Generic Rubric – Mathematics – Open Response

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| **Code** | **Descriptor** |
|  | * blank: nothing written or drawn in response to the question |
|  | * illegible: cannot be read; completely crossed out/erased; not written in English * irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, “?”, “!”, “I don’t know”) * off topic: no relationship of written work to the question |
| **10** | * demonstration of limited understanding of concepts and/or procedures * application of knowledge and skills shows limited effectiveness due to   + misunderstanding of concepts   + incorrect selection or misuse of procedures * problem-solving process shows limited effectiveness due to   + minimal evidence of a solution process   + limited identification of important elements of the problem   + too much emphasis on unimportant elements of the problem   + no conclusions presented   + conclusion presented without supporting evidence |
| **20** | * demonstration of some understanding of concepts and/or procedures * application of knowledge and skills shows some effectiveness due to   + partial understanding of the concepts   + errors and/or omissions in the application of the procedures * problem-solving process shows some effectiveness due to   + an incomplete solution process   + identification of some of the important elements of the problem   + some understanding of the relationships between important elements of the problem   + simple conclusions with little supporting evidence |
| **30** | * demonstration of considerable understanding of concepts and/or procedures * application of knowledge and skills shows considerable effectiveness due to   + an understanding of most of the concepts   + minor errors and/or omissions in the application of the procedures * problem-solving process shows considerable effectiveness due to   + a solution process that is nearly complete   + identification of most of the important elements of the problem   + a considerable understanding of the relationships between important elements of the problem   + appropriate conclusions with supporting evidence |
| **40** | * demonstration of thorough understanding of concepts and/or procedures * application of knowledge and skills shows a high degree of effectiveness due to   + a thorough understanding of the concepts   + an accurate application of the procedures (any minor errors and/or omissions do not detract from the demonstration of a thorough understanding) * problem-solving process shows a high degree of effectiveness due to   + a complete solution process   + identification of all important elements of the problem   + a thorough understanding of the relationships between all of the important elements of the problem   + appropriate conclusions with thorough and insightful supporting evidence |