

Quantitative Literacy Assessment Rubric, v. 1; March 2018

Criteria	Rating=4 (Excellent)	Rating=3 (Satisfactory)	Rating=2 (Marginal)	Rating=1 (Unsatisfactory)	Score
a) Procedure: <i>--Formal Representation & Reasoning</i> : Does the student communicate relevant information in quantitative forms using appropriate symbols, components, and principles?	Skillfully converts quantitative information using the most appropriate and clear symbolic or mathematical representation.	Competently converts quantitative information using appropriate symbolic or mathematical representation.	Converts quantitative information into symbolic or mathematical representations, but may not always use the most appropriate forms.	Unable to convert quantitative information into symbolic or mathematical forms.	
b) Strategy <i>--Strategic Competence & Analysis</i> Does the student identify and execute appropriate quantitative operations for a given question?	Skillfully reasons through the information provided, correctly identifies the appropriate strategies for a given question, and executes operations cleanly and without mistakes.	Competently reasons through provided information, identifies the most appropriate strategies for a given question, and mostly executes operations cleanly and without mistakes.	Attempts to reason through provided information, but may only identify the most obvious strategy and executes operations with errors.	Attempts to reason through provided information, but identifies strategies that are inappropriate to the given question and executes operations incorrectly.	
c) Synthesis <i>--Interpretation</i> : Does the student draw appropriate conclusions based upon the quantitative analysis of data?	Draws meaningful conclusions that considers the complexity of the given question, including how quantitative assumptions affect the given outcome.	Draws appropriate, but simplistic conclusions that may ignore or gloss over complexity in the given question.	Draws a simplistic, inaccurate conclusion based on a selective or inaccurate interpretation of data.	Unable or unwilling to draw a conclusion based upon quantitative data.	
<i>--Evaluation</i> : Does the student evaluate claims based upon quantitative arguments?	Explains and evaluates the practical significance of the conclusion for the given question and larger contexts.	Explains the practical significance of the conclusion to the context of the given question.	Explains the practical significance of the conclusion in simplistic terms.	Does not explain what the conclusion means or does not provide a conclusion.	

Total Score

Comments: