

MATH 211 – 212 – 213 PROBLEM OF THE WEEK COVER

Student Name _____

Total Score _____/25

Instructor _____

Math 211 / 212 / 213 (circle one)

POW # _____

Due Date: _____

2000 – 2009 Intermediate Reader’s Mathematics Scoring Guide 2000 – 2009

For each category; your SCORE will be circled & details to aim for will be underlined or highlighted in the next level

CONCEPTUAL UNDERSTANDING <i>Interpreting the concepts of the task and translating them into mathematics</i> WHAT?		PROCESSES & STRATEGIES <i>Choosing strategies that can work, and then carrying out the strategies chosen</i> HOW?		VERIFICATION <i>In addition to solving the task, identifiable evidence of a second look at the concepts/ strategies/ calculations to defend a solution.</i> DEFEND!		COMMUNICATION <i>Using pictures, symbols, and/or vocabulary to convey the path toward the identified solution.</i> THE CONNECTING PATH!	
6	The task is changed into thoroughly developed ideas and is enhanced by other math ideas	6	Complex and/or enhanced processes and strategies are used to solve the task	6	The second time solving the task is enhanced, possibly by solving with a new strategy	6	The path connecting concepts and strategies to the identified answer is very clear and enhanced possibly by graphics or examples
5	The task is changed into thoroughly developed math ideas that work	5	A thoroughly developed plan using pictures, charts, words, graphs, and/or symbols solves the task	5	The second time solving the task is clear, and thoroughly developed, checking all parts of the work	5	The path through all parts of the work toward the identified answer is thoroughly developed
4	The task is changed into complete math ideas that can work	4	A complete plan using pictures, charts, words, graphs, and/or symbols is used to solve the task (all work is shown)	4	The check completely solves the task a second time checking ideas, math steps, and a solution	4	The path through the work toward the identified answer is complete
3	Parts of the task are changed into math ideas that can work	3	The plan could solve parts of the task or the work is only partly shown	3	Some parts but not all of the work is checked	3	The path through the work is partly shown
2	The concepts of the task are underdeveloped or the task is changed into some ideas that do not work	2	The plan is underdeveloped (many missing sections) or the plan includes some strategies that cannot work	2	The check is underdeveloped (only a small section of the work is checked)	2	The path is not clear or is underdeveloped showing few connections within the work
1	Inappropriate or minimal concepts are used or no ideas are shown	1	The plan is ineffective, the work is minimal, the work conflicts with the answer given or no work is shown	1	The check is ineffective for the task, is only minimal, or no identifiable check is shown	1	The path is ineffective, minimal, or is not shown at all

Accuracy:

5	The answer is correct and the work supports it	4	The work had a small mistake but the important parts of the work are fine	1	The answer given is incorrect, incomplete or conflicts with the work.
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