

Name: _____

Date: _____

BLM 3-15**Task: Multiple Midpoints Rubric**

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of analytic geometry tools (e.g., midpoints, slope, line equation, solving systems of equations) 	<ul style="list-style-type: none"> demonstrates some knowledge and understanding of analytic geometry tools (e.g., midpoints, slope, line equation, solving systems of equations) 	<ul style="list-style-type: none"> demonstrates considerable knowledge and understanding of analytic geometry tools (e.g., midpoints, slope, line equation, solving systems of equations) 	<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of analytic geometry tools (e.g., midpoints, slope, line equation, solving systems of equations)
Thinking	<ul style="list-style-type: none"> 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., only attempts part a)) 	<ul style="list-style-type: none"> 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 beyond part a)) 	<ul style="list-style-type: none"> 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 attempting all parts) 	<ul style="list-style-type: none"> 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 all parts)
Communication	<ul style="list-style-type: none"> prepares a simple report, making a few reasonable statements, with some assistance infrequently uses some mathematical symbols and vocabulary correctly explanations and justifications are not present work is disorganized 	<ul style="list-style-type: none"> 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 complete (e.g., includes few details of how to find points and equations) 	<ul style="list-style-type: none"> prepares a report, making reasonable statements, without assistance uses correct mathematical symbols and vocabulary with few minor errors explanations and justifications are clear and reasonably complete (e.g., includes some details of how to find points, equations, and intersection points) 	<ul style="list-style-type: none"> prepares a complete, detailed, insightful report uses mathematical symbols and vocabulary correctly and creatively explanations and justifications are particularly clear and detailed (e.g., includes all details of how to find points, equations, and intersection points)
Application	<ul style="list-style-type: none"> applies knowledge and skills in familiar contexts (e.g., finding midpoints, slopes, equations of lines, and intersection points) with limited effectiveness transfers knowledge of skills to new context poorly (e.g., cannot begin general case) 	<ul style="list-style-type: none"> applies knowledge and skills in familiar contexts (e.g., finding midpoints, slopes, equations of lines, and intersection points) with some effectiveness transfers knowledge of skills to new context with limited success (e.g., performs constructions with some effectiveness) 	<ul style="list-style-type: none"> applies knowledge and skills in familiar contexts (e.g., finding midpoints, slopes, equations of lines, and intersection points) with considerable effectiveness transfers knowledge of skills to new context (e.g., constructs the GSP diagram with some assistance) 	<ul style="list-style-type: none"> applies knowledge and skills in familiar contexts (e.g., finding midpoints, slopes, equations of lines, and intersection points) with a high degree of effectiveness transfers knowledge of skills to new context (e.g., constructs the GSP diagram with an efficient method)