

Rubric for exam questions that require explanations

		<u>word choice</u>	<u>conceptual understanding</u>	<u>types of mistakes</u>	<u>language/writing</u>
5	succeeding	uses key vocabulary items correctly a majority of the time	shows strong conceptual grasp of material; can clearly explain main concepts relevant to question. Does not introduce unrelated concepts into explanation.	errors are minor and in relation to concepts less directly relevant to question	solution contains multiple full sentences or complete thoughts.
4	developing proficiencies	applies some vocabulary words with minor mistakes, does not display a detrimental misunderstanding of key terms	students answer is not thorough or detailed, but the conceptual notions are correct in both relevance and in that they contain no major misunderstanding of the concepts	errors are peripheral or based on the particulars of the problem; they do not interfere with student understanding of the main concepts being explored	solution contains multiple full sentences or complete thoughts.
3	beginning	there are some vocabulary words related to trigonometric ideas (but not relevant to concept) or correct terms related to the concept are used in a highly flawed way.	answer is related to trigonometric concepts, but contains serious flaws that display a lack of conceptual understanding.	errors demonstrate that the student is significantly impeded in their understanding of the concept.	solution contains at least one full sentence or complete thought.
2	awareness	no key vocabulary items or vocabulary items used in highly flawed manner	answer is related to topic but does involve math concepts, is illegible or difficult to follow.	there is little to nothing correct about the solution.	solution may be difficult to follow, composed of only a few words, or it may be entirely vague. Alternatively, it may be full sentences and complete thoughts which don't relate or make sense.
1	uncompleted	student did not attempt an answer, but was present for the exam/student wrote about something blatantly unrelated to			