

Task Specific Rubric-Fraction Book Cover Design

Level	Understanding	Strategies, Reasoning, & Procedures	Communication
Novice	<ul style="list-style-type: none"> ✓ The student does not understand enough of the problem to begin the task or s/he started the task but could not use appropriate fraction pieces/manipulatives to create a design. ✓ The student does not understand that there are two parts to the problem: creating a design and totaling the fraction pieces. 	<ul style="list-style-type: none"> ✓ The student has made an attempt to solve the problem, but the strategy they have chosen does not help them to a solution. ✓ The student shows little or no understanding of the fractional pieces needed to create a design. ✓ Sample Strategies: The student creates a design, but the fraction pieces may not be accurate and s/he does not attempt to total the fraction pieces. 	<ul style="list-style-type: none"> ✓ The student does not provide an explanation of their work or his/her explanation is unclear or incomplete. ✓ The student does not use fraction terms to describe his/her work. ✓ The student cannot explain his/her thinking even when using fraction manipulatives.
Apprentice	<ul style="list-style-type: none"> ✓ The student understands that there are two parts to the problem: creating a design and totaling the fraction pieces. ✓ The student can create an accurate design using the fraction pieces, and may or may not be able to accurately total the fraction pieces, but s/he cannot simplify the fraction. 	<ul style="list-style-type: none"> ✓ The student has chosen an appropriate strategy to solve the task, creates a design using accurate fraction pieces, and attempts to calculate the total value of the fraction pieces. This calculation may or may not be correct. ✓ The student cannot simplify his/her answer. ✓ Sample Strategies: Student creates a design that requires the use of simple fractions that are easily totaled i.e. $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$ 	<ul style="list-style-type: none"> ✓ The student attempts to explain his/her work, but uses little or no fraction terms or symbols in his/her explanation. ✓ The student is more comfortable explaining his/her thinking using fraction manipulatives, but has trouble with a written explanation.
Practitioner	<ul style="list-style-type: none"> ✓ The student understands that there are two parts to the problem: creating a design and totaling the fraction pieces. ✓ The student can create a design, accurately calculate the total number of fraction pieces, and simplify the fraction. 	<ul style="list-style-type: none"> ✓ The student has chosen an appropriate strategy to solve the task, creates a design using accurate fraction pieces, and calculates the total value of the fraction pieces. ✓ The student can simplify his/her answer. ✓ Sample Strategies: Student uses calculator, fraction manipulatives, or paper/pencil to calculate the fraction total. 	<ul style="list-style-type: none"> ✓ The student represents his/her work in a clear, organized manner. ✓ The student can write a clear explanation using appropriate fraction terms and symbols and expresses their answer numerically.
Expert	<ul style="list-style-type: none"> ✓ The student understands that there are two parts to the problem: creating a design and totaling the fraction pieces. ✓ The student understands and uses more sophisticated fraction pieces. For example: fractions with uncommon denominators, mixed numbers or improper fractions. 	<ul style="list-style-type: none"> ✓ The student has chosen a complex design that requires the use of fractions with uncommon denominators, mixed numbers, and/or improper fractions. ✓ The student accurately totals and simplifies the fraction pieces using a calculator, fraction manipulatives, or paper/pencil. 	<ul style="list-style-type: none"> ✓ The student represents his/her work in a clear, organized manner. ✓ The student can write a clear explanation using appropriate fraction terms and symbols, expressing his/her answer numerically, and provides an equation representing his/her fraction pieces.