

Quantitative Rubric	Algebraic	Graphic	Numeric	Verbal
<p align="center">4 Exemplary</p>	<ul style="list-style-type: none"> - Accurately derives, uses, and/or manipulates algebraic representations of pertinent data and/or problem elements. - Interprets logical relationships between problem elements and aptly characterizes the underlying logic with mathematical symbols. 	<ul style="list-style-type: none"> - Graphic displays accurately and completely represent the data and/or algebraic relationships between problem elements, are accompanied by equations from analysis, and have clear labels. - Analysis draws appropriate inferences from graphic displays. 	<ul style="list-style-type: none"> - Accurately identifies quantitative information pertinent to the solution of a problem. - Uses quantitative information in a solution that supports appropriate translations between different modes of thinking (algebraic, graphic, and/or verbal) about the problem. 	<ul style="list-style-type: none"> - Succinct explanation presents a reasoned account of the answer, which may include pertinent examples or counter-examples. - Appropriate translations between different modes of thinking (algebraic, graphic, and/or numeric) about the problem are used to establish a sound scholarly explanation and explicate the underlying logic of the answer.
<p align="center">3 Competent</p>	<ul style="list-style-type: none"> - Algebraic representations are accurate and demonstrate competent translation of the problem into mathematical symbols. - Logical interpretations of problem elements are correct, but are in some ways incomplete to support full integration of different modes of thinking (graphic, numeric, and/or verbal). 	<ul style="list-style-type: none"> - Graphic displays are accurate and completely represent the data and/or algebraic relationships between problem elements. - Graphic displays may not be accompanied with complete and appropriate analytic inference. 	<ul style="list-style-type: none"> - Correctly identifies quantitative information to solve the problem. - Numeric information asked for in the problem is given, but the solution does not go beyond the question posed. - Robust interpretation of the numeric information is not presented. 	<ul style="list-style-type: none"> - The answer is correct and demonstrates thoroughness and competence working with the task's mathematical concepts and processes. - The argument may not completely capture appropriate translations between different modes of thinking (algebraic, graphic, and/or numeric) about the problem.
<p align="center">2 Developing</p>	<ul style="list-style-type: none"> - It may be unclear what algebraic relationships are used that best and/or correctly characterize pertinent data and/or problem elements. 	<ul style="list-style-type: none"> - Graphic displays are incomplete, poorly labeled, and/or hard to follow. - Graphic displays are not presented in ways that support further interpretation of the elements of the problem. 	<ul style="list-style-type: none"> - Quantitative information is partially correct but incomplete. - Quantitative information is presented in ways that do not lead to other modes of thinking (algebraic, graphic, and/or verbal) about the problem. 	<ul style="list-style-type: none"> - The answer may be partially correct, but the argument may be poorly focused or weak or poorly conceived. - Major ideas related to the content may be ignored or inadequately explored. - Appropriate translations between different modes of thinking (algebraic, graphic, and/or numeric) about the problem may be inadequately explored or incorrectly reported.

Quantitative Rubric	Algebraic	Graphic	Numeric	Verbal
<p style="text-align: center;">1 Beginning</p>	<p>- Presentation fails to correctly identify mathematical variables and processes pertinent to the solution of the problem.</p>	<p>- Graphic displays do not accurately represent data and/or algebraic relationships between problem elements.</p>	<p>- Quantitative information given is incorrect.</p>	<p>- Content is poorly focused and lacks organization. - Fails to demonstrate thoroughness and competence. - The reader is left with little information about or understanding of the solution and its interpretation.</p>