

# Unit 4 Rubric & Grading Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_ (circle one) Pre-test Post-test

	correct	incorrect	total possible
1. List all the steps to cleaning the bedroom: Count each step as one point. Steps can be written in any order. Count as incorrect if an incorrect task is written or a line is left blank.			4
2. Explain how to clean each area of the kitchen: Count each line as one point. Count as correct if the student writes the appropriate action on each line (e.g., wash dishes, empty trash, mop floor wipe counter, wipe stove). Count as incorrect if a line is left blank.			5
3. Highlight the actions that are part of cleaning a bathroom: Count each correctly highlighted action as one point. If the student highlights every action, count the section as 0 points.			7
4. Highlight the actions that are part of cleaning a living room: Count each correctly highlighted action as one point. If the student highlights every action, count the section as 0 points.			4
5. Circle True or False for each statement: Count each statement as one point. Count as incorrect if both true and false are circled or neither are circled.			6
	total correct	total incorrect	
	total possible	percentage *	
	<b>26</b>		

\* total correct divided by total possible times 100

## Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

Error Numbers	Needs Practice on....	Suggested Activities
many errors on 1, 2, 3 & 4	still needs work on identifying the steps and procedures to cleaning all four rooms	give the student four index cards with a room name written on each. show, write, or say a cleaning action and have the student point to the room(s) that match that action. write cleaning actions on index cards and have the student sort the actions by the appropriate room(s). practice listing the steps for each room.
many errors on 5	still needs work on understanding the function of specific cleaning products and general "rules" about cleaning the house	use questions from all of the true/false in the unit or develop your own cleaning-related statements. have the students give a thumbs up/down if your statement is accurate. practice using actual cleaning supplies appropriately.