

Rubric for Assessing Mathematical Content

	Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Use of mathematical terminology and notation 	The student <ul style="list-style-type: none"> • uses terminology or notation inconsistently or incorrectly; makes major errors 	<ul style="list-style-type: none"> • usually uses correct terminology and notation; may make minor errors 	<ul style="list-style-type: none"> • consistently uses correct terminology and notation 	<ul style="list-style-type: none"> • consistently uses correct terminology and notation which enhances the presentation
	The student <ul style="list-style-type: none"> • presents material with mathematical content that is incorrect or incomplete; major errors or omissions 	<ul style="list-style-type: none"> • presents material with mathematical content that is generally correct and complete; may have minor errors or omissions 	<ul style="list-style-type: none"> • presents material with mathematical content that is completely correct and complete 	<ul style="list-style-type: none"> • presents material with mathematical content that is completely correct and complete and that is always pertinent to the presentation
<ul style="list-style-type: none"> • Logical Reasoning 	The student <ul style="list-style-type: none"> • presents the mathematical content in an illogical manner; major steps are omitted or significant leaps required to follow development. 	<ul style="list-style-type: none"> • presents the mathematical content in a fairly logical manner; minor steps may be omitted. 	<ul style="list-style-type: none"> • presents the mathematical content in a logical manner. 	<ul style="list-style-type: none"> • presents the mathematical content in a logical manner, with all steps clearly shown.
	The student <ul style="list-style-type: none"> • states few or no assumptions 	<ul style="list-style-type: none"> • states most assumptions 	<ul style="list-style-type: none"> • states all assumptions explicitly 	<ul style="list-style-type: none"> • states explicitly all assumptions and their implications
<ul style="list-style-type: none"> • Identification and Articulation of Limitations 	The student <ul style="list-style-type: none"> • does not identify any limitations of the analysis 	<ul style="list-style-type: none"> • identifies some limitations of the analysis 	<ul style="list-style-type: none"> • identifies all limitations of the analysis 	<ul style="list-style-type: none"> • identifies all limitations of the analysis and suggests ways to remove these limitations
	The student <ul style="list-style-type: none"> • does not identify extensions of the analysis 	<ul style="list-style-type: none"> • identifies some possible extensions of the analysis 	<ul style="list-style-type: none"> • identifies several possible extensions of the analysis 	<ul style="list-style-type: none"> • identifies possible extensions of the analysis and discusses these in detail
<ul style="list-style-type: none"> • Conclusions 	The student <ul style="list-style-type: none"> • does not make conclusions or makes conclusions not justified by the analysis 	<ul style="list-style-type: none"> • makes some conclusions that follow logically from the analysis 	<ul style="list-style-type: none"> • makes conclusions that follow logically from the analysis 	<ul style="list-style-type: none"> • makes thorough conclusions that follow logically from the analysis

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• Audience Questions	The student			
	<ul style="list-style-type: none"> is unable to answer many audience questions and/or is usually unable to justify with mathematical reasoning 	<ul style="list-style-type: none"> answers and justifies some audience questions with mathematical reasoning 	<ul style="list-style-type: none"> answers and justifies most audience questions with mathematical reasoning 	<ul style="list-style-type: none"> answers and justifies all audience questions with mathematical reasoning