



# ASSESSMENT:

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## Timesaving Procedures - FOR - Busy Teachers

FOURTH EDITION

4



12

1

2

3










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GRAPHIC DESIGN

Figure 3.10: PICTORIAL RUBRIC GENERATOR

NAME \_\_\_\_\_ DATE \_\_\_\_\_

TASK \_\_\_\_\_

<b>Content</b>			
POINTS:			
<b>Detailed</b>			
POINTS:			
<b>Punctuation and Capitalization</b>	do you hear the dog he is very loud	Do you hear the dog he is very loud.	Do you hear the dog? He is very loud!
POINTS:			
<b>Cooperation</b>			
POINTS:			
<b>TOTAL POINTS:</b> _____			

**Figure 9.2**  
**STANDARDS GRID**

<b>ACTIVITIES:</b>
A: <u>Skill sheet applications</u>
B: <u>Cooperative problem solving</u>
C: <u>Creating story problems</u>
D: <u>Computer applications</u>
E: <u>Math is sports project</u>
F: _____
G: _____

STANDARDS FOR: <u>Mathematics</u>	STANDARDS FOR: <u>Writing</u>							
	Writes to inform, express thoughts, influence, or entertain	Demonstrates a command of the conventions of spelling, capitalization, and punctuation.	Recognizes and applies appropriate organization of ideas in written text.	Writes in complete sentences using correct, varied, and effective sentence construction.	Applies standard grammar and usage, including subject-verb agreement and parts of speech.	Employs appropriate and precise word choices.	Uses prepositional phrases to elaborate written work.	Uses conjunctions to connect ideas meaningfully.
Uses place value to represent whole numbers (to 1,000,000,000) and decimals (to 0.001)	E	E	E	E	E	E	E	E
Uses equivalent fractions in problem-solving solutions	B C	B C	C	B C	C	C	C	C
Compares two fractional quantities using common denominators								
Relates decimals to fractions to the thousandths								
Adds, subtracts, multiplies, and divides with whole numbers, fractions and decimals	C E	C E	C E	C E	C E	C E	C E	C E
Identifies prime factors and common factors of whole numbers.								
Estimates to determine reasonable results.	B			B				

Figure 8.7A: PRODUCT GRID FOR SCIENCE

	MODALITIES				MULTIPLE INTELLIGENCES								
	V	OA	W	K	L	L-M	N	S	M	B-K	Inter	Intra	
acrostic	*		*		*	*	*	*	*			*	*
audio tape		*			*	*	*	*	*	*		*	*
book/oddsit	*		*		*	*	*	*	*			*	*
bulletin board	*		*	*	*	*	*	*	*	*	*	*	*
center (student made)	*	*	*	*	*	*	*	*	*	*	*	*	*
chart/poster	*		*	*	*	*	*	*	*	*	*	*	*
choral reading/readers theater	*	*	*	*	*	*	*	*	*	*	*	*	*
collection collage	*		*	*	*	*	*	*	*	*	*	*	*
comic strip	*		*		*	*	*	*	*	*	*	*	*
concept or story map (web)	*		*		*	*	*	*	*	*	*	*	*
offique	*	*	*		*	*	*	*	*	*	*	*	*
cross section	*		*	*	*	*	*	*	*	*	*	*	*
debate	*	*	*		*	*	*	*	*	*	*	*	*
demonstration (labeled artifacts)	*	*	*	*	*	*	*	*	*	*	*	*	*
description	*	*	*		*	*	*	*	*	*	*	*	*
diagram (labeled)	*		*		*	*	*	*	*	*	*	*	*
documentary film/film strip	*	*	*	*	*	*	*	*	*	*	*	*	*
editorial/essay/persuasive writing	*	*	*		*	*	*	*	*	*	*	*	*
encyclopedia entry	*		*		*	*	*	*	*	*	*	*	*
essay	*		*		*	*	*	*	*	*	*	*	*
experiment/demonstration	*	*	*	*	*	*	*	*	*	*	*	*	*
flannel board presentation	*	*	*	*	*	*	*	*	*	*	*	*	*
flow chart	*		*	*	*	*	*	*	*	*	*	*	*
game (original)	*	*	*	*	*	*	*	*	*	*	*	*	*
glossary	*		*		*	*	*	*	*	*	*	*	*
graph	*		*		*	*	*	*	*	*	*	*	*
handbook	*		*		*	*	*	*	*	*	*	*	*
interview	*	*	*		*	*	*	*	*	*	*	*	*
lab report with illustrations	*	*	*		*	*	*	*	*	*	*	*	*
learning log	*		*		*	*	*	*	*	*	*	*	*
letter (science process)	*		*		*	*	*	*	*	*	*	*	*
list	*		*		*	*	*	*	*	*	*	*	*
mobile	*		*	*	*	*	*	*	*	*	*	*	*
model	*		*		*	*	*	*	*	*	*	*	*
museum exhibit/labeled display	*	*	*	*	*	*	*	*	*	*	*	*	*
panel discussion	*	*	*		*	*	*	*	*	*	*	*	*
patterns	*		*	*	*	*	*	*	*	*	*	*	*
photo essay/sequence	*		*	*	*	*	*	*	*	*	*	*	*
picture dictionary	*		*		*	*	*	*	*	*	*	*	*
poem/dramatic/bio poem	*	*	*		*	*	*	*	*	*	*	*	*
rap/song (original)	*	*	*	*	*	*	*	*	*	*	*	*	*
rebus story	*		*		*	*	*	*	*	*	*	*	*
report (oral or written)	*	*	*		*	*	*	*	*	*	*	*	*
reverse crossword puzzle	*		*		*	*	*	*	*	*	*	*	*
rhyme	*	*	*		*	*	*	*	*	*	*	*	*
role play	*	*	*	*	*	*	*	*	*	*	*	*	*
scavenger hunt	*	*	*	*	*	*	*	*	*	*	*	*	*
scrapbook	*	*	*	*	*	*	*	*	*	*	*	*	*
survey (with data graphed)	*	*	*		*	*	*	*	*	*	*	*	*
terrarium	*		*	*	*	*	*	*	*	*	*	*	*
time line	*		*		*	*	*	*	*	*	*	*	*
Venn diagram	*	*	*		*	*	*	*	*	*	*	*	*