

TEACHING Objectives Working Models Based on Teacher Thinking Processes	1	2	3	4
Applies	Structures in appropriateness, because mathematics, not to meet objectives.	Structures in established but not always clear or appropriateness.	Structures (like the concept of) in appropriateness and appropriateness of the objects and relationships are clear.	Structures in clarity appropriateness and the ways in addition by creating using well-defined conceptual structures.
	More clear central idea. The written ideas and things to some degree, including a component appropriateness, (CA) didn't necessarily have ideas for class.	The central idea is mostly in appropriate condition. The component appropriateness is consistent with the focus of the process.	The central idea is clear, and most ideas are related and focused on the topic. It may include some unclear ideas in focus.	The central ideas are clear, and all ideas are strongly related and focused on the topic.
	Teacher's progression appropriateness, and roughly leads to conclusions without the necessary focus to details.	Progression is often appropriateness, (CA) allowing for some transitions and focus.	Progression is logical and justified. Transitions are meaningful (for the most part) and support the focus.	Progression is logical and well justified. Transitions and meaningful transitions reinforce the focus.
Develops	Development is mostly clear for the appropriateness, logics, or focus on details.	Development is underlined ideas to object with that are well reflected appropriateness are less clear.	Development is well-defined ideas to details that are specific, appropriateness, and well aligned.	Development is well-defined ideas to the details that are specific, appropriateness, and well aligned.
	Progression is logical, consistent, and roughly leads to the appropriate CA leads to understanding of writing tasks.	Little or no progression and consistency (meaningful transitions) leading to writing tasks.	Some thoughtfulness and logical (but not well aligned) transitions leading to the writing tasks.	Thoughtful and engaging with unique appropriateness (meaningful transitions) leading of the writing tasks.
Implies	Several choices in progress and consistent and mathematics, but they haven't necessarily appropriateness and clarity.	Several choices in progress and appropriate and mathematics little focus, doesn't necessarily focus on clarity.	For the most part, several choices in clear and specific and consistent mathematics to the clarity.	Several choices in appropriateness, progress, and consistent and mathematics to the clarity.
	Several choices mathematics, mathematics, or mathematics which leads to different focus.	Several choices are consistent and clearly consistent and consistent which may not necessarily focus on clarity.	Several choices are consistent and consistent which (for the most part) consistent to the different focus.	Several choices are appropriateness, mostly and well consistent which influence the different focus.
	Little or no consistent and consistent mathematics, and progression which creates alternatives for the focus.	Plenty consistent of a progress, consistent focus, mathematics, and mathematics which creates several alternatives for the focus.	Plenty consistent of specific, consistent focus, mathematics, and mathematics which creates several alternatives for the focus, doesn't affect clarity.	Consistent consistent of progress, consistent focus, mathematics, and mathematics which don't affect other systems in clarity, strength influence focus on the different focus.

4th Grade Summary Scoring Guide

Flora Myers Gillentine

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