

This holistic rubric guides the evaluation of a student response by providing descriptions of sample characteristics for each score point. A score is based on an overall analysis of what is included in a student's response rather than what is missing. It is not necessary for a response to include all of the sample characteristics.

3 POINT REASONING CONSTRUCTED RESPONSE ITEMS

| Points | Sample Characteristics |
|----------|--|
| 3 Points | <p>A three-point response for reasoning items provides evidence of correct, complete, and appropriate mathematical reasoning.</p> <p>The response may:</p> <ul style="list-style-type: none"> • be clear and well developed with logical reasoning communicated by the use of precise and appropriate representations, symbols, drawings, or mathematical vocabulary. • contain minor flaws that do not detract from the correct reasoning or demonstration of a thorough understanding. |
| 2 Points | <p>A two-point response for reasoning items provides evidence of partially correct mathematical reasoning.</p> <p>The response may:</p> <ul style="list-style-type: none"> • display an incomplete reasoning process. • contain minor flaws that detract from the correct reasoning or demonstration of a thorough understanding. |
| 1 Point | <p>A one-point response for reasoning items provides limited evidence of correct mathematical reasoning.</p> <p>The response may:</p> <ul style="list-style-type: none"> • demonstrate the beginning of a valid chain of reasoning. • reflect a lack of essential understanding of the underlying mathematical concepts. • contain the correct solution, but work is limited or missing. • contain errors in the fundamental mathematical procedures or reasoning. • contain omissions or irregularities that lead to an inadequate solution. |
| 0 Point | <p>A zero-point response is completely incorrect, incoherent or irrelevant.</p> |

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4 POINT REASONING CONSTRUCTED RESPONSE ITEMS

| Points | Sample Characteristics |
|----------|---|
| 4 Points | <p>A four-point response for reasoning items provides evidence of correct, complete, and appropriate mathematical reasoning.</p> <p>The response may:</p> <ul style="list-style-type: none"> • be clear and well developed with logical reasoning communicated by the use of precise and appropriate representations, symbols, drawings, or mathematical vocabulary. • demonstrate a thorough understanding of the mathematics. • contain minor flaws that do not detract from the correct reasoning or demonstration of a thorough understanding. |
| 3 Points | <p>A three-point response for reasoning items provides evidence of essentially correct, essentially complete, and essentially appropriate mathematical reasoning.</p> <p>The response may:</p> <ul style="list-style-type: none"> • be clear and developed with logical reasoning communicated by the use of essentially precise and appropriate representations, symbols, drawings, or mathematical vocabulary. • contain minor flaws that detract from the correct reasoning or demonstration of a thorough understanding. |
| 2 Points | <p>A two-point response for reasoning items provides evidence of partially correct mathematical reasoning.</p> <p>The response may:</p> <ul style="list-style-type: none"> • display an incomplete reasoning process. • contain mathematical flaws. |

| Points | Sample Characteristics |
|---------|--|
| 1 Point | <p>A one-point response for reasoning items provides limited evidence of correct mathematical reasoning.</p> <p>The response may:</p> <ul style="list-style-type: none"> • demonstrate the beginning of a valid chain of reasoning. • reflect a lack of essential understanding of the underlying mathematical concepts. • contain the correct solution, but work is limited or missing. • contain errors in the fundamental mathematical procedures or reasoning. • contain omissions or irregularities that lead to an inadequate solution. |
| 0 Point | A zero-point response is completely incorrect, incoherent or irrelevant. |