

## Performance Task General 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>• Shows complete understanding of the required mathematical/scientific knowledge.</li> <li>• The solution completely addresses all mathematical/scientific 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> <li>• Uses clear and effective diagrams, tables, charts and graphs.</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/scientific representation is actively used as a means of communicating ideas.</li> <li>• There is precise and appropriate mathematical/scientific 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/scientific knowledge.</li> <li>• The solution addresses almost all of the mathematical/scientific 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> <li>• Appropriate but incomplete use of diagrams, tables, charts and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a clear explanation.</li> <li>• There is appropriate use of accurate mathematical/scientific representation.</li> <li>• There is effective use of mathematical/scientific 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/ scientific knowledge</li> <li>• The solution addresses some, but not all the mathematical/scientific 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> <li>• Limited use or misuse of diagrams, tables, charts, and graphs.</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/scientific representation.</li> <li>• There is some use of mathematical/scientific 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/scientific 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> <li>• Does not show use of diagrams, tables, charts or graphs.</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/scientific representations.</li> <li>• There is no use, or mostly inappropriate use, of mathematical/scientific 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>