Name: _____ Date: _____

BLM 3–16

# Task: A Site for the New Hospital Rubric

| Category | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Knowledge/ Understanding** | • demonstrates limited knowledge and understanding of analytic geometry and GSP tools | • demonstrates some knowledge and understanding of analytic geometry and GSP tools | • demonstrates considerable knowledge and understanding of analytic geometry and GSP tools | • demonstrates thorough knowledge and understanding of analytic geometry and GSP tools |
| **Thinking** | • uses limited planning skills (e.g., guesses)<br>• uses processing skills with limited effectiveness (e.g., provides limited reasoning or justification)<br>• uses critical thinking processes with limited effectiveness (e.g., is unable to attempt to solve part c)) | • uses some planning skills (e.g., provides some evidence of a plan)<br>• uses processing skills with some effectiveness (e.g., provides some evidence of reasoning or justification)<br>• uses critical thinking processes with some effectiveness (e.g., makes some attempt to solve part c)) | • uses considerable planning skills (e.g., provides considerable evidence of a plan)<br>• uses processing skills with considerable effectiveness (e.g., provides considerable evidence of reasoning or justification)<br>• uses critical thinking processes with considerable effectiveness (e.g., creates an appropriate process for solving part c)) | • uses planning skills with a high degree of effectiveness (e.g., provides detailed evidence of plans)<br>• uses processing skills effectively (e.g., provides detailed evidence of reasoning or justification)<br>• uses critical thinking processes with a high degree of effectiveness (e.g., creates a clear effective process for solving all questions) |
| **Communication** | • prepares a simple report, making a few reasonable statements, with some assistance<br>• infrequently uses some mathematical symbols and vocabulary correctly<br>• explanations and justifications are not present<br>• work is disorganized | • prepares a report, making some reasonable statements, with limited assistance<br>• uses correct mathematical symbols and vocabulary some of the time<br>• explanations and justifications are partially complete (e.g., includes few details of how to find points and equations or how to make GSP constructions) | • prepares a report, making reasonable statements, without assistance<br>• uses correct mathematical symbols and vocabulary with few minor errors<br>• explanations and justifications are clear and complete (e.g., includes some details of how to find points and equations and how to make GSP constructions) | • prepares a complete, detailed, insightful report<br>• uses mathematical symbols and vocabulary correctly and creatively<br>• explanations and justifications are particularly clear and detailed. (e.g., includes all details of how to find points and equations and how to make GSP constructions) |
| **Application** | • applies knowledge and skills in familiar contexts (e.g., finding midpoints, slopes, equations of lines, and intersection points) with limited effectiveness<br>• transfers knowledge of skills to new context poorly (e.g., cannot begin GSP construction) | • applies knowledge and skills in familiar contexts (e.g., finding midpoints, slopes, equations of lines, and intersection points) with some effectiveness<br>• transfers knowledge of skills to new context with limited success (e.g., performs constructions with some effectiveness) | • applies knowledge and skills in familiar contexts (e.g., finding midpoints, slopes, equations of lines, and intersection points) with considerable effectiveness<br>• transfers knowledge of skills to new context (e.g., constructs the GSP diagram with some assistance) | • applies knowledge and skills in familiar contexts (e.g., finding midpoints, slopes, equations of lines, and intersection points) with a high degree of effectiveness<br>• transfers knowledge of skills to new context (e.g., constructs the GSP diagram with an efficient method) |