DSTP Notes about Mathematics Scoring and Rubrics

Properly designed Mathematics open-ended questions require students to show their work and reasoning using the mathematical knowledge needed to answer the questions. This is the intent of the open-ended questions on the Delaware Student Testing Program (DSTP). Students must give correct answers WITH explanations of how they obtained their answers (pictorial, written, or symbolic supporting evidence). A correct numerical answer WITHOUT explanation is incomplete and in most cases will not receive any partial credit since the teachers/scorers cannot determine how the answer was obtained.

If students have the correct answer with a clear explanation of how they obtained that answer, then they receive full credit. If there is a contradiction between the numerical answer and the work shown, then students don't receive full credit. Grades 2 and 3 may require some exceptions and special considerations regarding explanations since the student's language is restricted. The students still need to demonstrate some mathematical knowledge of the concepts being assessed.

The Delaware Department of Education continually improves the Delaware Tests so that they give better feedback concerning students' capabilities. Measuring students' knowledge towards the standards and grade levels expectations is still in place and has been in place since the 1998 DSTP.

The open-ended question format is widely used by teachers and is an everyday teaching and learning format calling for students to reflect on and support their work. This format is a powerful tool in the learning process. Educators now speak of Assessing *FOR* Learning and not only Assessing *OF* Learning.

A copy of the generic rubric is posted on the Assessment and Analysis website under the Mathematics link.