">• Consider your teaching implications for transitioning to CCSS<ul style="list-style-type: none">○ What did you observe about your students' work as a whole?○ What common misconceptions did you notice?○ What experiences do you need to provide your students this year?○ What are your next steps?

Score	1	2	3	4
Number of Students				

SBAC Achievement Level Descriptors Rubric Score—Standard for Mathematical Practice # _____

Score	1	2	3	4
Number of Students				

Implications for Teaching

<p>What patterns did you observe about your students' work as a whole?</p>
<p>What common misconceptions did you notice?</p>
<p>What experiences do you need to provide your students with this year?</p>
<p>What are your next steps?</p>