

HOW TO USE THIS DOCUMENT

Below you will find a one-page planning guide to help guide your planning and implementation of Mathematical Performance Tasks. This tool is most powerful when used as a grade band group to plan the implementation of Mathematical Performance Task (if a collaborative group is unavailable, this tool is excellent to use alone). Planning ideally happens during PLC time.



PLC MATHEMATICAL PERFORMANCE TASK PLANNING GUIDE

<u>Student Content Learning Objective(s):</u>		<u>Mathematical Practice(s)</u> ADDRESSED WITH THIS TASK:	
<u>Academic Mathematical Vocabulary</u> STUDENTS SHOULD USE TO SUPPORT THIS TASK:		<u>Questions</u> TO USE TO GUIDE STUDENT EXPLORATION:	
<u>Anticipated</u> STUDENT SOLUTIONS:			
SOLUTION #1:	SOLUTION #2:	STUDENT #3:	STUDENT #4:
RUBRIC GRADE:	RUBRIC GRADE:	RUBRIC GRADE:	RUBRIC GRADE:



MATHEMATICAL PERFORMANCE TASK RUBRIC

	Understanding	Planning and Execution	Communication	Persistence
4	<ul style="list-style-type: none"> Shows complete understanding of the required mathematical/scientific knowledge. The solution completely addresses all mathematical/scientific components presented in the task. 	<ul style="list-style-type: none"> Uses only the important elements of the task. Uses an appropriate and complete strategy for solving the problem. Uses only relevant information. Uses clear and effective diagrams, tables, charts and graphs. 	<ul style="list-style-type: none"> There is a clear, effective explanation of the solution. All steps are included so the reader does not have to infer how the task was completed. Mathematical/scientific representation is actively used as a means of communicating ideas. There is precise and appropriate mathematical/scientific terminology and notation. 	<ul style="list-style-type: none"> Works hard on the task and doesn't need much help. Student may extend his thinking beyond the problem and make new connections or create new problems.
3	<ul style="list-style-type: none"> Shows nearly complete understanding of required mathematical/scientific knowledge. The solution addresses almost all of the mathematical/scientific components presented in the task. There may be minor errors. 	<ul style="list-style-type: none"> Uses most of the important elements of the task. Uses an appropriate but incomplete strategy for solving the problem. Uses most of the relevant data. Appropriate but incomplete use of diagrams, tables, charts and graphs. 	<ul style="list-style-type: none"> There is a clear explanation. There is appropriate use of accurate mathematical/scientific representation. There is effective use of mathematical/scientific terminology and notation. 	<ul style="list-style-type: none"> Works hard on the task and only gets help after having tried many strategies given throughout. Completes task, working dutifully at the harder parts also.
2	<ul style="list-style-type: none"> Shows some understanding of the required mathematical/ scientific knowledge The solution addresses some, but not all the mathematical/ scientific components presented in the task. 	<ul style="list-style-type: none"> Uses some important elements of the task. Uses an inappropriate strategy or application of strategy is unclear. Uses some relevant data. Limited use or misuse of diagrams, tables, charts, and graphs. 	<ul style="list-style-type: none"> There is an incomplete explanation; it may not be clearly represented. There is some use of appropriate mathematical/scientific representation. There is some use of mathematical/scientific notation appropriate to the task. 	<ul style="list-style-type: none"> Can do simple parts of the problem with little help. Starts working on the harder parts, but unless there is help, gives up.
1	<ul style="list-style-type: none"> Shows limited or no understanding of the problem, perhaps only re-copying the given data. The solution addresses none of the mathematical/scientific components required to solve the task. 	<ul style="list-style-type: none"> Uses none of the important elements of the task. Works haphazardly with no particular strategy for solving the problem. Uses irrelevant data. Does not show use of diagrams, tables, charts or graphs. 	<ul style="list-style-type: none"> There is no explanation of the solution. The explanation cannot be understood, or is unrelated to the task. There is no use or inappropriate use of mathematical/scientific representations. There is no use, or mostly inappropriate use, of mathematical/scientific terminology and notation. 	<ul style="list-style-type: none"> Needs help, even for the very simple tasks. Gives up quickly, often just wanting someone to give the answer.

