

## “Will I Ever Use This In Real Life?” Rubric

	<b>Understanding</b>	<b>Planning and Execution</b>	<b>Communication</b>	<b>Persistence</b>
<b>4</b>	<ul style="list-style-type: none"> <li>Show complete understanding of the required mathematical knowledge.</li> <li>The solution completely addresses all mathematical components presented in the task.</li> </ul>	<ul style="list-style-type: none"> <li>Uses only the important elements of the task.</li> <li>Uses an appropriate and complete strategy for solving the problem.</li> <li>Uses only relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear, effective explanation of the solution. All steps are included so the reader does not have to infer how the task was completed.</li> <li>Mathematical representation is actively used as a means of communicating ideas.</li> <li>There is precise and appropriate mathematical terminology and notation.</li> </ul>	<ul style="list-style-type: none"> <li>Works hard on the task and doesn't need much help.</li> <li>Student may extend his thinking beyond the problem and make new connections or create new problems.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Shows nearly complete understanding of required mathematical knowledge.</li> <li>The solution addresses almost all of the mathematical components presented in the task. There may be minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>Uses most of the important elements of the task.</li> <li>Uses an appropriate but incomplete strategy for solving the problem.</li> <li>Uses most of the relevant data.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear explanation.</li> <li>There is appropriate use of accurate mathematical representation.</li> <li>There is effective use of mathematical terminology and notation.</li> </ul>	<ul style="list-style-type: none"> <li>Works hard on the task and only gets help after having tried many strategies given throughout.</li> <li>Completes task, working dutifully at the harder parts also.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Shows some understanding of the required mathematical knowledge</li> <li>The solution addresses some, but not all the mathematical components presented in the task.</li> </ul>	<ul style="list-style-type: none"> <li>Uses some important elements of the task.</li> <li>Uses an inappropriate strategy or application of strategy is unclear.</li> <li>Uses some relevant data.</li> </ul>	<ul style="list-style-type: none"> <li>There is an incomplete explanation; it may not be clearly represented.</li> <li>There is some use of appropriate mathematical representation.</li> <li>There is some use of mathematical notation appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>Can do simple parts of the problem with little help.</li> <li>Starts working on the harder parts, but unless there is help, gives up.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Shows limited or no understanding of the problem, perhaps only re-copying the given data.</li> <li>The solution addresses none of the mathematical components required to solve the task.</li> </ul>	<ul style="list-style-type: none"> <li>Uses none of the important elements of the task.</li> <li>Works haphazardly with no particular strategy for solving the problem.</li> <li>Uses irrelevant data.</li> </ul>	<ul style="list-style-type: none"> <li>There is no explanation of the solution. The explanation cannot be understood, or is unrelated to the task.</li> <li>There is no use or inappropriate use of mathematical representations.</li> <li>There is no use, or mostly inappropriate use, of mathematical terminology and notation.</li> </ul>	<ul style="list-style-type: none"> <li>Needs help, even for the very simple tasks.</li> <li>Gives up quickly, often just wanting someone to give the answer.</li> </ul>