

## NEW MEXICO MATH RUBRIC FOR OPEN-ENDED ITEMS

SCORE	DESCRIPTION
4 POINTS	<p><b>The student response</b></p> <ul style="list-style-type: none"> <li>• Offers a correct solution and is will supported by well-developed and accurate explanations.</li> <li>• Gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.</li> <li>• Is clearly organized and focused, and shows a mathematical understanding of the task or concept.</li> <li>• Contains sufficient work to convey thorough understanding of the problem.</li> </ul>
3 POINTS	<p><b>The student response</b></p> <ul style="list-style-type: none"> <li>• Offers a generally correct solution, but contains minor flaws in reasoning or computation.</li> <li>• Gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor arithmetic or algebraic errors that do detract from the overall quality of the student response.</li> <li>• Is clearly focused, well-organized, but neglects some aspect of the complete solution to the problem.</li> <li>• Lacks significant detail to convey thorough understanding of the task or concept to warrant a 4.</li> </ul>
2 POINTS	<p><b>The student response</b></p> <ul style="list-style-type: none"> <li>• Offers a partially correct answer to the problem.</li> <li>• May contain flaws indicating an incomplete understanding of the task or concept.</li> <li>• May show faulty reasoning leading to weak answers or conclusions.</li> <li>• May demonstrate unclear communication in writing or diagrams.</li> <li>• May demonstrate a poor understanding of relevant mathematical procedure or concepts.</li> </ul>
1 POINTS	<p><b>The student response</b></p> <ul style="list-style-type: none"> <li>• Offers a correct solution with no supporting evidence or explanation.</li> <li>• Offers little or no supporting detail conveying limited understanding.</li> <li>• Contains numerous errors in computation and reasoning and detracts from the overall quality of the response.</li> <li>• Provides vague interpretation to the solution/explanation, indicating little or no mathematical understanding of the task or concept.</li> </ul>
0 Points	<p><b>The student response</b></p> <ul style="list-style-type: none"> <li>• Gives an incorrect response with no work shown.</li> <li>• Offers no mathematical understanding of the problem.</li> <li>• Does not address the problem.</li> </ul>