Scoring Rubric and Student Confidence Scale for an Independent Practice Assignment

Scoring Rubric

Level 1 I do not understand the assignment.	Level 2 I understand part of the assignment. I am getting a few correct solutions.	Level 3 I understand the assignment. I am getting mostly correct solutions.	Level 4 I completely understand the assignment. I am getting all correct solutions.
I am not sure where to begin. I am trying but not getting any correct solutions.	I am able to start the problems using my class notes, but I can't explain why I am finding correct solutions or incorrect solutions.	I recognize how to do each and every problem, but I am making errors resulting in a few incorrect solutions.	I immediately understand how to do every problem. I answer problems with complete accuracy and see connections among problems.

Confidence Scale

Level 1 No Confidence	Level 2 Low Level of Confidence	Level 3 Confident	Level 4 High Level of Confidence
I do not feel confident in my responses to the assignment. I need to be retaught the concepts in a different way. I don't even know where to begin.	I am beginning to understand the concepts but can't seem to figure out key steps in the problem. Sometimes I get the right answer but cannot explain why.	I believe that I completed the assignment accurately, but I do not understand how this concept relates to other mathematical concepts we have been taught. I can only complete the assignment using one strategy.	I know that I completed the assignment accurately. I understand how this concept relates to other mathematical concepts. I would feel confident teaching my peers this content.

The best method of grading a mathematics homework assignment is to ask your students to self-assign a grade. After your students have completed an independent practice assignment, teach them how to reflect on their own understanding. Engaging in honest self-reflection is an important life skill for developing student self-efficacy.

Also, guide students to assign two self-reflection scores to assess the learning experience of doing their homework—assign one score for *proficiency* and one score for *confidence*. To self-assign a proficiency score, use the scoring rubric as a starting point, and modify the language to match your grade-level or course-based expectations. Similarly, adapt the confidence scale for your grade level or course to allow students to self-assign a confidence score using a different four-point scale.

Developing student self-efficacy and agency in learning begins with self-awareness. Asking students to rate their own performance and confidence is a tangible strategy leading to self-efficacy. But your students should not stop at the self-awareness stage. The next step is for them to seek feedback from peers or family members. Students should also reach out to a peer or study group outside of class to engage in a five- to ten-minute discussion for each independent practice assignment. During the discussion, students can review each other's work as well as share feedback and strategies that might lead to deeper understanding. Elementary students can do this with their families or an older sibling. Students can conduct peer- or family-feedback sessions through traditional face-to-face study groups. They can also use gateway technology, such as Skype, FaceTime, Google Hangouts, or three-way calling, to name a few.