Descriptive Statistics Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Characteristic | 4 | 3 | 2 | 1 | 0 |
| Question identified / Clarified | Math information / numbers identified.  Appropriate labels identified.  Math information used to solve the problem. | Math information / numbers identified.  Appropriate labels identified.  Most of the math information is used to solve the problem. | Math information / numbers identified.  Labels may be missing.  Some of the math information is used to solve the problem. | No math information / numbers identified.  Prompt is copied.  No math information is used to solve the problem. | No attempt or below grade level work shown. |
| Strategy chosen and applied | Used an appropriate strategy.  Reasonable strategy selected and developed.  Content knowledge is used correctly. | Used an appropriate strategy.  Reasonable strategy selected, moderately developed.  Content knowledge used appropriately, with minor computation errors. | Used an appropriate strategy.  Reasonable strategy selected, minimally developed.  Uses content knowledge with conceptual errors. | There is an attempt to solve the problem.  No strategy is applied that could lead to an answer.  Uses no content knowledge. | No attempt at using a strategy or below grade level work shown. |
| Calculations performed | Calculated the correct answer. Work shown is logical.  Diagrams or labeled work support the strategy.  Calculations are completely correct and answers properly labeled. | Calculated a correct answer but was unable to explain the strategy.  Work shown has gaps.  Calculations are mostly correct, may contain minor errors. | Work is partially shown.  Major errors may be evident.  Calculations contain major errors. | Attempted to solve the problem.  A limited amount of work shown.  Calculations are completely incorrect leading to an incorrect answer. | No attempt or below grade level work shown. |
| Justification of strategy, conclusion and/or answer | Justifies the strategy, conclusion, and/or answer to the problem. | Justifies the strategy, conclusion, and/or answer, but leaves out details. | Attempts to justify the strategy, conclusion, and/or answer, but the justification is not relevant to the problem. | No justification for the strategy, conclusion, and/or answer. | No attempt or below grade level work shown. |
| Explanation of strategy for solving the problem. | Adequately explained the answer.  Exemplary explanation.  Detailed and clear, examples may have been provided. | Adequately explained the strategy but did not calculate the correct answer.  Explanation contained adequate details.  Adequate clarity. | Could not explain the strategy used.  Explanations are somewhat clear.  Lacks details. | Attempted an explanation, but incorrect or unclear. | No attempt or below grade level work shown. |
| Communication | Uses mathematical language, graphs, diagrams, and/or charts appropriately.  Solution is presented in a clear and orderly manner so the reader can follow the flow of the solution and final answer. | Uses mathematical language, graphs, diagrams, and/or charts appropriately, but may contain transcription or computation errors.  Solution is presented in a manner so the scorer can follow most of the steps in the solution and final answer. | Uses mathematical language, graphs, diagrams, and/or charts appropriately, but contains conceptual errors.  Solution is presented in an unclear manner. Scorer has difficulty following the sequence of steps. | Uses little or no mathematical language, graphs, diagrams, and/or charts but contains conceptual errors.  Presents the problem in an unclear manner, steps are missing or out of sequence. Scorer cannot determine a sequence of steps. | No attempt or below grade level work shown. |

<http://course1.winona.edu/shatfield/air/rubrics.htm>