

Clown Factor (Winter)

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 plot data shows <ul style="list-style-type: none"> • an understanding of the concepts • an application of the procedure (Note: Only look at points; do not consider line if drawn.)
b)	10	Application of knowledge and skills to determine the number of balloons shows limited effectiveness due to <ul style="list-style-type: none"> • misunderstanding of concepts • incorrect selection or misuse of procedures
	20	Application of knowledge and skills to determine the number of balloons shows some effectiveness due to <ul style="list-style-type: none"> • partial understanding of the concepts • errors and/or omissions in the application of the procedures (correct answer, no work shown)
	30	Application of knowledge and skills to determine the number of balloons shows considerable effectiveness due to <ul style="list-style-type: none"> • an understanding of most of the concepts • minor errors and/or omissions in the application of the procedures
	40	Application of knowledge and skills to determine the number of balloons shows a high degree of effectiveness due to <ul style="list-style-type: none"> • a thorough understanding of the concepts • an accurate application of the procedures (any minor errors and/or omissions do not detract from the demonstration of a thorough understanding) (e.g., ~56 balloons) [Note: Check graph for evidence of work]
c)	U	
	A	Demonstration of understanding of how varying conditions changes the graph (e.g., refers to slope of line being steeper or points moving higher for the same number of balloons)
d)	10	Problem-solving process to explain how to find the mass shows limited effectiveness due to <ul style="list-style-type: none"> • minimal evidence of a solution process (does not show evidence of "how") • limited identification of important elements of the problem • too much emphasis on unimportant elements of the problem
	20	Problem-solving process to explain how to find the mass shows some effectiveness due to <ul style="list-style-type: none"> • an incomplete solution process • identification of some of the important elements of the problem • some understanding of the relationships between important elements of the problem [picks and uses the correct tool (e.g., extended line) but does not use it properly]
	30	Problem-solving process to explain how to find the mass shows considerable effectiveness due to <ul style="list-style-type: none"> • a solution process that is nearly complete • identification of most of the important elements of the problem • a considerable understanding of the relationships between important elements of the problem
	40	Problem-solving process to explain how to find the mass shows a high degree of effectiveness due to <ul style="list-style-type: none"> • a complete solution process • identification of all important elements of the problem • a thorough understanding of the relationships between all of the important elements of the problem [Note: Check graph for evidence of work]

Paul's Quilt (Winter)

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• 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 mark equal angles and sides of the rhombus (ignore any extra markings)
b)	10	Application of knowledge and skills to determine the number of red and white pieces shows limited effectiveness due to <ul style="list-style-type: none"> • misunderstanding of concepts • incorrect selection or misuse of procedures
	20	Application of knowledge and skills to determine the number of red and white pieces shows some effectiveness due to <ul style="list-style-type: none"> • partial understanding of the concepts • errors and/or omissions in the application of the procedures (correct answer, no work shown)
	30	Application of knowledge and skills to determine the number of red and white pieces shows considerable effectiveness due to <ul style="list-style-type: none"> • an understanding of most of the concepts • minor errors and/or omissions in the application of the procedures
	40	Application of knowledge and skills to determine the number of red and white pieces shows a high degree of effectiveness due to <ul style="list-style-type: none"> • a thorough understanding of the concepts • an accurate application of the procedures (any minor errors and/or omissions do not detract from the demonstration of a thorough understanding) (e.g., 120 red and 180 white)
c)	10	Problem-solving process to determine the number of points the star will have shows limited effectiveness due to <ul style="list-style-type: none"> • minimal evidence of a solution process • limited identification of important elements of the problem • too much emphasis on unimportant elements of the problem • no conclusions presented • conclusion presented without supporting evidence (correct answer, no work shown)
	20	Problem-solving process to determine the number of points the star will have shows some effectiveness due to <ul style="list-style-type: none"> • an incomplete solution process • identification of some of the important elements of the problem • some understanding of the relationships between important elements of the problem • simple conclusions with little supporting evidence
	30	Problem-solving process to determine the number of points the star will have shows considerable effectiveness due to <ul style="list-style-type: none"> • a solution process that is nearly complete • identification of most of the important elements of the problem • a considerable understanding of the relationships between important elements of the problem • appropriate conclusions with supporting evidence
	40	Problem-solving process to determine the number of points the star will have shows a high degree of effectiveness due to <ul style="list-style-type: none"> • a complete solution process • identification of all important elements of the problem • a thorough understanding of the relationships between all of the important elements of the problem • appropriate conclusions with thorough and insightful supporting evidence (e.g., 9 points)
d)	U	
	A	Application of knowledge and skills to determine length of side L shows <ul style="list-style-type: none"> • an understanding of the concepts • an application of the procedures (e.g., 7.8 cm)