

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**BLM 4-7**

## Section 4.2 Achievement Check Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b>	<ul style="list-style-type: none"> <li>demonstrates limited knowledge of the features of the graph <math>y = ax^2 + bx + c</math>, how to construct a table, graph, and find first and second differences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some knowledge of the features of the graph <math>y = ax^2 + bx + c</math>, how to construct a table, graph, and find first and second differences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates considerable knowledge of the features of the graph <math>y = ax^2 + bx + c</math>, how to construct a table, graph, and find first and second differences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates thorough knowledge of the features of the graph <math>y = ax^2 + bx + c</math>, how to construct a table, graph, and find first and second differences</li> </ul>
<b>Thinking</b>	<ul style="list-style-type: none"> <li>uses planning and critical thinking processes with limited effectiveness (e.g., little evidence of inference in analysing the shape of the graph)</li> </ul>	<ul style="list-style-type: none"> <li>uses planning and critical thinking processes with some effectiveness (e.g., some evidence of inference in analysing the shape of the graph)</li> </ul>	<ul style="list-style-type: none"> <li>uses planning and critical thinking processes with considerable effectiveness (e.g., considerable evidence of inference in analysing the shape of the graph)</li> </ul>	<ul style="list-style-type: none"> <li>uses planning and critical thinking processes very effectively (e.g., detailed evidence of inference in analysing the shape of the graph)</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>expresses and organizes mathematical thinking with limited effectiveness</li> <li>uses mathematical vocabulary and notation with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes mathematical thinking with some effectiveness</li> <li>uses mathematical vocabulary and notation with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes mathematical thinking with considerable effectiveness</li> <li>uses mathematical vocabulary and notation with considerable effectiveness (e.g., uses good form for presenting tables and graphs and describing the path of the rocket)</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes mathematical thinking with a high degree of effectiveness</li> <li>uses mathematical vocabulary and notation with a high degree of effectiveness (e.g., uses very good form for presenting tables and graphs and describing the path of the rocket)</li> </ul>
<b>Application</b>	<ul style="list-style-type: none"> <li>applies knowledge to this context with limited effectiveness (e.g., applies steps to find first and second differences with limited effectiveness)</li> </ul>	<ul style="list-style-type: none"> <li>applies knowledge to this context with some effectiveness (e.g., applies steps to find first and second differences with some effectiveness)</li> </ul>	<ul style="list-style-type: none"> <li>applies knowledge to this context with considerable effectiveness (e.g., applies appropriate steps to find first and second differences and provides mathematical support)</li> </ul>	<ul style="list-style-type: none"> <li>applies knowledge to this context with a high degree of effectiveness (e.g., applies appropriate steps to find first and second differences and provides detailed mathematical support)</li> </ul>