Name: _____   Date: _____

Section 2.7 Achievement Check Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding • Determine the inverse of a function • Determine the domain and range of the inverse of a function	• Demonstrates limited understanding of how to determine the inverse of a function • Demonstrates limited understanding of how to determine the domain and range of the inverse of a function	• Demonstrates some understanding of how to determine the inverse of a function • Demonstrates some understanding of how to determine the domain and range of the inverse of a function	• Demonstrates considerable understanding of how to determine the inverse of a function • Demonstrates considerable understanding of how to determine the domain and range of the inverse of a function	• Demonstrates thorough understanding of how to determine the inverse of a function • Demonstrates thorough understanding of how to determine the domain and range of the inverse of a function
Thinking • Prepares a plan to solve the problem • Carries out the plan	• Needs extensive assistance to begin organizing a plan and needs some steps to follow	• Needs some assistance to organize and implement an effective strategy	• Needs minimal assistance to organize and implement an effective strategy	• Needs no assistance to organize and implement an effective strategy
Communication • Clear explanations and justifications • Correct use of mathematical language • Clearly labelled graph	• Does not clearly explain or justify solution • Uses limited mathematical form • Uses limited labelling on graph	• Explains or justifies the solution somewhat • Uses minimal mathematical form • Uses minimal labelling on graph	• Explains or justifies the solution fully • Uses good mathematical form • Graph is well labelled	• Explains, justifies, and shows insight into the complexities of the solution • Uses excellent mathematical form • Graph is fully and clearly labelled
Application • To real-world situations	• Has limited understanding of the math behind the real-world situation (does not know where to begin)	• Has some understanding of the math behind the real-world situation	• Has considerable understanding of the math behind the real-world situation	• Has thorough understanding of the math behind the real-world situation