Transition to Quantitative Literacy Unit Rubrics Capstone

Standard	4 - Mastery	3 - Proficient	2 - Basic	1- Below Basic	0 - No Evidence
accurately represent	tasks to interpret variables and quantities.	from any authentic task. Including naming the variable.	A: Create an expression from an authentic task-linear. Including naming the variable. A: Match correct expression to given task.		A: Not yet able to apply vocabulary to identify parts of an expression.
	with support, of changes	confirm predictions to authentic task changes	B: Predict what changes in an authentic task would do to an expression.	the following: either predict or confirm what	B: Not yet able to predict or confirm what changes in an authentic task would do to an expression.
	communicate the parts of an expression in	•	C: Identify the parts of an expression needed for an authentic task.	C: Group types of	C: Not yet able to identify the parts of an expression needed for an authentic task.
expressions and/or rewrite expressions in equivalent forms to solve problems.	equivalent expressions including radical. D: Interpret and communicate how expressions are equivalent given an authentic task.	equivalent expressions	D: Identify and create only linear equivalent expressions.	D: Identify only linear equivalent expressions given a set of expression.	D:Not yet able to identify equivalent expressions
arithmetic operations (addition, subtraction, multiplication) on polynomials in authentic tasks.	A: Perform addition, subtraction, and multiplication of 4th degree polynomials. A: Set-up and perform addition, subtraction, and multiplication with 3rd degree polynomials from an authentic task.	A: Perform addition, subtraction, and multiplication of 3rd degree polynomials. A: Set-up and perform addition, subtraction, and multiplication with 1st and 2nd degree polynomials from an	subtraction, and multiplication of 2nd degree polynomials. A: Set-up and perform addition, subtraction, and multiplication with	subtraction, and multiplication of 1st degree polynomials. A: Identify which operation would need to be performed given an authentic task.	A: Not yet able to identify like terms, combine like terms, and apply addition and multiplication properties. A: Not yet able to identify which operation would need to be performed given an authentic task.
zeros and factors of	B: Factor and solve 3rd and 4th degree polynomials with Integer and Rational roots.	B: Factor and solve 2nd degree polynomials with Rational roots. B: Find and interpret meanings of zeros from	B: Factor and solve 2nd degree polynomials with Integer roots. B:	graph or visual representation. B: Determine that a zero	B: Not yet able to find zeros from a graph or visual representation. B: Not yet able to
	A: Create and solve their own authentic task for equations.	A: Explain if an authentic task would be		equation or inequality	A: Not yet able to describe a relationship or a system. A: Not yet able to solve an equation or inequality.

Transition to STEM Unit Rubrics

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-	D: Create and solve their	•	'	·	D: Not yet able to
solve equations and		appropriate equation or			create and solve their
inequalities in one	1	, , ,		and solve a singular (as	own authentic task for
variable. (Set-up and			including no solution,		inequalities.
solving - single variable			infinite solutions, and	inequality.	
equation from an			compound inequalities		
authentic task, showing					
and defending work)					
QL-N1-A Demonstrate	A-C. Use mathematical	A-C. Explain	A-C. Use mathematical	A-C. Identify	A-C. Not yet able to
operation sense and the	properties and statistical	· •		mathematical properties	-
effects of common	r ·	properties and			mathematical
operations on numbers in		statistical summaries	Summaries.	and statistical	properties or
words and symbols.	concepts.	Statistical sammanes		Klimmaries	statistical summaries.
words and symbols.	concepts.				statistical sullillaries.
OL N1 P Apply					
QL-N1-B Apply					
mathematical properties					
in numeric and algebraic					
contexts.					
QL-N1-C Use different					
types of mathematical					
summaries of data, such					
as mean, median, and					
mode.					
QL-N1.D Read, interpret,	D. Create and use	D. Read and interpret	D. Read and interpret	D. Read various	D. Read only limited
and make decisions based		· ·	various representations		representations.
upon information from	T	and use this to make	of data.	representations of data.	representations.
'			oi data.		
various data displays.		decisions.			
QL-N1.F Demonstrate		·	E-F. Convert units of		E-F. Not yet able to
			measurement or		take units into account
-	, ·		between forms of	and form of number	when solving.
estimating, and then		numbers to solve	numbers (scientific	(scientific notation,	
solving problems using		problems in real world	notation, decimal form,	decimal form, etc) for a	
appropriate units.		context.	etc.) while solving	given situation.	
QL-N2.B Apply	B. Analyze methods used	B. Justify choice of	B. Choose and apply an	B. Apply a given problem	B. Not yet able to
quantitative reasoning to	by others to solve similar		appropriate problem	solving strategy.	apply a problem
solve problems involving			solving strategy.		solving strategy.
quantities or rates.	r	pros and cons.	0 ** * * * * * * * * * * * * * * * * *		0
		-			
QL-FM1.A Use variables in	A Make general	A. Translate a given	A. Translate a given	A. Identifies that a	A. Not yet able to
a variety of mathematical	=	mathematical sentence			identify when a
· ·			mamemandi Sentence	variable is riecessary	•
			into on occuption	Translator -:	wariahla ahawlali
contexts to represent	translating mathematical	or situation into an	into an equation using		variable should be
quantities or attributes.	translating mathematical sentences or situations	or situation into an equation with	appropriate numbers	mathematical sentences	used.
'	translating mathematical sentences or situations into equations Make	or situation into an equation with appropriate numbers	appropriate numbers and variables Identify	mathematical sentences into equations accurately	used.
'	translating mathematical sentences or situations into equations Make general statements	or situation into an equation with appropriate numbers and variables Identify	appropriate numbers and variables Identify the independent and	mathematical sentences	used.
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'	translating mathematical sentences or situations into equations Make general statements about independent and dependent variables	or situation into an equation with appropriate numbers and variables Identify the independent and dependent variable in	appropriate numbers and variables Identify the independent and	mathematical sentences into equations accurately	used.
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Transition to STEM Unit Rubrics

