Name: _____   Date: _____

Section 4.6 Achievement Check Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding • Finds the missing angles using the cosine law.	Demonstrates limited understanding of trigonometry by correctly finding only a few of the angles.	Demonstrates some understanding of trigonometry by correctly finding some of the angles.	Demonstrates considerable understanding of trigonometry by correctly finding most of the angles.	Demonstrates thorough understanding of trigonometry by correctly finding all of the angles.
Thinking • Prepares a plan to solve the problem. • Carries out the plan.	Needs extensive assistance to begin organizing a plan and needs clearly laid out steps to follow.	Needs some assistance to begin organizing a plan and needs some steps to follow.	Needs minimal assistance to organize and implement an effective strategy.	Needs no assistance to organize and implement an effective strategy.
Communication • Clear explanations and full justifications. • Correct use of mathematical language. • Designs a creative logo.	Maintains the correct units and notation in some of the solution. Does not clearly explain or justify solution. Designs a simple logo with two acute triangles.	Maintains the correct units and notation throughout most of the solution. Explains and justifies solution somewhat. Designs a simple logo with three acute triangles.	Maintains the correct units and notation throughout the solution. Explains and justifies solution fully. Designs a complex logo with two acute triangles.	Maintains the correct units and notation throughout the solution. Explains, justifies, and shows insight into the complexities of the solution. Designs a complex logo with three or more acute triangles.
Application • Provides the minimum number of side lengths or angle measures. • Uses trigonometry to describe the process.	Provides too few measures and/or the triangles are not acute. Does not use trigonometry to describe the process to determine the minimum number of measures.	Provides too few or too many measures and/or the triangles are not all acute. Does not correctly use trigonometry to describe the process to determine the minimum number of measures.	Provides enough measures to solve the acute triangles. Uses trigonometry to describe the process to determine the minimum number of measures.	Provides the minimum number of measures to solve the acute triangles. Uses trigonometry to correctly describe the process to determine the minimum number of measures.