

## Teacher's Achievement Chart

	<b>Level 1 Initial Achievement</b>	<b>Level 2 Moving To Expected Level</b>	<b>Level 3 Expected Achievement</b>	<b>Level 4 Extended Achievement</b>
<b>Use of Mathematical Language</b>	Student does not use mathematical terminology to explain personal math ideas. If some math words are used, they are used incorrectly.	Student uses limited mathematical terminology to support personal math ideas (e.g., words from the Word Wall or Mathematics Dictionary that have been discussed).	Student uses appropriate mathematical terminology to explain and support personal math ideas (e.g., words from the Personal Mathematics Dictionary or Word Wall).	Student uses extensive math terminology to provide a clear explanation of personal math ideas. Terms are related to the math concept correctly.
<b>Understanding of Concepts</b>	Journal entry shows that the student has little or no understanding of the concept being written about. Ideas are confused and do not make sense in the context of the journal.	Journal entry shows that the student has some understanding of the concept being written about. Limited details are used to explain knowledge about the concept.	Journal entry shows that the student has a solid, grade appropriate understanding of the concept. Ideas are expressed in simple and straightforward language.	Journal entry shows that the student has an in-depth understanding of the concept. Ideas are intelligible and clearly communicated.
<b>Use of Charts &amp; Diagrams</b>	Student does not use charts or diagrams to support written ideas.	Student attempts to use charts or diagrams to support written ideas.	Student appropriately uses charts or diagrams to support written ideas.	Student makes use of charts or diagrams to clearly support written ideas.
<b>Connections</b>	Student does not demonstrate any connections to previous learning or relations to real life situations.	Student makes some connections to previous learning and uses simple language to relate how the concept is relevant to real life.	Student relates math concepts to concepts previously learned. Student explains the relevance of the concept to real life situations and uses examples.	Student easily connects new math concepts to previously learned concepts and makes insightful observations that relate the concept to real life situations.

Teacher Comments: \_\_\_\_\_  
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Next Steps: \_\_\_\_\_  
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