

Core Curriculum Core Skills 1D #4 Quantitative Literacy Value Rubric:

Student Learning Outcomes:

1) Interpret quantitative results in context. 2) Apply mathematical and/or statistical concepts to solve problems

	Accomplished (4) [Exceeded]	Proficient (3) [Met]	Developing (2) [Partially Met]	Beginning(1) [Not Met]	Null (0) [Not Met]
<p>SLO 1 Interpret quantitative results in context.</p>	<p><input type="checkbox"/>Provides accurate explanations of information presented in mathematical forms with no computation errors</p> <hr/> <p><input type="checkbox"/>Skillfully explains information in mathematical forms including, but not limited to equations. Graphs, diagrams, tables, words.</p> <hr/> <p><input type="checkbox"/>Makes appropriate inferences based upon s information in mathematical forms. Example: accurately explains trend data shown in a graph.</p> <hr/> <p><input type="checkbox"/> Skillfully converts relevant information in a mathematical format that contributes to a deeper understanding of material.</p>	<p><input type="checkbox"/>Provides accurate information presented in mathematical forms with very few computation errors</p> <hr/> <p><input type="checkbox"/>Accurately explains information in mathematical forms including, but not limited to equations. Graphs, diagrams, tables, words.</p> <hr/> <p><input type="checkbox"/>Makes some appropriate inferences based upon said information.</p> <hr/> <p><input type="checkbox"/>Competently converts relevant information into appropriate mathematical format.</p>	<p><input type="checkbox"/>Provides partial explanation of information presented in mathematical forms, makes occasional computation errors</p> <hr/> <p><input type="checkbox"/> Explains information in mathematical forms including, but not limited to equations. Graphs, diagrams, tables, words.</p> <hr/> <p><input type="checkbox"/>Makes some inferences that may not be appropriate based upon said information. (may explain trend data accurately but miscalculates the slope of the trend).</p> <hr/> <p><input type="checkbox"/>Completes conversion of information, but resulting mathematical portrayal is only partially accurate</p>	<p><input type="checkbox"/> Attempts to explain information presented in mathematical forms, making many computations errors.</p> <hr/> <p><input type="checkbox"/>Attempts to explain information in mathematical forms including, but not limited to equations. Graphs, diagrams, tables, words.</p> <hr/> <p><input type="checkbox"/>Attempts to make inferences but draws incorrect conclusions.</p> <hr/> <p><input type="checkbox"/>Completes conversion of information, but the mathematical portrayal is inaccurate.</p>	<p>No evidence provided</p>
<p>SLO 2 Apply mathematical and/or statistical concepts to solve problems.</p>	<p><input type="checkbox"/>Calculations completed are correct and comprehensive enough to solve the problem clearly.</p> <hr/> <p><input type="checkbox"/>Draws qualified conclusions from the mathematical/statistical information.</p>	<p><input type="checkbox"/>Calculations completed are correct and comprehensive enough to solve the problem but are not as clear or concise.</p> <hr/> <p><input type="checkbox"/> Draws reasonable conclusions from the mathematical/statistical information.</p>	<p><input type="checkbox"/>Calculations have some errors and represent only a portion of the calculations needed to solve the problem comprehensively.</p> <hr/> <p><input type="checkbox"/>Draws plausible conclusions from the mathematical/statistical information.</p>	<p><input type="checkbox"/>Calculations are attempted, but are both incorrect and not comprehensive. They do not solve the problem.</p> <hr/> <p><input type="checkbox"/>Draws tentative basic conclusions from the mathematical/statistical information.</p>	<p>No evidence provided</p>

Definitions:

- Accomplished: Completed, done, effected, highly skilled
- Proficient: Undergoing development, growing, evolving
- Developing: In the process of becoming, becoming more prominent
- Beginning: Exhibiting a marked lack of competence
- Null: no evidence detected

Working Draft endorsed 6/1/15 Core Curriculum Committee