

RUBRIC FOR PERFORMANCE TASK #1 — BUILDING A PYRAMID

Scores and Criteria				
Assessment Category	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/Understanding			
	- Attempted solution demonstrates limited understanding of sequences and series. - Some of algorithm performed but may contain inaccuracies.	- Solution demonstrates some evidence of understanding of sequences and series. - Most of algorithm performed but may contain inaccuracies.	- Solution demonstrates sufficient evidence to show understanding of sequences and series. - Algorithm performed completely; most computations generally correct.	- Detailed solution demonstrates thorough understanding of sequences and series. - Algorithm performed completely, accurately, and verified or supported.
	Thinking/Inquiry/Problem Solving			
	A model/plan was used that addresses few aspects of the problem.	A model/plan was used that addresses some aspects of the problem.	An appropriate plan was used.	An appropriate plan was used that integrates all aspects of the problem/context.
	Communication			
	Explanations and justifications are unclear.	Explanations and justifications are understandable but unclear.	Explanations and justifications are clear.	Explanations and justifications are clear and thorough.

RUBRIC FOR PERFORMANCE TASK #2 — POPULATION GROWTH

Scores and Criteria				
Assessment Category	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/Understanding			
	- Attempted solution demonstrates limited understanding of exponential growth. - Some of calculations were performed but may contain inaccuracies.	- Solution demonstrates some evidence of understanding of exponential growth. - Most of calculations performed but may contain inaccuracies.	- Solution demonstrates sufficient evidence to show understanding of exponential growth. - Calculations performed completely; most computations generally correct.	- Detailed solution demonstrates thorough understanding of exponential growth. - Calculations performed completely, accurately, and are verified or supported.
	Thinking/Inquiry/Problem Solving			
	- A model/plan was used that addressed few aspects of the problem. - Reasoning is evident but lacks consistency.	- A model/plan was used that addressed some aspects of the problem. - Reasoning is evident and logical in parts of the problem.	- An appropriate plan was used to explore the major aspects of the problem. - Reasoning is logical and consistent within context.	- An appropriate plan that integrates all aspects of the problem/context was used. - Reasoning is logical and consistent and relates to broader context.
	Communication			
	Few mathematical conventions are used.	Some mathematical conventions are used correctly.	Most mathematical conventions are used correctly.	Mathematical conventions are used correctly.
	Application			
	Selected strategies are only partially appropriate to the question.	Selected strategies are generally appropriate to the question.	Selected strategies are appropriate and relate to the context of the question.	Selected strategies are appropriate and take in all aspects of the question.

RUBRIC FOR PERFORMANCE TASK #3 — A PICTURE IS WORTH A THOUSAND WORDS

Scores and Criteria				
Assessment Category	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/Understanding			
	• Solution demonstrates weak knowledge of mortgage components.	• Student uses some mortgage components.	• Student uses correct mortgage components.	• Student uses correct mortgage components and verifies results.
	Thinking/Inquiry/Problem Solving			
	• Student explores few mortgage components. • Reasoning is evident but lacks consistency. • Conclusions are somewhat connected with work but are not supported.	• Student explores some mortgage components. • Reasoning is evident and logical in parts of the problem. • Conclusions are consistent with work but are not fully supported.	• Student explores several mortgage components to demonstrate variation. • Reasoning is logical and consistent within context. • Conclusions are supported by evidence and integrate aspects of the problem.	• Student fully explores mortgage components to show a wide variety of optimal options. • Reasoning is logical and consistent and relates to broader context. • Conclusions are supported, integrate all aspects of the problem, and are convincing.
	Communication			
	• Student gathers limited, but accurate information from tables. • Few appropriate mathematical forms are present. • Explanations and justifications are unclear.	• Student gathers some information from tables but has difficulty interpreting it. • Some appropriate mathematical forms are present. • Explanations and justifications are understandable but unclear.	• Student gathers sufficient information from tables and interprets it correctly. • Appropriate mathematical forms are present. • Explanations and justifications are clear.	• Student gathers complex information from tables and interprets it fully. • Various mathematical and narrative forms are present, integrated, and well chosen. • Explanations and justifications are clear and thorough.

