Name: _____ Date: _____

BLM 6.T1.1

Task: Salary and Commission Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	• demonstrates limited knowledge of analytic geometry or algebraic manipulative skills related to linear relationships (e.g., finding slopes and intercepts, graphing equations, finding equations, finding intersection points, rearranging equations)	• demonstrates some knowledge of analytic geometry or algebraic manipulative skills related to linear relationships (e.g., finding slopes and intercepts, graphing equations, finding equations, finding intersection points, rearranging equations)	• demonstrates considerable knowledge of analytic geometry or algebraic manipulative skills related to linear relationships (e.g., finding slopes and intercepts, graphing equations, finding equations, finding intersection points, rearranging equations)	• demonstrates a thorough knowledge of analytic geometry or algebraic manipulative skills related to linear relationships (e.g., finding slopes and intercepts, graphing equations, finding equations, finding intersection points, rearranging equations)
Thinking	• uses planning and critical-thinking processes with limited effectiveness (e.g., demonstrates limited evidence of analysis and inference in analyzing a real-life direct and partial variation problem)	• uses planning and critical-thinking processes with some effectiveness (e.g., demonstrates some evidence of analysis and inference in analyzing a real-life direct and partial variation problem)	• uses planning and critical-thinking processes with considerable effectiveness (e.g., demonstrates considerable evidence of analysis and inference in analyzing a real-life direct and partial variation problem)	• uses planning and critical-thinking processes with a high degree of effectiveness (e.g., demonstrates detailed evidence of analysis and inference in analyzing a real-life direct and partial variation problem)
Communication	• expresses and organizes mathematical thinking with limited effectiveness • uses mathematical vocabulary and notation with limited effectiveness (e.g., provides solutions, statements, and graphs in a disorganized manner)	• expresses and organizes mathematical thinking with some effectiveness • uses mathematical vocabulary and notation with some effectiveness (e.g., provides solutions, statements, and graphs in a somewhat organized manner)	• expresses and organizes mathematical thinking with considerable effectiveness • uses mathematical vocabulary and notation with considerable effectiveness (e.g., provides solutions, statements, and graphs in a coherent and organized manner)	• expresses and organizes mathematical thinking with a high degree of effectiveness • uses mathematical vocabulary and notation with a high degree of effectiveness (e.g., expresses solutions, statements, and graphs in a clear, coherent and detailed manner)
Application	• applies knowledge of analytic geometry to this context with limited effectiveness (e.g., draws few graphs and creates few equations that are related to the problem)	• applies knowledge of analytic geometry to this context with some effectiveness (e.g., draws some graphs and creates some equations that relate to the problem)	• applies knowledge of analytic geometry to this context with considerable effectiveness (e.g., draws graphs and creates equations appropriate to the problem)	• applies knowledge of analytic geometry to this context with a high degree of effectiveness (e.g., creates efficient graphs and equations, appropriate to the problem)