

Marking Rubric (Constructed Response)**Snapshot**

4	Student demonstrates an extensive understanding of the situation. The approach is effective and comprehensive. The solution is supported by relevant evidence, and any errors are minor and do not hinder the solution's reasonableness within context. The reasoning is clearly communicated and addresses all critical and pertinent aspects of the problem.
3	Student demonstrates a strong understanding of the situation. The approach is sensible. The solution addresses all critical aspects of the problem; minor mathematical errors may exist. The reasoning is clearly communicated and references most pertinent aspects of the problem.
2	Student demonstrates a basic understanding of the situation. The approach may be unclear and/or incomplete but is on the right track. The solution may contain mathematical errors. The reasoning may be unclear but aligns with certain critical aspects of the problem.
1	Student demonstrates a limited understanding of the situation. The approach is ineffective or leaves out critical aspects needed to resolve the problem. The solution may contain fundamental mathematical errors. The reasoning is missing or irrelevant.
0*	Student work described by one of the following statements: <ul style="list-style-type: none"> • Information simply recopied from the problem. • Diagrams or calculations are unrelated to the problem. • Any answer without supporting work. • Response does not address the purpose of the task. • Inappropriate response (contains profanity, inappropriate diagram or language). • All work is erased or crossed out.
NR	No response (answer sheet is blank)

* Any zero score must include rationale and be approved by the section head.

Evaluation of the RUBRIC – Simplified version SNAPSHOT

4	Student shows a deep or very complete understanding of the situation/problem. The ideas they use <u>work for / fit with</u> for the problem and deal with all parts of the problem. They show their work clearly and errors are very small and do not change the meaning of the solution. The explanation of the thinking is clear and deals with all important parts of the problem.
3	Student shows a fairly deep or complete understanding of the situation / problem. The ideas they use mostly make sense for the problem. When the student shows their work, they deal with most of the parts of the problem; there may be small mathematical errors. The explanation of the thinking is clear and deals with most of the important parts of the problem.
2	Student shows a basic understanding of the situation / problem. The ideas they use may be unclear or not finished but they have some of the right ideas. When the student shows their work, they deal with most of the parts of the problem; there may be mathematical errors. The explanation of the thinking may be unclear but fits with / works for some important parts of the problem.
1	Student shows some understanding of the situation / problem. The ideas they use do not fit with the problem or leave out very important parts needed to solve the problem. The solution or answer shows errors that should be obvious. The explanation of the thinking is missing or not connected to the solution or problem.
0	The student work is: <ul style="list-style-type: none"> • The problem copied again. • Drawings or math not related to the problem. • An answer without any of the work to see how they got to that answer. • The answer / explanation of the thinking does not work for what the question asks at all. • The answer has bad or naughty words. • All work is erased or crossed out.

NR	No answer – the paper has nothing on it.
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