

MTH 396 Math Buddy Scoring

Math Buddy Assignment for Ferris Wheel Problem

1. Scoring Papers

- Due Friday (11/9) at the beginning of class. If you will not be here Friday you must email them to by 9am Friday.
- Assignment: Score your buddies **as well as** your partner's buddies. You must fill out the scoring sheet for each student and each problem they did. You must give reasons for scores, your comments must explain how/why the solution satisfies the criteria in the box for the score you give. You will be marked down if you do not do this.
- You will be given your scoring sheets together with those from your partner. Over the weekend decide on the final scores. Bring final scores to class on Monday. You will circle them when you put your letters in.

2. Letters

- Final draft due Monday (11/12) at the beginning of class. If you will not be here Monday you must get the hard copies to be by 2pm Monday.
- You will be scored on your letter based on the scoring rubric we passed out earlier in the term. Please use this checklist. If you do not do or ignore any of the items, you will be marked down.

Comment: They might need help with the "every other". You can remind them that that means the first car has 8 people, the second has 4 people, the third has 8 people, and so on. If there are 36 cars, how many would have 8 people? How many would have 4 people?

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Components:	
✓ Include a friendly start	
✓ Include both praise and prompts	
✓ Personal questions at the end if appropriate	
✓ End with an encouraging closing	
✓ Sign your name	
Specific Content:	
<ul style="list-style-type: none"> ✓ Demonstrate that you understand the students' work (if applicable – there will be some that don't make sense). <ul style="list-style-type: none"> ○ E.g. don't suggest something that doesn't make sense with their work. Don't suggest something they already did. Do suggest something that will help them move forward with <u>their</u> idea (unless it cannot work). 	
<ul style="list-style-type: none"> ✓ Focus on the <u>most important</u> misconceptions in their work or push them to improve upon some other aspect of their solution if the work is correct (choose ~2-3 things to focus on). <ul style="list-style-type: none"> ○ Look at the scoring guide - start at the "top". If they did not understand the problem, then focus on what the problem is asking. ○ If their strategy is lacking focus on how to get them on the right track. ○ If their communication is lacking, ask <u>specific questions</u> – what are you wondering about? <ul style="list-style-type: none"> ○ Do NOT say "great job explaining all your work", and then ask them to explain something. It is confusing. ○ If they made a computational mistake, point it out (but don't tell them the answer) ○ If they did not defend, ask them to check their answer. ○ <u>Do not do ALL of the above.</u> Just focus on the 2-3 most important. Where were their scores the lowest? What will help them the most? For example, don't ask them to rework the problem if they didn't get it correct. 	

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<ul style="list-style-type: none"> ✓ Give good hints that will be specific enough to help them move forward without telling them the answer. <ul style="list-style-type: none"> ○ Some students will need more of a hint than others. ○ Look at the questions you ask. Ask yourself how you think the students are likely to answer. Will it help them move forward? If your student is really struggling, is there a more specific question you could ask or hint you could give (that doesn't give away the answer completely)? 	
<ul style="list-style-type: none"> ✓ <u>Be concise</u> – don't add in lots of other questions / details that are not needed. Make a real effort here to make every word count. Our hints get lost in long paragraphs. 	
Math	
<ul style="list-style-type: none"> ✓ Model correct mathematical language, units, formulas, number sentences 	
<ul style="list-style-type: none"> ✓ Be mathematically correct 	
Tone	
<ul style="list-style-type: none"> ✓ Your reply should be friendly and polite 	
<ul style="list-style-type: none"> ✓ Use appropriate language and ideas for a 4th-5th grader 	
Grammar/Spelling/Formatting	
<ul style="list-style-type: none"> ✓ No spelling errors 	
<ul style="list-style-type: none"> ✓ No missed words (reread it very slowly, have a friend read it) 	
<ul style="list-style-type: none"> ✓ SEPARATE IDEAS INTO MULTIPLE SHORT PARAGRAPHS. Do not have too many ideas in one paragraph. I don't want to see one paragraph that suggests labels, checking their work and making a diagram – these are all different paragraphs. They may seem short, but it is easier for them to focus on what you are saying one idea at a time. 	
<ul style="list-style-type: none"> ✓ Write neatly, in a straight line, and not too small. 	
<ul style="list-style-type: none"> ✓ Leave a little space between paragraphs. 	
<ul style="list-style-type: none"> ✓ Sign your name. 	
<ul style="list-style-type: none"> ✓ Visit the writing center if you need help. 	
Timeliness	
<ul style="list-style-type: none"> ✓ Turn this in Monday 11/12 at the beginning of class. 	
Scores	
<ul style="list-style-type: none"> ✓ Assign appropriate scores. Consult both yours and your partner's scoring sheets and make a thoughtful decision. You will be marked down if there is an obvious reason for giving a score other than what you gave. Bring scores to class, you will circle them when you put your letters in. 	