

Section 1.2 Achievement Check Rubric

| Category | Level 1 | Level 2 | Level 3 | Level 4 |
|-------------------------------------|--|---|--|---|
| Knowledge/ Understanding | <ul style="list-style-type: none"> demonstrates limited knowledge of how to solve a system of two linear equations by substitution and verify the solution algebraically and graphically | <ul style="list-style-type: none"> demonstrates some knowledge of how to solve a system of two linear equations by substitution and verify the solution algebraically and graphically | <ul style="list-style-type: none"> demonstrates considerable knowledge of how to solve a system of two linear equations by substitution and verify the solution algebraically and graphically | <ul style="list-style-type: none"> demonstrates a thorough knowledge of how to solve a system of two linear equations by substitution and verify the solution algebraically and graphically |
| Thinking | <ul style="list-style-type: none"> uses planning and critical thinking processes with limited effectiveness (e.g., little evidence of problem solving strategies in setting up equations to model and solve the problem in part c)) | <ul style="list-style-type: none"> uses planning and critical thinking processes with some effectiveness (e.g., some evidence of problem solving strategies in setting up equations to model and solve the problem in part c)) | <ul style="list-style-type: none"> uses planning and critical thinking processes with considerable effectiveness (e.g., considerable evidence of problem solving strategies in analysing the context of problem in part c); i.e., setting up the system of equations, solving the system, and verifying the solution) | <ul style="list-style-type: none"> uses planning and critical thinking processes very effectively (e.g., detailed evidence of problem solving strategies in analysing the context of problem in part c); i.e., setting up the system of equations, solving the system, and verifying the solution) |
| Communication | <ul style="list-style-type: none"> expresses and organizes mathematical thinking with limited effectiveness uses mathematical vocabulary and notation with limited effectiveness | <ul style="list-style-type: none"> expresses and organizes mathematical thinking with some effectiveness uses mathematical vocabulary and notation with some effectiveness | <ul style="list-style-type: none"> expresses and organizes mathematical thinking with considerable effectiveness uses mathematical vocabulary and notation with considerable effectiveness (e.g., uses good form for presenting solutions) | <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., uses very good form for presenting solutions) |
| Application | <ul style="list-style-type: none"> applies knowledge of the algebraic method of substitution to solve problems involving a system of two linear equations with limited effectiveness | <ul style="list-style-type: none"> applies knowledge of the algebraic method of substitution to solve problems involving a system of two linear equations with some effectiveness | <ul style="list-style-type: none"> applies knowledge of the algebraic method of substitution to solve problems involving a system of two linear equations with considerable effectiveness | <ul style="list-style-type: none"> applies knowledge of the algebraic method of substitution to solve problems involving a system of two linear equations with a high degree of effectiveness |