

CHAPTER 1: RUBRIC FOR CHALLENGE 2

Assessment Category	Scores and Criteria			
	Passable level of achievement – below provincial standard LEVEL 1	Moderate level of achievement – below, but approaching provincial standard LEVEL 2	High level of achievement – at provincial standard LEVEL 3	Very high to outstanding level of achievement – above provincial standard LEVEL 4
Knowledge and Understanding				
Performance of an algorithm by hand, mentally, or using technology	The generation of terms is attempted but may contain inaccuracies.	The generation of most terms is completed and addition attempted but may contain inaccuracies.	Generation and addition of terms completed, with most computations generally correct.	Generation and addition of terms performed completely, accurately, and verified or supported.
Thinking, Inquiry, Problem Solving				
Creation of a model (algebraic, graphical, geometric, physical, technological) to solve a problem	The student uses a model or plan that addresses few aspects of the problem.	The student uses a model or plan that addresses some aspects of the problem.	The student uses an appropriate plan.	The student uses an appropriate plan that integrates all aspects of the problem.
Making conclusions and inferences	The conclusions are somewhat connected with the student's solution but are unsupported.	The conclusions are consistent with the student's solution but are not fully supported.	The conclusions are supported by evidence and integrate aspects of the problem.	The conclusions are supported, integrate all aspects of the problem, and are convincing.
Communication				
Ability to read and interpret mathematics	The student gathered limited, somewhat inaccurate information from mathematical language or forms such as charts or graphs.	The student gathered some information from mathematical language or forms such as charts or graphs but had difficulty interpreting it.	The student gathered sufficient information from mathematical language or forms such as charts or graphs and interpreted it correctly.	The student gathered complex information from mathematical language or forms such as charts or graphs and interpreted it fully.
Application				
Selection of a tool or strategy to solve a problem	The selected tool is only partially appropriate to the context of the question.	The selected tool is generally appropriate to the context of the question.	The selected tool is appropriate and relates to the context of the question.	The selected tool is appropriate, efficient, and relates to the broadest context of the question.
Use of a selected tool or strategy	The student uses the selected tool or strategy somewhat inaccurately.	The student uses the selected tool or strategy with minor errors.	The student uses the selected tool or strategy correctly.	The student uses the selected tool or strategy correctly and provided verification or support.