Name: _____ Date: _____

BLM 9.T1.1

Task: The Horse Barn Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	• demonstrates limited knowledge and understanding of the relationship between perimeter and area	• demonstrates some knowledge and understanding of the relationship between perimeter and area	demonstrates considerable knowledge and understanding of the relationship between perimeter and area	• demonstrates thorough knowledge and understanding of the relationship between perimeter and area
Thinking	• 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 part d)]	• 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 part d)]	• 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 part d)]	• uses planning skills with a high degree of effectiveness (e.g., provides detailed evidence of plans) • 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 part d)]
Communication	• 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 parts b) and c), makes very few responses for d), e), and f)]	• 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 parts b) and c), makes some accurate responses for d), e), and f)]	• 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 parts b) and c), makes mostly accurate responses for d), e), and f)]	• 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 parts b) and c), makes accurate responses for d), e), and f), provides evidence of all possible rectangular configurations]
Application	• applies knowledge and skills in familiar contexts (e.g., finding perimeters and areas) with limited effectiveness • transfers knowledge of skills to new context (e.g., performing operations with lengths) with limited effectiveness	• applies knowledge and skills in familiar contexts (e.g., finding perimeters and areas) with some effectiveness • transfers knowledge of skills to new context (e.g., performing operations with lengths) with some effectiveness	• applies knowledge and skills in familiar contexts (e.g., finding perimeters and areas) with considerable effectiveness • transfers knowledge of skills to new context (e.g., performing operations with lengths) with considerable effectiveness	• applies knowledge and skills in familiar contexts (e.g., finding perimeters and areas) with a high degree of effectiveness • transfers knowledge of skills to new context (e.g., performing operations with lengths) with a high degree of effectiveness