

Thrill Rides (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, "?", "!",

• 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 of drawing a line of best fit (equal number of points above and below the line)
b)	10	Application of knowledge and skills to determine an equation of a line of best fit 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 an equation of a line of best fit 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
	30	Application of knowledge and skills to determine an equation of a line of best fit 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 an equation of a line of best fit 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., $l = 24h$)
c)	U	
	A	Application of knowledge and skills to determine the maximum height shows <ul style="list-style-type: none"> • an understanding of the concepts • an application of the procedures NOTE: This value depends on the student's equation determined in b): e.g., $y = 25x$
d)	10	Problem-solving process to describe how to change the equation shows limited effectiveness due to <ul style="list-style-type: none"> • limited identification of important elements of the problem • too much emphasis on unimportant elements of the problem • conclusion presented without supporting evidence
	20	Problem-solving process to describe how to change the equation shows some effectiveness due to <ul style="list-style-type: none"> • 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 describe how to change the equation shows considerable effectiveness due to <ul style="list-style-type: none"> • 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 describe how to change the equation shows a high degree of effectiveness due to <ul style="list-style-type: none"> • 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

Calculating Crates (Winter)

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• 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 calculate the surface area (i.e., 10 720 cm ²)
b)	U	
	A	Demonstration of understanding of concepts to describe the relationship between length and width (i.e., equal)
c)	10	Application of knowledge and skills to determine the length and the width 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 length and the width 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 (e.g., correct length and width, no justification)
	30	Application of knowledge and skills to determine the length and the width 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 length and the width 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., $l = w = 40$ cm, *note: answer depends on relationship described in part b))
d)	10	Problem-solving process to determine the amount of wasted space 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
	20	Problem-solving process to determine the amount of wasted space 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 amount of wasted space 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 amount of wasted space 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., 91.5 cm³)