Name: _____ Date: _____

Section 6.7 Achievement Check Rubric

BLM 6–11

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding • Determine the terms of the sequence and a function to represent the height of the balloon • Identify if the function is continuous or discrete and determine the domain • Determine the total distance after 10 min	• Demonstrates limited understanding of how to determine the terms of the sequence and a function to represent the height of the balloon • Demonstrates limited understanding of how to identify if the function is continuous or discrete • Demonstrates limited understanding of how to determine the total distance after 10 min	• Demonstrates some understanding of how to determine the terms of the sequence and a function to represent the height of the balloon • Demonstrates some understanding of how to identify if the function is continuous or discrete • Demonstrates some understanding of how to determine the total distance after 10 min	• Demonstrates considerable understanding of how to determine the terms of the sequence and a function to represent the height of the balloon • Demonstrates considerable understanding of how to identify if the function is continuous or discrete • Demonstrates considerable understanding of how to determine the total distance after 10 min	• Demonstrates thorough understanding of how to determine the terms of the sequence and a function to represent the height of the balloon • Demonstrates thorough understanding of how to identify if the function is continuous or discrete • Demonstrates thorough understanding of how to determine the total distance after 10 min
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	• Does not clearly explain or justify solution • Uses limited mathematical form	• Explains or justifies the solution somewhat • Uses minimal mathematical form	• Explains or justifies the solution fully • Uses good mathematical form	• Explains, justifies, and shows insight into the complexities of the solution • Uses excellent mathematical form
Application • Connects the real-life situation and the sum of a geometric series	• Has limited understanding of the connection between the real-life situation and the sum of a geometric series	• Has some understanding of the connection between the real-life situation and the sum of a geometric series	• Has considerable understanding of the connection between the real-life situation and the sum of a geometric series	• Has thorough understanding of the connection between the real-life situation and the sum of a geometric series

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