Preparing Competent, Committed, Professional Teachers for a Diverse, Democratic Society
Ohio Wesleyan University
Adolescent to Young Adult (AYA) Mathematics Education Licensure Program

Assessment 8
Mathematics Journal

- The journal provides a space for you to demonstrate your skill at using the 5 mathematical processes: problem-solving, reasoning, communication, representation, and connection.
- The journal also provides a platform for you to reflect on your growth and development as middle school mathematics teacher. Sometimes these entries will be on a split page, so that a peer can also comment on your reflections.
- Each page should be dated and titled. Don’t erase your initial attempts at problem-solving; these attempts provide insight into your thinking. The journal does not need to be perfect—only clear enough that the instructor can follow your thinking.

Mathematics Journal Scoring Rubric – Individual Entry
Your score is the highest level for which you meet all the criteria.

Excellent
- entry is insightful and well-written in that the entry provides depth and connections to course content through multiple examples;
- includes consistent and precise use of terminology;
- entry demonstrates well-developed mathematical reasoning, problem-solving, and communication skills

Proficient
- entry is somewhat insightful in that the entry provides some connections to course content, although connections/examples are not fine-tuned;
- includes some use of terminology;
- entry demonstrates solid mathematical reasoning, problem-solving, and communication skills

Adequate
- entry lacks insight in that the entry is too short to show depth/connections to course content; few, if any examples;
- limited use of terminology;
- entry demonstrates minimal mathematical reasoning, problem-solving, and communication skills

Unsatisfactory
- entry lacks insight and depth;
- entry fails to demonstrate mathematical reasoning, problem-solving, and communication skills
NCTM Standards addressed through the Mathematics Journal

- Standard 1: Knowledge of Mathematical Problem Solving
- Standard 2: Knowledge of Reasoning and Proof
- Standard 3: Knowledge of Mathematical Communication
- Standard 4: Knowledge of Mathematical Connection
- Standard 5: Knowledge of Mathematical Representation
- Standard 7: Dispositions
  - 7.4 Commitment to learning with understanding

Mathematics Journal Scoring Rubric – Overall Grade

A = journal is organized, properly labeled, and easy to read; all assigned entries have been completed-majority of the entries have been scored “excellent,” no entries have been scored “unsatisfactory”;

B = journal is organized, but 1 or 2 entries may lack proper labeling or be difficult to read; all assigned entries have been completed-majority of the entries have been scored “proficient,” no entries have been scored “unsatisfactory”;

C = journal is organized, but 1 or 2 entries may lack proper labeling or be difficult to read; all assigned entries have been completed-half of the entries have been scored “proficient” and the other half have been scored “adequate.”

D = journal is somewhat disorganized, 3 or 4 entries are missing labels and/or are difficult to read; 1-2 entries are missing-majority of the entries have been scored “adequate”;

F = most entries lack labels and/or are difficult to read; journal has more than 2 entries missing and/or more than two entries which have been scored “unsatisfactory.”