

RUBRIC FOR PERFORMANCE TASK #2 — CONICS AND FOCI

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			
	Some of calculations of distances to foci and vertices performed but may contain inaccuracies.	Most of calculations of distances to foci and vertices performed but may contain inaccuracies.	Calculations of distances to foci and vertices performed completely, most computations generally correct.	Calculations of distances to foci and vertices performed completely, accurately, and are verified or supported.
	Thinking/Inquiry/Problem Solving			
	- Conjecture created but may be identified incorrectly and/or insufficiently linked to problem. - Conclusions are somewhat connected with work but are not supported.	- Conjecture created but connection to evidence and/or problem is weak. - Conclusions are consistent with work but are not fully supported.	- Conjecture relates correctly to problem. - Conclusions are supported by evidence and integrate aspects of the problem.	- Clearly expressed conjecture relates to given evidence and context of problem. - Conclusions are supported, integrate all aspects of the problem, and are convincing.
	Communication			
	- Student's use of correct mathematical forms in explanations and summaries is limited. - Explanations and justifications are unclear.	- Student correctly uses mathematical forms in explanations and summaries. - Explanations and justifications are understandable but unclear.	- Student uses mathematical forms in explanations and summaries. - Explanations and justifications are clear.	- Student integrates a broad range of mathematical forms in explanations and summaries. - Explanations and justifications are clear and thorough.