

Rubric for Weekly Written Assignments (+30 points per)

Characteristic	Target	Acceptable	Unacceptable
Understanding of the problem	<p>Showed through graphs, mathematical language, or other means a complete understanding of the problem.</p> <p style="text-align: center;">+5 pts</p>	<p>Showed enough understanding to begin solving the problem in a logical manner.</p> <p style="text-align: center;">+3 pts</p>	<p>Misunderstood the problem enough to cause errors in processes used to solve the problem.</p> <p style="text-align: center;">+1 pts</p>
Strategy chosen and applied	<p>Reasonable strategy selected and developed. Content knowledge is used correctly.</p> <p style="text-align: center;">+5 pts</p>	<p>Reasonable strategy selected, moderately developed. Content knowledge used appropriately, with minor computation errors.</p> <p style="text-align: center;">+3 pts</p>	<p>There is an attempt to solve the problem. No strategy is applied that could lead to an answer. Uses no content knowledge or content knowledge with conceptual errors.</p> <p style="text-align: center;">+1 pt</p>
Calculations performed	<p>Calculated the correct answer. Work shown is logical. Calculations are completely correct and answers properly labeled. Use of correct formulas is important.</p> <p style="text-align: center;">+5 pts</p>	<p>Work shown has gaps. Calculations are mostly correct, may contain minor errors. Correct formulas recognized, perhaps not used correctly.</p> <p style="text-align: center;">+3 pts</p>	<p>Attempted to solve the problem. A limited amount of work is shown. Calculations are completely incorrect or contain major errors leading to an incorrect answer.</p> <p style="text-align: center;">+1 pt</p>
Correct answer	<p>Arrived at a correct answer, was able to extrapolate beyond the simple question.</p> <p style="text-align: center;">+5 pts</p>	<p>Arrived at incorrect answer that comes from computation errors, or was unable to extrapolate beyond the simple question.</p> <p style="text-align: center;">+3 pts</p>	<p>Arrived at incorrect answer or correct answer that comes from conceptual errors.</p> <p style="text-align: center;">+1 pt</p>
Explanation of strategy for solving the problem	<p>Adequately explained the answer. Exemplary explanation. Detailed and clear, examples may have been provided. Mastery of concept with ability to go beyond the simple answer.</p> <p style="text-align: center;">+5 pts</p>	<p>Adequately explained the strategy but did not calculate the correct answer. Explanation contained adequate details and clarity, but may not express the ability to understand general consequences to problem's solution.</p> <p style="text-align: center;">+3 pts</p>	<p>Attempted an explanation, but incorrect or unclear. Lacks details. Unable to describe the consequences of a solution to this problem.</p> <p style="text-align: center;">+1 pt</p>

<p>Communication</p>	<p>Uses mathematical language, graphs, and other items, appropriately. Solution is presented in a clear and orderly manner so the reader can follow the flow of the solution and final answer. Proper use of technology to get assignment to scorer in a timely manner.</p> <p>+5 pts</p>	<p>Uses mathematical language, graphs, and other items, correctly, but may contain transcription or computational errors. Solution is presented in a manner so the scorer can follow most of the steps in the solution and final answer. Technology not used to the best of student's ability to impart information to scorer.</p> <p>+3 pts</p>	<p>Uses little or no mathematical language, graphs, or other methods to communicate. Presents the problem in an unclear manner, steps are missing or out of sequence. Scorer has difficulty following the sequence of steps. Inability to use technology to ensure scorer has the most presentable</p> <p>+1 pt</p>
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