



Justification Rubric

Focusing on justification has a long lasting impact on how students show connections and thinking during classwork, on homework, and on summative assessments. This language can support you in uncovering student thinking when circulating. A teacher might say, “That justification looks like it is developing, how could you make it robust?” In addition, students can support each other in their teams by safely critiquing their teammate’s justification using the rubric. A teacher may even assign a team role such as the recorder/reporter to check in on the justification in their teammates notebooks.

Sample Justification Rubric

Basic	Developing	Proficient	Robust
All questions are answered on the paper. An example of this might be a paper that just has answers	All questions are answered on the paper such that any classmate can make sense of the strategies used. Anyone looking at the paper would easily make sense of the location of the justification. An example of this might be a paper where the strategies tried are recognizable.	It is easy to see how the justification leads to the solution. The justification is organized and may show previous attempts (right or wrong). The justification may show multiple representations (different ways to understand the solution i.e. Table/Graph/Rule.) An example of this might be a paper where there is a logical flow or progression to the justification.	The justification connects multiple representations and diagrams with arrows and written thoughts. Calculations and strategies are explained and in a logical order. The justification is written to support the learning of classmates. An example of this might be a paper where the justification makes connections as a teacher would.

It is a good idea for students to practice scoring other students' classwork before you require them to score a classmate's team assessment. You will also need to practice providing this feedback to your students before you assess them using the rubric. Using whole class discussions during closure you might have a discussion about how the students would evaluate your own justification.