

Task: Cod Fish Catches Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	<ul style="list-style-type: none"> demonstrates limited knowledge of analytic geometry and linear relationships (e.g., finding slopes and intercepts, graphing equations, finding intersection points) 	<ul style="list-style-type: none"> demonstrates some knowledge of analytic geometry and linear relationships (e.g., finding slopes and intercepts, graphing equations, finding intersection points) 	<ul style="list-style-type: none"> demonstrates considerable knowledge of analytic geometry and linear relationships (e.g., finding slopes and intercepts, graphing equations, finding intersection points) 	<ul style="list-style-type: none"> demonstrates a thorough knowledge of analytic geometry and linear relationships (e.g., finding slopes and intercepts, graphing equations, finding intersection points)
Thinking	<ul style="list-style-type: none"> uses planning and critical-thinking processes with limited effectiveness (e.g., demonstrates limited evidence of analysis and inference in research, and in interpreting graphs and data) 	<ul style="list-style-type: none"> uses planning and critical-thinking processes with some effectiveness (e.g., demonstrates some evidence of analysis and inference in research, and in interpreting graphs and data) 	<ul style="list-style-type: none"> uses planning and critical-thinking processes with considerable effectiveness (e.g., demonstrates considerable evidence of analysis and inference in research, and in interpreting graphs and data) 	<ul style="list-style-type: none"> uses planning and critical-thinking processes with a high degree of effectiveness (e.g., demonstrates detailed evidence of analysis and inference in research, and in interpreting graphs and data)
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., statements and graphs are presented in a disorganized manner) 	<ul style="list-style-type: none"> expresses and organizes mathematical thinking with some effectiveness uses mathematical vocabulary and notation with some effectiveness (e.g., statements and graphs are presented with some organization) 	<ul style="list-style-type: none"> expresses and organizes mathematical thinking with considerable effectiveness uses mathematical vocabulary and notation with considerable effectiveness (e.g., statements and graphs are presented with considerable organization) 	<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., statements and graphs are presented in a clear, coherent and detailed manner)
Application	<ul style="list-style-type: none"> applies knowledge of analytic geometry to this context with limited effectiveness (e.g., lists, graphs, and interpretation are presented with limited effectiveness) 	<ul style="list-style-type: none"> applies knowledge of analytic geometry to this context with some effectiveness (e.g., lists, graphs, and interpretation are presented with some effectiveness) 	<ul style="list-style-type: none"> applies knowledge of analytic geometry to this context with considerable effectiveness (e.g., lists, graphs, and interpretation are presented with considerable effectiveness) 	<ul style="list-style-type: none"> applies knowledge of analytic geometry to this context with a high degree of effectiveness (e.g., lists, graphs, and interpretation are presented with a high degree of effectiveness)