

## Reason Quantitatively & Symbolically Evaluation Rubric

Behavior Absent	Behavior Developing	Behavior Strongly Present
-----------------	---------------------	---------------------------

1. Student is able to break down and organize a problem into its component pieces.

Doesn't recognize the problem	Recognizes problem but method is unable to break it down	Recognizes problem and organizes it appropriately
1	2	3
4	5	6

2. Student is able to estimate and check answers to problems in order to determine reasonableness and validity, identify alternatives, and select optimal results.

Reasoning is inappropriate for the problem posed	Reasoning is plausible, but not optimal	Reasoning is correct, and response is optimal
1	2	3
4	5	6

3. Student is able to identify patterns and use them in a new situation.

Doesn't recognize patterns	Recognizes patterns but cannot transfer them to a new situation or transfers them incorrectly	Student recognizes patterns and transfers them correctly in a new situation
1	2	3
4	5	6

4. Student is able to interpret and create graphs, charts, tables, and/or other visual, verbal, and/or numerical symbols.

Interpretation is not valid	Interpretation is valid, at least in part, but full understanding is not evident	Interpretation is valid, and student can create an appropriate symbolic representation
1	2	3
4	5	6

5. Student is able to recognize relevant, appropriate, and precise relationships in problem solving situations.

No recognition of relationships, or connections are invalid	Recognizes relevance of relationships, but cannot make connections to solve the problem	Recognizes relevant relationships and makes appropriate and precise connections to solve the problem
1	2	3
4	5	6

6. Student knows and understands the necessary rules, and is able to apply them appropriately in a variety of problem-solving situations

Doesn't know and/or understand necessary rules	Knows and understands rules, but cannot apply them appropriately	Knows and understands necessary rules and applies them appropriately
1	2	3
4	5	6

Behavior Absent	Behavior Developing	Behavior Strongly Present
-----------------	---------------------	---------------------------