model to analyze problems from a variety of contexts into mathematical context. model to analyze problems in a variety of context. model to analyze problems in a variety of context. model to analyze problems in a variety of context. model series in a variety of context. model series in a variety of context. model series in a variety of authentic tasks. model a representations and vice versa. QL-FM2.B Build a function by that models a relationship between two quantities in a variety of functions, build new functions, and functions from existing functions from existing functions. QL-FM2.C Build new function. QL-FM2.E Interpret expressions for functions in terprestations of interpretations of function and what the answer means in the context of an authentic text. QL-FM2.F Apply geometric variety of context. model to analyze problems, and variety of descriptions, and wisten descriptions. ables, graphs, equations, and written descriptions in a variety of authentic tasks. descriptions in a variety of authentic tasks. B/C. Identify and model the relationship between two quantities in both in linear, quadratic, and functions. Sudents can build needed additional functions from these existing functions to solve real-world problems. E. Defend and analyze expressions for functions interpretations of function and what the answer means in the context of an authentic text. CL-FM2.F Apply geometric variety of geometric problems (ascriptions, and word and model the relationship between two quantities in both in linear, quadratic, and linear and quadratic exponential functions. B/C. Identify and model the relationship between two quantities in both in linear and quadratic exponential functions. Solve situations and provide an interpretation of the function/expression. E. Solve situations and provide an interpretation provide an i						
of contexts into mathematical representations and vice versa. QL-FM2.B Build a function B/C Identify and model that models a relationship between two quantities in a variety of functions. QL-FM2.C Build new functions from existing functions. QL-FM2.C Build new functions. QL-FM2.E Interpret expressions for functions in terry sof the situation they model. QL-FM2.E Interpret expressions for functions they model. QL-FM2.F Apply geometric concepts in modeling situations. QL-FM2.F Apply geometric con	QL-FM2.A Translate	A. Choose and efficient	A. Translate between	A. Translate between		
mathematical representations and vice versa. QL-FM2.B Build a function B/C Identify and model that models a relationships between two quantities in variety of functions, build new functions from existing functions. QL-FM2.C Build new functions from existing functions. QL-FM2.E Interpret expressions for functions in terms of the situation in terms of the situation function and what the answer means in the context of an authentic text. QL-FM2.F Apply geometric concepts in modeling situations. Mathematically and model a variety of geometric modeling situations. Descriptions in a variety of authentic tasks. Descriptions in a variety of such titals. Descriptions in a variety of authentic tasks. Descriptions in descriptions. Descriptions i	problems from a variety	model to analyze	tables, graphs,	visual representations	tables and graphs	translate problems
versa. Of authentic tasks. o	of contexts into	problems in a variety of	equations, and written	(tables/graphs),	(between two visual	into any other form of
QL-FM2.B Build a function B/C Identify and model that models a relationship between two quantities. Wo quantities in a variety of functions, build new functions from existing functions. QL-FM2.E Build new functions from existing functions. QL-FM2.E Interpret expressions for functions in terms of the situation they model. QL-FM2.E Interpret expressions for functions in terms of the situation they model. QL-FM2.F Apply geometric concepts in modeling situations. QL-FM2.F Apply geometric concepts and posterior and colored an opporties and properties and properties and pusht the interpretation spire properties and properties and properties and properties and properties and pusht the seventwo quantities in defending here relationship between two quantities in both the relationship between two quantities in both in linear, quadratic, and linear and quadratic functions. Students can build need additional functions. Students can build needed additional functions from these existing functions, and use those functions to solve real-world problems. E. Defend and analyze expressions for function and what the answer means in the context of an authentic text. Solve situations mathematically but are not yet able to interpret provide an interpretation of the function/expression. F. Identify and model to solve an authentic task. F. Identify a geometric relationship and able to apply it given the task and the geometric call your apply it given the task and the geometric call the relationship between two quantities in both the relationship between tw	mathematical	context.	descriptions in a variety	equations, and	representations) and	representation.
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properties and solve an authentic task. authentic task. and the geometric	modeling situations.	concepts and justify their			apply it given the task	unable to apply it.
applications. application needed.		properties and	solve an authentic task.			
		applications.			application needed.	
		<u> </u>			<u> </u>	