

	Interpret & Draw Inferences	Represent	Solve Problems	Estimate and Check	Recognize Limits
Exceed	Student capable of interpreting variables, parameters, and/or other specific info. in model; inferences drawn from modeled situation are correct & evident; interpretation(s)/inference(s) represent model completely & accurately or answer question(s).	Student fully understands mathematical or other info. and displays it with appropriate representations; appropriate and required aspects of representation used correctly & accurately; representation correct, accurate, complete & properly formatted/labeled, w/scaling and use of terminology; variables clearly defined.	Student demonstrates full understanding of problem or can identify proper method to solve it; the method is used; plan for solution is clear, logical & evident; solution accurate & complete.	Student can estimate/justify a result to a problem; estimate found using clearly defined, logical plan; justification clearly articulated; response complete & accurate.	Assumptions/simplifications of models/methods clearly articulated; possible differences between model & real life accurately described.
Meet	Minor flaws in interpretation of parameters, and/or other specific info. in model; inferences contain minor flaws; incomplete or inaccurate interpretation(s)/inference(s) reflect minor flaw (eg, computational error, mislabeling).	Student understands most of mathematical or other info.; representations contain minor flaws; most of the appropriate & required aspects of representation displayed, perhaps w/minor flaws; misrepresentations result from minor computations/copying errors; format, etc. mostly correct; variables clearly defined; representation incomplete in minor way.	Student demonstrates some understanding of problem or can identify proper method to solve it; the method is used; plan is clear, logical & evident but lacking in a minor way (eg, misreading, copying error).	Estimate/justification contains a minor flaw (eg, simple misreading, computational error, copying error); justification articulated but lacking in a minor way; response addresses all aspects of question but is lacking in a minor way.	Most assumptions/simplifications of models/methods clearly articulated; possible differences between model & real life described in a generally correct way.
Approach	Interpretation of parameters, and/or other specific info. in model not appropriately attempted; student attempts inferences but lacks clear understanding of proper method; incomplete or inaccurate interpretation(s)/inference(s) reflect major conceptual flaw.	Student doesn't fully understand importance of mathematical or other info.; representations contain major conceptual flaws; some knowledge of how to employ appropriate & required aspects displayed; some correct formatting and terminology; variables clearly defined; graphs properly labeled/scaled; representation incomplete in some major conceptual way.	Student demonstrates only slight understanding of problem & has difficulty identifying proper method to solve it; method or its implementation is generally incorrect; plan not evident or logical; solution has correct aspects but contains major conceptual flaw(s).	Estimate/justification contains a major conceptual flaw; justification articulated but lacking in a major conceptual way; response addresses some aspect of question but is lacking in a significant way.	Only some assumptions/simplifications of models/methods clearly articulated; possible differences between model & real life recognized but not articulated.
Not Meet	Ability to interpret variables, parameters, and/or other specific info. in model not demonstrated; student can't use model to make interpretation(s)/inference(s); interpretation(s)/inference(s) missing or inaccurate; question not answered in any meaningful way or response missing.	Student can't represent mathematical or other info.; student completely misinterprets/misrepresents info.; representation incomprehensible or unrelated to info.; process entirely incorrect; either no meaningful response or response missing.	Student demonstrates no understanding of problem and/or can't identify proper method to solve it; no method used to solve problem; either no meaningful response or response missing.	Student cannot estimate/justify a result to a problem; justification not supported by any logical plan; either no meaningful response or response missing.	No assumptions/simplifications of models/methods articulated at all; no recognition that results are not contextually appropriate or no response to this dimension of problem at all.