

Task: Perimeters and Areas Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of how to find perimeter and area, and operations with polynomials 	<ul style="list-style-type: none"> demonstrates some knowledge and understanding of how to find perimeter and area, and operations with polynomials 	<ul style="list-style-type: none"> demonstrates considerable knowledge and understanding of how to find perimeter and area, and operations with polynomials 	<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of how to find perimeter and area, and operations with polynomials
Thinking	<ul style="list-style-type: none"> uses limited planning skills (e.g., guesses) uses processing skills with limited effectiveness (e.g., provides limited reasoning or justification) uses critical-thinking processes with limited effectiveness [e.g., is unable to attempt to solve parts c) and d)] 	<ul style="list-style-type: none"> uses some planning skills (e.g., provides some evidence of a plan) uses processing skills with some effectiveness (e.g., provides some evidence of reasoning or justification) uses critical-thinking processes with some effectiveness [e.g., makes some attempt to solve parts c) and d)] 	<ul style="list-style-type: none"> uses considerable planning skills (e.g., provides considerable evidence of a plan) uses processing skills with considerable effectiveness (e.g., provides considerable evidence of reasoning or justification) uses critical-thinking processes with considerable effectiveness [e.g., creates an appropriate process for solving parts c) and d)] 	<ul style="list-style-type: none"> uses planning skills with a high degree of effectiveness (e.g., provides detailed evidence of a plan) uses processing skills effectively (e.g., provides detailed evidence of reasoning or justification) uses critical-thinking processes with a high degree of effectiveness [e.g., creates a clear effective process for solving parts c) and d)]
Communication	<ul style="list-style-type: none"> prepares a simple report, making a few reasonable statements, with some assistance infrequently uses some mathematical symbols and vocabulary correctly explanations and justifications are partially understandable [e.g., states a few expressions for perimeter and makes very few responses for c) and d)] 	<ul style="list-style-type: none"> prepares a report, making some reasonable statements, with limited assistance uses correct mathematical symbols and vocabulary some of the time explanations and justifications are partially understandable [e.g., states expressions for perimeter and makes some accurate responses for c) and d)] 	<ul style="list-style-type: none"> prepares a report, making reasonable statements, without assistance uses correct mathematical symbols and vocabulary with few minor errors explanations and justifications are clear [e.g., states correct expressions for perimeter and makes mostly accurate responses for c) and d)] 	<ul style="list-style-type: none"> prepares a complete, detailed, insightful report uses mathematical symbols and vocabulary correctly and creatively explanations and justifications are particularly clear and detailed [e.g., states accurate expressions for perimeter and makes accurate responses for c) and d), provides evidence of all possible rectangular configurations]
Application	<ul style="list-style-type: none"> applies knowledge and skills in familiar contexts with limited effectiveness (e.g., finding perimeters) transfers knowledge of skills to new context with limited effectiveness (e.g., performing operations with polynomials) 	<ul style="list-style-type: none"> applies knowledge and skills in familiar contexts with some effectiveness (e.g., finding perimeters) transfers knowledge of skills to new context with some effectiveness (e.g., performing operations with polynomials) 	<ul style="list-style-type: none"> applies knowledge and skills in familiar contexts with considerable effectiveness (e.g., finding perimeters) transfers knowledge of skills to new context with considerable effectiveness (e.g., performing operations with polynomials) 	<ul style="list-style-type: none"> applies knowledge and skills in familiar contexts with a high degree of effectiveness (e.g., finding perimeters) transfers knowledge of skills to new context with a high degree of effectiveness (e.g., performing operations with polynomials)