RUBRIC FOR PERFORMANCE TASK #4 — RETIREMENT PLANS

Scores and Criteria				
Assessment Category	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/Understanding			
	Attempted solution demonstrates limited understanding of annuities.	Solution demonstrates some evidence of understanding of annuities.	Solution demonstrates sufficient evidence to show understanding of annuities.	Detailed solution demonstrates thorough understanding of annuities.
	Thinking/Inquiry/Problem Solving			
	Reasoning is evident but lacks consistency.	Reasoning is evident and logical in parts of the problem.	Reasoning is logical and consistent within context.	Reasoning is logical and consistent and relates to broader context.
	Communication			
	- Explanations and justifications are unclear. - Few financial or annuity terms are used correctly.	- Explanations and justifications are understandable but unclear. - Some financial or annuity terms are used correctly.	- Explanations and justifications are clear. - Most financial or annuity terms are used correctly.	- Explanations and justifications are clear and thorough. - Uses financial or annuity terms correctly.
	Application			
	- Selected strategies are only partially appropriate to the context of the question. - Selected strategy is used but there are some errors.	- Selected strategies are generally appropriate to the question. - Selected strategy is used but there are minor errors.	- Selected strategies are appropriate and relate to the context of the question. - Selected strategy is used correctly.	- Selected strategies are appropriate and efficient and relate to the broadest context of the question. - Selected strategy is used correctly and is verified or supported.

RUBRIC FOR PERFORMANCE TASK #5 — BUYING A CAR

Scores and Criteria				
Assessment Category	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/Understanding			
	Attempted solution demonstrates limited understanding of annuities and exponential growth.	Solution demonstrates some evidence of understanding of annuities and exponential growth.	Solution demonstrates sufficient evidence to show understanding of annuities and exponential growth.	Detailed solution demonstrates thorough understanding of annuities and exponential growth.
	Thinking/Inquiry/Problem Solving			
	Reasoning is evident but lacks consistency.	Reasoning is evident and logical in parts of the problem.	Reasoning is logical and consistent within context.	Reasoning is logical and consistent and relates to broader context.
	Communication			
	- Explanations and justifications are unclear. - Few mathematical forms are used correctly.	- Explanations and justifications are understandable but unclear. - Some mathematical forms are used correctly.	- Explanations and justifications are clear. - Most mathematical forms are used correctly.	- Explanations and justifications are clear and thorough. - Uses mathematical forms correctly.
	Application			
	- Selected strategies are only partially appropriate to the context of the question. - Selected strategy is used but there are some errors.	- Selected strategies are generally appropriate to the question. - Selected strategy is used but there are minor errors.	- Selected strategies are appropriate and relate to the context of the question. - Selected strategy is used correctly.	- Selected strategies are appropriate, efficient, and relate to the broadest context of the question. - Selected strategy is used correctly and is verified or supported.

RUBRIC FOR PERFORMANCE TASK #6 — PRESCRIBING MEDICINE

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/Understanding			
	Attempted solution demonstrates limited understanding of exponential growth, sequences, and series.	Solution demonstrates some evidence of understanding of exponential growth, sequences, and series.	Solution demonstrates sufficient evidence to show understanding of exponential growth, sequences, and series.	Detailed solution demonstrates thorough understanding of exponential growth, sequences, and series.
	Thinking/Inquiry/Problem Solving			
	- A model/plan was used that addresses few aspects of the problem. - Student selects a few appropriate tools and uses these to make a limited attempt to solve the problem. - Reasoning is evident but lacks consistency.	- A model/plan was used that addresses some aspects of the problem. - Student selects some appropriate tools and uses these to solve some of the problem. - Reasoning is evident and logical in parts of the problem.	- An appropriate plan was used to explore the major aspects of the problem. - Student chooses appropriate tools and uses these to solve most of the problem. - Reasoning is logical and consistent within context.	- An appropriate plan was used that integrates all aspects of the problem. - Student chooses appropriate tools and uses them to solve the problem and verify the solution. - Reasoning is logical, consistent, and relates to broader context.
	Communication			
	- Explanations and justifications are unclear. - Few mathematical forms (tables, graphs) are used.	- Explanations and justifications are understandable but unclear. - Some mathematical forms (tables, graphs) are used correctly.	- Explanations and justifications are clear. - Most mathematical forms (tables, graphs) are used correctly.	- Explanations and justifications are clear and thorough. - Mathematical forms (tables, graphs) are used correctly.
	Application			
	Selected strategy is used but there are some errors.	Selected strategy is used but there are minor errors.	Selected strategy is used correctly.	Selected strategy is used correctly and is verified or supported.