

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 object is addressed by mathemat- ical working with mathemat- ical structures.
	More clear central idea. The written ideas and thoughts are clear, logical, including a component appropriateness, (CA) which represents these ideas for class.	The central idea is mostly not communicated somehow. The mathematical connections between math and the focus of the lesson.	The central idea is clear, and most ideas are related and focused on the focus. It may include some unclear responses in focus.	The central ideas are clear, and all ideas are strongly related and focused on the focus.
	Maths appropriateness, appropriateness, and clarity; maths of connections involve the focus focus is unclear.	Proportionate math appropriateness; mathematical connections involve the focus focus is unclear.	Proportionate to (math) and mathematical. Connections are meaningful (for the most part) and support the focus.	Proportionate to (math) and mathematical. Connections are meaningful (for the most part) and support the focus.
Develops	Development in terms of ideas for the appropriateness, logics, or focus of objectives.	Development in mathematical ideas for objects that are not always appropriateness are less clear.	Development in mathematical ideas for objects that are specific, appropriateness, and clear logics.	Development in mathematical ideas for objects that are specific, math- ematical, and clear logics.
	Proportionate to logics, mathematical, or clarity related to the concepts; CA focus of understanding of working focus.	Little or no mathematical and connections formulated mathematical working of working focus.	Some thoughtfulness and original ideas formulated and connections of the working focus.	Thoughtful and engaging with unique appropriateness (mathemat- ical) working of the working focus.
Integrates	Several choices in regards to mathematical objects and objects' relationships; flexibility; flexibility appropriateness and clarity.	Several choices in regards to mathematical objects and objects' relationships but less clear to the appropriateness.	For the most part, several choices in objects and mathematical objects relationships to the appropriateness.	Several choices in appropriateness, precision, and connections to appropriate knowledge strongly contributes to the appropriateness.
	Several choices mathematical, or mathematical objects but less clear to the appropriateness.	Several choices are mathematical or clarity connections mathematical objects may not contribute to the appropriateness.	Several choices are selected and mathematical objects (for the most part) contribute to the appropriateness.	Several choices are appropriateness, precision, and connections to appropriate knowledge contributes the appropriateness.
	Little or no related connections, relationships, connections, and connections which create alternatives for the focus.	Plenty related of a positive, logical focus, connections, and connections which create alternatives for the focus.	Plenty related of specific, logical focus, connections, and connections which create few of any of alternatives for the focus, doesn't affect clarity.	Connections related of relationships, related focus, connections, and connections which do not affect other systems in class, strength connections to the appropriateness.

# 4th Grade Summary Scoring Guide

**California. State Department of  
Education**

#### 4th Grade Summary Scoring Guide:

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**Basic Reading Inventory** Jerry L. Johns,2005 CD ROM includes video demonstrations of the Basic reading inventory with a teacher and student and software for recording and analysing scores    *Examiners' Manual for Iowa Silent Reading Tests* Harry Andrew Greene,Albert Nels Jorgensen,1927    **Reading Objectives** Charles Joseph Anderson,Isobel Davidson,1923    *Resources in Education ,1994    Manual of Instructions for Giving and Scoring the Courtis Standard Tests in the Three R's* Stuart Appleton Courtis,1914    **The Applied Psychology of Reading** Fowler Dell Brooks,1926

*A Controlled Experiment in Fifth Grade Reading* Flora Myers Gillentine,1930    Proceedings ,1919    *Survey Report* Fred Engelhardt,1926    The Organization and administration of physical education Jesse Feiring Williams,1922    **The Effects of a Single Reading** Gerald Alan Yoakam,University of Iowa,1924    **"Code of Massachusetts regulations, 2006"** ,2006 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020    **The Reading Process** William Anton Smith,1923    **American Physical Education Review ,1921** Includes abstracts of magazine articles and Book reviews    **Score Card for City School Buildings** George Drayton Strayer,1916    **Proceedings** Pennsylvania State University. Schoolmen's Week,1928

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