

## Choc-o-Can (Spring)

B = Blank: nothing written or drawn in response to the question

I = • Illegible: cannot be read; completely crossed out/erased; not written in English

• Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "!", "I don't know")

• Off topic: no relationship of written work to the question

U = Unacceptable

A = Acceptable

Part	Codes	Description
a)	U	
	A	Application of knowledge and skills to determine the area of the composite figure shows <ul style="list-style-type: none"> <li>• an understanding of the concepts</li> <li>• an application of the procedures (e.g., <math>V = 278.5 \text{ cm}^2</math>)</li> </ul>
b)	10	Application of knowledge and skills to determine the number of chocolates shows limited effectiveness due to <ul style="list-style-type: none"> <li>• misunderstanding of concepts</li> <li>• incorrect selection or misuse of procedures</li> </ul>
	20	Application of knowledge and skills to determine the number of chocolates shows some effectiveness due to <ul style="list-style-type: none"> <li>• partial understanding of the concepts</li> <li>• errors and/or omissions in the application of the procedures (e.g., correct number of chocolates, no work shown)</li> </ul>
	30	Application of knowledge and skills to determine the number of chocolates shows considerable effectiveness due to <ul style="list-style-type: none"> <li>• an understanding of most of the concepts</li> <li>• minor errors and/or omissions in the application of the procedures</li> </ul>
	40	Application of knowledge and skills to determine the number of chocolates shows a high degree of effectiveness due to <ul style="list-style-type: none"> <li>• a thorough understanding of the concepts</li> <li>• an accurate application of the procedures (any minor errors and/or omissions do not detract from the demonstration of a thorough understanding) (e.g., 149)</li> </ul>
c)	U	
	A	Demonstration of understand of concepts of percent and procedures to calculate volume ( $V = 2380 \text{ cm}^3$ )
d)	10	Problem-solving process to determine the radius shows limited effectiveness due to <ul style="list-style-type: none"> <li>• minimal evidence of a solution process</li> <li>• limited identification of important elements of the problem</li> <li>• too much emphasis on unimportant elements of the problem</li> <li>• no conclusions presented</li> <li>• conclusion presented without supporting evidence</li> </ul>
	20	Problem-solving process to determine the radius shows some effectiveness due to <ul style="list-style-type: none"> <li>• an incomplete solution process</li> <li>• identification of some of the important elements of the problem</li> <li>• some understanding of the relationships between important elements of the problem</li> <li>• simple conclusions with little supporting evidence</li> </ul>
	30	Problem-solving process to determine the radius shows considerable effectiveness due to <ul style="list-style-type: none"> <li>• a solution process that is nearly complete</li> <li>• identification of most of the important elements of the problem</li> <li>• a considerable understanding of the relationships between important elements of the problem</li> <li>• appropriate conclusions with supporting evidence</li> </ul>
	40	Problem-solving process to determine the radius shows a high degree of effectiveness due to <ul style="list-style-type: none"> <li>• a complete solution process</li> <li>• identification of all important elements of the problem</li> <li>• a thorough understanding of the relationships between all of the important elements of the problem</li> <li>• appropriate conclusions with thorough and insightful supporting evidence (e.g., <math>r = 5.5 \text{ cm}</math>)</li> </ul>

## Berries for Picking (Spring)

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• Off topic: no relationship of written work to the question

U = Unacceptable

A = Acceptable

Part	Codes	Description
a)	U	
	A	Application of knowledge and skills to graph the relationship shows <ul style="list-style-type: none"> <li>• an understanding of the concepts</li> <li>• an application of the procedures</li> </ul>
b)	10	Demonstration of limited understanding of the concept of slope
	20	Demonstration of some understanding of the concept of slope (e.g., mentions 1.25 but does not tie it to the context) or shows some connections between variables
	30	Demonstration of considerable understanding of the concept of slope (e.g., \$6.25/5 baskets)
	40	Demonstration of thorough understanding of the concept of slope (e.g., determines a unit rate)
c)	U	
	A	Application of knowledge and skills to determine the value of a relationship shows <ul style="list-style-type: none"> <li>• an understanding of the concepts</li> <li>• an application of the procedures</li> </ul> NOTE: If the graph is used, this value will depend on the student's line drawn in <b>a</b> ).
d)	10	Problem-solving process to recommend a pay structure shows limited effectiveness due to <ul style="list-style-type: none"> <li>• minimal evidence of a solution process</li> <li>• limited identification of important elements of the problem</li> <li>• too much emphasis on unimportant elements of the problem</li> <li>• no conclusions presented</li> <li>• conclusion presented without supporting evidence</li> </ul>
	20	Problem-solving process to recommend a pay structure shows some effectiveness due to <ul style="list-style-type: none"> <li>• an incomplete solution process</li> <li>• identification of some of the important elements of the problem</li> <li>• some understanding of the relationships between important elements of the problem</li> <li>• simple conclusions with little supporting evidence (e.g., refers to only one side of the intersection of the two pay structures or refers to one specific number of baskets)</li> </ul>
	30	Problem-solving process to recommend a pay structure shows considerable effectiveness due to <ul style="list-style-type: none"> <li>• a solution process that is nearly complete</li> <li>• identification of most of the important elements of the problem</li> <li>• a considerable understanding of the relationships between important elements of the problem</li> <li>• appropriate conclusions with supporting evidence</li> </ul>
	40	Problem-solving process to recommend a pay structure shows a high degree of effectiveness due to <ul style="list-style-type: none"> <li>• a complete solution process</li> <li>• identification of all important elements of the problem</li> <li>• a thorough understanding of the relationships between all of the important elements of the problem</li> <li>• appropriate conclusions with thorough and insightful supporting evidence</li> </ul>