

Name: _____

Date: _____

BLM 4-18

Chapter 4 Practice Test Achievement Check Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	<ul style="list-style-type: none"> demonstrates limited knowledge of the features of the graph $y = x^2 - 4x + c$, how to construct a table, graph, manipulate to $y = (x - h)^2 + k$ form, and find first and second differences 	<ul style="list-style-type: none"> demonstrates some knowledge of the features of the graph $y = x^2 - 4x + c$, how to construct a table, graph, manipulate to $y = (x - h)^2 + k$ form, and find first and second differences 	<ul style="list-style-type: none"> demonstrates considerable knowledge of the features of the graph $y = x^2 - 4x + c$, how to construct a table, graph, manipulate to $y = (x - h)^2 + k$ form, and find first and second differences 	<ul style="list-style-type: none"> demonstrates thorough knowledge of the features of the graph $y = x^2 - 4x + c$, how to construct a table, graph, manipulate to $y = (x - h)^2 + k$ form, and find first and second differences
Thinking	<ul style="list-style-type: none"> uses planning and critical thinking processes with limited effectiveness (e.g., little evidence of inference in analysing the shape of the graph for differing values of c) 	<ul style="list-style-type: none"> uses planning and critical thinking processes with some effectiveness (e.g., some evidence of inference in analysing the shape of the graph for differing values of c) 	<ul style="list-style-type: none"> uses planning and critical thinking processes with considerable effectiveness (e.g., considerable evidence of inference in analysing the shape of the graph for differing values of c) 	<ul style="list-style-type: none"> uses planning and critical thinking processes very effectively (e.g., detailed evidence of inference in analysing the shape of the graph for differing values of c)
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 graphs and describing how the relation behaves for changing values of c) 	<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 graphs and describing how the relation behaves for changing values of c)
Application	<ul style="list-style-type: none"> applies knowledge to this context with limited effectiveness (e.g., applies steps to find first and second differences with limited effectiveness) 	<ul style="list-style-type: none"> applies knowledge to this context with some effectiveness (e.g., applies steps to find first and second differences with some effectiveness) 	<ul style="list-style-type: none"> applies knowledge to this context with considerable effectiveness (e.g., applies appropriate steps to find the behaviour of the relation for different values of c and provides mathematical support) 	<ul style="list-style-type: none"> applies knowledge to this context with a high degree of effectiveness (e.g., applies appropriate steps to find the behaviour of the relation for different values of c and provides detailed mathematical support)