

## Computer Repair (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	Demonstration of understanding of concepts and/or procedures to complete table accurately (\$35, \$55, \$65, \$85)
b)	U	
	A	Demonstration of understanding of concepts and/or procedures to construct an accurate graph of the relationship (one point graphed incorrectly is acceptable)
c)	10	Application of knowledge and skills to determine the time given the total cost 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 time, given the total cost, 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 answer, no justification)</li> </ul>
	30	Application of knowledge and skills to determine the time, given the total cost, 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 time, given the total cost, 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., 5 h)</li> </ul>
d)	10	Problem-solving process to justify a selected graph 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 justify a selected graph 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 justify a selected graph 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 justify a selected graph 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., graph II)</li> </ul>

## The Wind in the Sails (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 solve equation shows <ul style="list-style-type: none"> <li>• an understanding of the concepts</li> <li>• an application of the procedures (i.e., answer is 64)</li> </ul>
b)	U	
	A	Demonstration of understanding of geometric concepts and procedures to determine angle measures (both angles correct with appropriate reasoning [not necessarily correct terminology])
c)	10	Problem-solving process to determine the area of the quadrilateral 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 area of the quadrilateral 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 area of the quadrilateral 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 area of the quadrilateral 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>
d)	10	Application of knowledge and skills to determine the amount of red material, using ratios, shows limited effectiveness due to <ul style="list-style-type: none"> <li>• misunderstanding of concepts</li> <li>• incorrect selection or misuse of procedures (e.g., does not multiply or divide, or uses numbers other than 2, 3, 5)</li> </ul>
	20	Application of knowledge and skills to determine the amount of red material, using ratios, 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., multiplies or divides with one of 2, 3, 5)</li> </ul>
	30	Application of knowledge and skills to determine the amount of red material, using ratios, 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 (e.g., multiplies and divides by wrong numbers [2, 3, 5])</li> </ul>
	40	Application of knowledge and skills to determine the amount of red material, using ratios, 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., multiplies by 2 and divides by 5 to get <math>1.8 \text{ m}^2</math>)</li> </ul>