

College Graduate Competency – GRAD-MATH-3 MATHEMATICS RUBRIC

Used in assessment courses with a mathematics project or assignment.

<i>Student Name</i>	<i>Course/Section</i>	<i>Date/Sem</i>				<i>Overall Score</i>
Component	4	3	2	1	0	
1. Create and use a linear or exponential model to make predictions.	Fully Accomplishes the Purpose of the Task <ul style="list-style-type: none"> • Student work shows full grasp and use of the central mathematical idea(s). • Recorded work communicates thinking clearly using some combination of written, symbolic, or visual means. 	Substantially Accomplishes the Purpose of the Task <ul style="list-style-type: none"> • Student work shows essential grasp of the central mathematical idea(s). • Recorded work in large part communicates the thinking. 	Partially Accomplishes the Purpose of the Task <ul style="list-style-type: none"> • Student work shows partial but limited grasp of the central mathematical idea(s). • Recorded work may be incomplete, somewhat misdirected, or not clearly presented. 	Makes Little Toward Accomplishing the Task <ul style="list-style-type: none"> • Student work shows little progress toward accomplishing the task. • Shows little grasp of the central mathematical idea(s). • Recorded work is barely comprehensible. 	Makes No Progress Toward Accomplishing the Task <ul style="list-style-type: none"> • Student work shows no progress toward accomplishing the task. • Shows no grasp of the central mathematical idea(s). • Recorded work is not comprehensible. 	Pts. _____
Component	4	3	2	1	0	
2. Read and interpret graphs and charts.	Fully Accomplishes the Purpose of the Task <ul style="list-style-type: none"> • Student work shows full grasp and use of the central mathematical idea(s). • Recorded work communicates thinking clearly using some combination of written, symbolic, or visual means. 	Substantially Accomplishes the Purpose of the Task <ul style="list-style-type: none"> • Student work shows essential grasp of the central mathematical idea(s). • Recorded work in large part communicates the thinking. 	Partially Accomplishes the Purpose of the Task <ul style="list-style-type: none"> • Student work shows partial but limited grasp of the central mathematical idea(s). • Recorded work may be incomplete, somewhat misdirected, or not clearly presented. 	Makes Little or No Progress Toward Accomplishing the Task <ul style="list-style-type: none"> • Student work shows little progress toward accomplishing the task. • Shows little grasp of the central mathematical idea(s). • Recorded work is barely comprehensible. 	Makes No Progress Toward Accomplishing the Task <ul style="list-style-type: none"> • Student work shows no progress toward accomplishing the task. • Shows no grasp of the central mathematical idea(s). • Recorded work is not comprehensible. 	Pts. _____

Component	4	3	2	1	0	
3. Select and construct an appropriate graph or visual aid to display information.	<p>Fully Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows full grasp and use of the central mathematical idea(s). • Recorded work communicates thinking clearly using some combination of written, symbolic, or visual means. 	<p>Substantially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows essential grasp of the central mathematical idea(s). • Recorded work in large part communicates the thinking. 	<p>Partially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows partial but limited grasp of the central mathematical idea(s). • Recorded work may be incomplete, somewhat misdirected, or not clearly presented. 	<p>Makes Little Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows little progress toward accomplishing the task. • Shows little grasp of the central mathematical idea(s). • Recorded work is barely comprehensible. 	<p>Makes No Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows no progress toward accomplishing the task. • Shows no grasp of the central mathematical idea(s). • Recorded work is not comprehensible. 	Pts. _____
Component	4	3	2	1	0-	
4. Create, solve, and interpret appropriate equations in the curriculum.	<p>Fully Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows full grasp and use of the central mathematical idea(s). • Recorded work communicates thinking clearly using some combination of written, symbolic, or visual means. 	<p>Substantially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows essential grasp of the central mathematical idea(s). • Recorded work in large part communicates the thinking. 	<p>Partially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows partial but limited grasp of the central mathematical idea(s). • Recorded work may be incomplete, somewhat misdirected, or not clearly presented. 	<p>Makes Little Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows little progress toward accomplishing the task. • Shows little grasp of the central mathematical idea(s). • Recorded work is barely comprehensible. 	<p>Makes No Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows no progress toward accomplishing the task. • Shows no grasp of the central mathematical idea(s). • Recorded work is not comprehensible. 	Pts. _____

