

NAME _____

DATE _____

MATH RUBRIC

FEATURES	INADEQUATE	UNDER DEVELOPED	PARTIALLY DEVELOPED	DEVELOPED	EXCEPTIONALLY DEVELOPED
MATHEMATICAL KNOWLEDGE (STUDENT'S FOCUS OF SUBJECT)	<ul style="list-style-type: none"> shows little to no understanding of the problem's mathematical concepts/principles makes no attempt to use mathematical terminology 	<ul style="list-style-type: none"> shows a basic but weak understanding of the problem's mathematical concepts/principles makes an attempt to use mathematical terminology correctly 	<ul style="list-style-type: none"> shows some understanding of the problem's mathematical concepts/principles uses some mathematical terminology correctly may contain major computational errors 	<ul style="list-style-type: none"> shows nearly complete understanding of the problem's mathematical concepts/principles uses nearly correct mathematical terminology and notations, but still may contain minor computational errors 	<ul style="list-style-type: none"> shows complete understanding of the problem's mathematical concepts/principles uses appropriate mathematical terminology and notations executes algorithms completely and correctly
	3	8	12	17	20
STRATEGIC KNOWLEDGE (SUPPORT)	<ul style="list-style-type: none"> gives no evidence of a solution process or of problem-solving strategies 	<ul style="list-style-type: none"> fails to identify important elements or places too much emphasis on unimportant elements may reflect an inappropriate or inconsistent problem-solving strategy gives minimal evidence of a solution process 	<ul style="list-style-type: none"> identifies some of problem's important elements, but shows only limited relationships among them appears to reflect an appropriate problem-solving strategy, but application is unclear gives some evidence of solution process 	<ul style="list-style-type: none"> identifies most of the imp. elements of the problem and shows general understanding of the relationships among them reflects an appropriate problem-solving strategy for solving problem solution process is nearly complete 	<ul style="list-style-type: none"> identifies all of the problem's important elements, shows complete understanding of the relationships among elements, and reflects an appropriate, systematic problem-solving strategy process is complete
	3	8	12	17	20
EXPLANATION (ORGANIZATION)	<ul style="list-style-type: none"> contains no explanation of solution or discussion of diagram's elements 	<ul style="list-style-type: none"> may include minimal discussion of diagram's elements explanation does not match diagram provides minimal explanation of solution 	<ul style="list-style-type: none"> may include a diagram with some explanation of elements gives some explanation of the solution process employed (either what was done or rationale for solution process is presented but not both) 	<ul style="list-style-type: none"> gives a nearly complete written explanation of the solution process employed; clearly explains what was done and begins to address why it was done may include a diagram with most of the elements explained 	<ul style="list-style-type: none"> gives a complete written explanation of the solution process employed; explanation addresses both what was done and why it was done if a diagram is appropriate, a complete explanation of all of the elements is included
	3	8	12	17	20
STYLE/ INTEGRATION (HOW THE SOLUTION READS)	<ul style="list-style-type: none"> solution completely lacks clarity of expression due to poor word choice 	<ul style="list-style-type: none"> solution lacks clarity of expression due to poor word choice, and meaning is difficult to discern 	<ul style="list-style-type: none"> student attempts good word choice, but solution still reads awkwardly 	<ul style="list-style-type: none"> student uses frequent good word choice and solution reads naturally 	<ul style="list-style-type: none"> student uses superior word choice and solution has superior word flow*
	3	8	12	17	20
CONVENTIONS (see reverse side for guidelines)	<ul style="list-style-type: none"> the amount of writing is insufficient to show that criteria were met 	<ul style="list-style-type: none"> too many grammatical errors impede communication 	<ul style="list-style-type: none"> many grammatical errors impede communication 	<ul style="list-style-type: none"> some grammatical errors impede communication 	<ul style="list-style-type: none"> few grammatical errors impede communication
	3	8	12	17	20

*strong verbs, precise language, specific/concrete nouns

Major and Minor Conventional Errors

Please note: Even though a student may repeat the same error, the error counts as one major or minor error. For example, if a student's paper has six run-ons and one fragment, since those errors are in the same major grammatical category, the student's paper only contains one major error.

Major

Subject/verb agreement

Incorrect: The number of applicants are growing.

Correct: The number of applicants is growing.

Run-on/fragments

Incorrect: Using correct grammar is important. Because you want to make a good impression in the workplace speaking and writing well will help you to do just that.

Correct: Using correct grammar is important because you want to make a good impression in the workplace. Speaking and writing well will help you do just that.

Omitted words that interfere/incorrect usage

Incorrect: It is important not to words when writing a paper, or your meaning will be effected.

Correct: It is important not to omit words when writing a paper, or your meaning will be affected.

Incorrect pronoun reference

Incorrect: Everyone must hand in their work on time.

Correct: Everyone must hand in his/her work on time.

Confusing tense shifts

Incorrect: The last time I wrote a paper, I write it at the last minute.

Correct: The last time I wrote a paper, I wrote it at the last minute.

Misspelled common words

Incorrect: Students do not recieve grades; they earn them.

Correct: Students do not receive grades; they earn them.

Punctuation/ capitalization

initial caps, proper nouns, ending punctuation, apostrophes

Minor

Incorrectly connecting clauses

Incorrect: Today is Monday, but tomorrow is Tuesday.

Correct: Today is Monday, and tomorrow is Tuesday.

Omitted words that do not interfere/
incorrect homonym usage

Incorrect: They're to many students in the halls.

Correct: There are many students in the halls.

Spelling (unusual, less frequently used words)

Punctuation/capitalization

periods for abbreviations, commas in a series, commas in opening phrases or clauses