

Expectation 6: The EHHS student solves problems and reasons effectively

CRITERIA BEING ASSESSED	EXEMPLARY (Exceeds the Expectation)	PROFICIENT (Meets the Expectation)	DEVELOPING (Almost meets the Expectation)	BEGINNING (Needs significant growth to meet the Expectation)
Identification and understanding of the problem	<p>The student:</p> <ul style="list-style-type: none"> identifies all important elements of the problem and shows a strong understanding of the problem is able to clearly state the problem conclusion demonstrates a clear understanding of the problem 	<p>The student:</p> <ul style="list-style-type: none"> identifies the most important elements of the problem and shows a general understanding of the relationships between them. is able to state the problem conclusion demonstrates a clear understanding of the problem 	<p>The student:</p> <ul style="list-style-type: none"> identifies some important elements of the problem but shows only limited understanding of the relationships between them makes an attempt to state the problem conclusion may show a lack of understanding of the problem 	<p>The student:</p> <ul style="list-style-type: none"> fails to identify important elements or places too much emphasis on unimportant elements. fails to state the problem conclusion demonstrates a lack of understanding of the problem
Strategy	<p>The student:</p> <ul style="list-style-type: none"> uses a sophisticated solution process/procedure that is complete, sequential and leads directly to a solution/conclusion 	<p>The student:</p> <ul style="list-style-type: none"> uses a solution process/procedure that is complete, sequential and leads to a solution/conclusion 	<p>The student:</p> <ul style="list-style-type: none"> uses a solution process/procedure, but that process may be incomplete, non-sequential or may not lead directly to a solution or conclusion 	<p>The student:</p> <ul style="list-style-type: none"> does not choose a process/procedure relevant to the problem

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<p>Execution</p>	<p>The student:</p> <ul style="list-style-type: none"> • completes all important components of the task • accurately solves and verifies the answer/ reproduces data when possible • gives possible extensions or generalizations to the solution or the problem 	<p>The student:</p> <ul style="list-style-type: none"> • completes most important components of the task but may have overlooked some less important details • solves the problem, but solution may include some minor inaccuracies • may recognize a generalization, but may expand it incorrectly 	<p>The student:</p> <ul style="list-style-type: none"> • is unable to carry out a procedure completely • strategy is not fully executed or changes to an incorrect focus 	<p>The student:</p> <ul style="list-style-type: none"> • answer may be totally incorrect or irrelevant • does not record procedures (only the solution is present)
<p>Communication</p>	<p>The student:</p> <ul style="list-style-type: none"> • gives a complete response with a clear, concise explanation • includes an appropriate and complete diagram when necessary • communicates effectively to the identified audience • presents strong supporting arguments which are based on data or sources • includes examples and counter-examples when necessary • conclusion is consistent with the problem 	<p>The student:</p> <ul style="list-style-type: none"> • gives a fairly complete response with reasonably clear explanations or descriptions • includes an appropriate diagram when necessary, with minor omissions • generally communicates effectively to the identified audience • presents supporting arguments which are logically sound and based on data or other sources; may omit minor details • conclusion is consistent with problem 	<p>The student:</p> <ul style="list-style-type: none"> • provides a response, but is unclear • includes a diagram which is flawed or unclear • displays limited awareness of audience • communication may be somewhat vague or difficult to interpret • presents arguments that may be based on an illogical premise or not supported by data or other sources 	<p>The student:</p> <ul style="list-style-type: none"> • provides an incomplete response and/or little or no explanation • omits necessary diagrams or may include diagrams that misrepresent the problem • demonstrates no awareness of audience • data was not used to draw conclusions