

QUANTITATIVE AND COMPUTATIONAL REASONING RUBRIC

| GOALS | STANDARDS | | | |
|---|--|--|--|---|
| Measures: | Excellent (4) | Good (3) | Fair (2) | Poor (1) |
| Representation: Represent relevant information in various mathematical or algorithmic forms. (conversion of words to mathematical symbols and graphs) | Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding. | Competently converts relevant information into an appropriate and desired mathematical or algorithmic portrayal. | Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate. | Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate. |
| Calculation: Calculate accurately and comprehensively. | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.). | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. | Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem. | Calculations are attempted but are both unsuccessful and are not comprehensive. |
| Interpretation: Interpret information presented in mathematical or algorithmic forms. (for example, interpretations of equations, graphs, diagrams, tables) | Provides accurate explanations of information presented in mathematical or algorithmic forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events. | Provides accurate explanations of information presented in mathematical or algorithmic forms. For example, accurately explains the trend data shown in a graph. | Provides somewhat accurate explanations of information presented in mathematical or algorithmic forms, but occasionally makes minor errors related to computations or units. For example, accurately explains the trend data shown in a graph, but may miscalculate the slope of the trend line. | Attempts to explain information presented in mathematical or algorithmic forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends. |
| Application/Analysis: Draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.(problem solving) | Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. | Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. |
| Communication: Explain quantitative evidence and analysis. (conversion of mathematical symbols and graphs to words) | Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality. | Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication maybe uneven. | Uses quantitative information, but does not effectively connect it to the argument or purpose of the work. | Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.) |

BCC Math Department
Student Learning Outcomes Report

Semester and Year: Fall 2016
Math Course: Math 3A
Instructor:

| Use Rubric to Score | (0 - 4 points) | (0 - 4 points) | (0 - 4 points) | (0 - 4 points) | (0 - 4 points) |
|---------------------------|----------------------|-------------------|----------------------|----------------|---------------------|
| Students | SLO 1 Representation | SLO 2 Calculation | SLO 3 Interpretation | SLO 4 Analysis | SLO 5 Communication |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 19 | | | | | |
| 20 | | | | | |
| 21 | | | | | |
| 22 | | | | | |
| 23 | | | | | |
| 24 | | | | | |
| 25 | | | | | |
| 26 | | | | | |
| 27 | | | | | |
| 28 | | | | | |
| 29 | | | | | |
| 30 | | | | | |
| 31 | | | | | |
| 32 | | | | | |
| 33 | | | | | |
| 34 | | | | | |
| 35 | | | | | |
| 36 | | | | | |
| 37 | | | | | |
| 38 | | | | | |
| 39 | | | | | |
| 40 | | | | | |
| 41 | | | | | |
| 42 | | | | | |
| 43 | | | | | |
| 44 | | | | | |
| Average | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Standard Deviation | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |