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.

<table>
<thead>
<tr>
<th>Points</th>
<th>Sample Characteristics</th>
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</table>
| 3 Points | A three-point response for reasoning items provides evidence of correct, complete, and appropriate mathematical reasoning. The response may:  
- 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 | A two-point response for reasoning items provides evidence of partially correct mathematical reasoning. The response may:  
- display an incomplete reasoning process.  
- contain minor flaws that detract from the correct reasoning or demonstration of a thorough understanding. |
| 1 Point | A one-point response for reasoning items provides limited evidence of correct mathematical reasoning. The response may:  
- 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. |
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| 4 Points | A four-point response for reasoning items provides evidence of correct, complete, and appropriate mathematical reasoning. The response may:  
- 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 | A three-point response for reasoning items provides evidence of essentially correct, essentially complete, and essentially appropriate mathematical reasoning. The response may:  
- 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 | A two-point response for reasoning items provides evidence of partially correct mathematical reasoning. The response may:  
- display an incomplete reasoning process.  
- contain mathematical flaws. |
| 1 Point | A one-point response for reasoning items provides limited evidence of correct mathematical reasoning. The response may:  
- 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. |