

Performance Task General Rubric

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