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5. Able to work with and interpret given data.	<p>Fully Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows full grasp and use of the central mathematical idea(s). • Recorded work communicates thinking clearly using some combination of written, symbolic, or visual means. 	<p>Substantially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows essential grasp of the central mathematical idea(s). • Recorded work in large part communicates the thinking. 	<p>Partially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows partial but limited grasp of the central mathematical idea(s). • Recorded work may be incomplete, somewhat misdirected, or not clearly presented. 	<p>Makes Little Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows little progress toward accomplishing the task. • Shows little grasp of the central mathematical idea(s). • Recorded work is barely comprehensible. 	<p>Makes No Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows no progress toward accomplishing the task. • Shows no grasp of the central mathematical idea(s). • Recorded work is not comprehensible. 	Pts. _____
6. Make connections from mathematics to real-world applications through the use of case studies, articles, etc. from various disciplines.	<p>Fully Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows full grasp and use of the central mathematical idea(s). • Recorded work communicates thinking clearly using some combination of written, symbolic, or visual means. 	<p>Substantially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows essential grasp of the central mathematical idea(s). • Recorded work in large part communicates the thinking. 	<p>Partially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows partial but limited grasp of the central mathematical idea(s). • Recorded work may be incomplete, somewhat misdirected, or not clearly presented. 	<p>Makes Little Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows little progress toward accomplishing the task. • Shows little grasp of the central mathematical idea(s). • Recorded work is barely comprehensible. 	<p>Makes No Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows no progress toward accomplishing the task. • Shows no grasp of the central mathematical idea(s). • Recorded work is not comprehensible. 	Pts. _____

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<p>7. Use appropriate technology to aid in mathematical thinking.</p>	<p>Fully Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows full grasp and use of the central mathematical idea(s). • Recorded work communicates thinking clearly using some combination of written, symbolic, or visual means. 	<p>Substantially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows essential grasp of the central mathematical idea(s). • Recorded work in large part communicates the thinking. 	<p>Partially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows partial but limited grasp of the central mathematical idea(s). • Recorded work may be incomplete, somewhat misdirected, or not clearly presented. 	<p>Makes Little Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows little progress toward accomplishing the task. • Shows little grasp of the central mathematical idea(s). • Recorded work is barely comprehensible. 	<p>Makes No Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows no progress toward accomplishing the task. • Shows no grasp of the central mathematical idea(s). • Recorded work is not comprehensible. 	<p>Pts. _____</p>
<p>Component</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>	<p>0</p>	
<p>8. Communicate mathematics orally and/or in written form.</p>	<p>Fully Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows full grasp and use of the central mathematical idea(s). • Recorded work communicates thinking clearly using some combination of written, symbolic, or visual means. 	<p>Substantially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows essential grasp of the central mathematical idea(s). • Recorded work in large part communicates the thinking. 	<p>Partially Accomplishes the Purpose of the Task</p> <ul style="list-style-type: none"> • Student work shows partial but limited grasp of the central mathematical idea(s). • Recorded work may be incomplete, somewhat misdirected, or not clearly presented. 	<p>Makes Little Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows little progress toward accomplishing the task. • Shows little grasp of the central mathematical idea(s). • Recorded work is barely comprehensible. 	<p>Makes No Progress Toward Accomplishing the Task</p> <ul style="list-style-type: none"> • Student work shows no progress toward accomplishing the task. • Shows no grasp of the central mathematical idea(s). • Recorded work is not comprehensible. 	<p>Pts. _____</p>
		<p>Evaluator Notes/Comments:</p>			<p>Total Score:</p>	