

**Master of Science in Teaching Specialization in
Middle School Mathematics Education**

**Assessment #5:
Assessment of Middle School Student
Mathematical Learning**

**MATH 509: Methods of Instruction in the Middle
School Mathematics Curriculum (Grades 5-8)
OR/ MATH 612: The Learning and Teaching of
Mathematics, Grades 6-9**

**Research Report on a Middle School Student's
Mathematical Thinking**

Scoring Rubric

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**The Research Report on a Middle School Student's Mathematical Thinking
Scoring Rubric**

This scoring rubric examines the quality of the each response relative to the goals of the course. The scores are listed from highest level to the least desirable level of performance.

- A. The goals of the assignment are fully achieved. Insightful conclusions are drawn, and clear understanding of the gathered information is exhibited. The student communicates effectively.
(20 points)
- B. All aspects of the assignment goals are addressed. Understanding of the gathered information is displayed, although further elaboration on key ideas may be needed. The discussion may be incomplete/non-connected/or may not be clearly presented.
(16 points)
- C. Certain goals of the assignment are not met. Gaps in understanding are present, and assumptions and/or conclusions are incomplete or flawed. Communication of ideas is weak.
(14 points)
- D. The major goals of the assignment are not met. The work includes fragmented understanding of main ideas. Erroneous or extraneous conclusions are presented.
(12 points)