

OFFICE OF ASSESSMENT
General Education Rubric OBJECTIVE: *Solve problems using quantitative thinking*

OUTCOME	RATING					
	4	3	2	1	0	N/A*
Interpretation/Communication Ability to explain, in words, information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). Ability to write correctly, logically, and concisely.	Provides accurate explanations of information presented in mathematical forms including sound computation. Writing level is of high quality.	Provides accurate explanations of information presented in mathematical forms making only minor errors related to computations or units. Writing level is satisfactory.	Provides somewhat accurate explanations of information presented in mathematical forms, but fails to communicate these ideas precisely OR falls short of comprehensively answering the question.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Blank or essentially blank	Not applicable to the problem or assignment.
Representation Ability to convert relevant information into appropriate mathematical forms (e.g., equations, graphs, diagrams, tables, words).	Completed conversion of information is accurate and has appropriate attention to detail.	Completed conversion of information contains only minor mistakes (largely accurate).	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is largely inappropriate or inaccurate.	Blank or essentially blank	Not applicable to the problem or assignment.
Calculation Ability to correctly manipulate, demonstrate, and perform mathematical processes in problem solving.	Calculations are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.).	Calculations are comprehensive and contain only minor mistakes OR calculations are successful but lack a minor portion of the complete calculation required.	Calculations are attempted but are either unsuccessful OR are successful but not comprehensive (lacking a major portion of the complete calculation).	Calculations are attempted but are both unsuccessful AND not comprehensive.	Blank or essentially blank	Not applicable to the problem or assignment.

***NOTE: If the artifact is “not applicable” for all outcomes listed, then it is likely that the artifact is not appropriate for the assessment of this objective.**