

Math - Problem Solving : One Hundred Hungry Ants

Teacher Name: **Ms. Senter**

Student Name: _____

CATEGORY	4	3	2	1
Working with Others	Student was an engaged partner, listening to suggestions of others and working cooperatively throughout lesson.	Student was an engaged partner but had trouble listening to others and/or working cooperatively.	Student cooperated with others, but needed prompting to stay on-task.	Student did not work effectively with others.
Use of Manipulatives	Student always listens and follows directions and only uses manipulatives as instructed.	Student typically listens and follows directions and uses manipulatives as instructed 8 out of 10 times of the time.	Student sometimes listens and follows directions and uses manipulatives appropriately when reminded 8 out of 10 times.	Student rarely listens and often "plays" with the manipulatives instead of using them as instructed.
Mathematical Terminology and Notation	Correct terminology and notation are always used, making it easy to understand what was done.	Correct terminology and notation are usually used, making it fairly easy to understand what was done.	Correct terminology and notation are used, but it is sometimes not easy to understand what was done.	There is little use, or a lot of inappropriate use, of terminology and notation.
Organization	The work is presented in a clear organized fashion that is easy to read. With one raisin to one square.	The work is presented in an organized fashion that is usually easy to read. Less than 5 squares are omitted or doubled up on.	The work is presented in an organized fashion but may be hard to read at times. Raisins are hard to see in the square they are to use.	The work appears unorganized. It is hard to know what information goes together. Over 5 squares are empty.
Strategy/Procedures	Typically, uses an efficient and effective strategy to solve the problem(s).	Typically, uses an effective strategy to solve the problem(s).	Sometimes uses an effective strategy to solve problems, but does not do it consistently.	Rarely uses an effective strategy to solve problems.
Explanation	Explanation is detailed and clear.	Explanation is clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is difficult to understand and is missing several components OR was not included.

24 to 19 points = Satisfactory

18 to 14 points = Working on provide more practice through center stations work.

13 or below = Needs improvement re-teach either one on one or in small group.