

Achievement Check Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	<ul style="list-style-type: none"> demonstrates limited knowledge of graphing lines by hand using the x- and y-intercepts and the slope relationship for perpendicular lines 	<ul style="list-style-type: none"> demonstrates some knowledge of graphing lines by hand using the x- and y-intercepts and the slope relationship for perpendicular lines 	<ul style="list-style-type: none"> demonstrates considerable knowledge of graphing lines by hand using the x- and y-intercepts and the slope relationship for perpendicular lines 	<ul style="list-style-type: none"> demonstrates thorough knowledge of graphing lines by hand using the x- and y-intercepts and the slope relationship for perpendicular lines
Thinking	<ul style="list-style-type: none"> uses planning and processing skills with limited effectiveness (e.g., tries to draw lines or find their slopes) 	<ul style="list-style-type: none"> uses planning and processing skills with some effectiveness (e.g., partially draws lines or finds some slopes) 	<ul style="list-style-type: none"> uses planning and processing skills with considerable effectiveness (e.g., draws three lines and computes three slopes looking for a reciprocal relationship) 	<ul style="list-style-type: none"> uses planning and processing skills with a high degree of effectiveness (e.g., makes convincing arguments for steps in all parts of the question)
Communication	<ul style="list-style-type: none"> expresses and organizes mathematical thinking with limited effectiveness uses mathematical vocabulary and notation with limited effectiveness (e.g., explanations and graphs have limited support and clarity) 	<ul style="list-style-type: none"> expresses and organizes mathematical thinking with some effectiveness uses mathematical vocabulary and notation with some effectiveness (e.g., explanations and graphs have some support and clarity) 	<ul style="list-style-type: none"> expresses and organizes mathematical thinking with considerable effectiveness uses mathematical vocabulary and notation with considerable effectiveness (e.g., explanations and graphs have considerable support and clarity) 	<ul style="list-style-type: none"> expresses and organizes mathematical thinking with a high degree of effectiveness uses mathematical vocabulary and notation with a high degree of effectiveness (e.g., explanations and graphs are well organized, and are very clear and precise)
Application	<ul style="list-style-type: none"> applies knowledge to this context with limited effectiveness (e.g., rearranges equations, finds slopes, and graphs equations with considerable assistance) 	<ul style="list-style-type: none"> applies knowledge to this context with some effectiveness (e.g., rearranges equations, finds slopes, and graphs equations with some errors) 	<ul style="list-style-type: none"> applies knowledge to this context with considerable effectiveness (e.g., rearranges equations, finds slopes, and graphs equations with minor errors) 	<ul style="list-style-type: none"> applies knowledge to this context with a high degree of effectiveness (e.g., rearranges equations, finds slopes, and graphs equations with no errors)