New York Performance Standards Consortium **Student** _____
Performance Assessment: Mathematics

Project Title (e.g. Mathematical Modeling, The Can Project): _____

Project Topic (e.g. Linear programming, Volume-surface area optimization): _____

Circle One: Written Oral
Circle One: Teacher External Evaluator **Evaluator (Print name)** _____

Overall *Holistic* Evaluation _____ **Signature** _____ **Date**_____
09/2016

	4 Outstanding	3 Good	2 Competent	1 Needs Revision
Problem Solving	Selects appropriate and efficient strategies to solve non-routine problems. Provides in-depth analysis of strategies Executes conceptually sound mathematical procedures accurately.	Selects appropriate and efficient strategies to solve non-routine problems. Provides some analysis of strategies Executes conceptually sound mathematical procedures with minor computational errors.	Selects appropriate, but inefficient, strategies to solve non-routine problems, and executes conceptually sound mathematical procedures with minor computational errors. **or** Selects appropriate and efficient strategies to solve non-routine problems but executes mathematical procedures with minor conceptual and computational errors.	Selects an inappropriate strategy or Makes major conceptual errors or procedural errors.
Reasoning & Proof	Makes valid conceptual/theoretical argument(s) and mathematically justifies it logically and thoroughly.	Makes valid conceptual/theoretical argument(s) and mathematically justifies it logically.	Makes argument(s) and justifies most mathematical statements accurately.	Makes arguments but does not justify mathematical statements accurately.
Communication	*Always* uses mathematical language and notations accurately. *Always* clearly explains mathematical thinking in an organized and detailed way.	*Mostly* uses mathematical language and notations accurately. *Mostly* clearly explains mathematical thinking in an organized and detailed way.	*Sometimes* uses mathematical language and notations accurately. *Sometimes* clearly explains mathematical thinking in an organized and detailed way.	Limited use of mathematical language and notation in an accurate manner. *Rarely* clearly explains mathematical thinking in an organized and detailed way.
Connections	Demonstrates an in-depth understanding of the relationships between mathematical concepts, procedures, and/or strategies.	Demonstrates an understanding of the relationships between mathematical concepts, procedures, and/or strategies.	Demonstrates a limited understanding of the relationships between mathematical concepts, procedures, and/or strategies.	Does not demonstrate understanding of the relationships between mathematical concepts, procedures, and/or strategies.
Representation	Creates an accurate and sophisticated mathematical representation(s), inherent to the task, to solve problems or portray solutions.	Creates an accurate mathematical representation(s), inherent to the task, to solve problems or portray solutions.	Creates an accurate mathematical representation(s), inherent to the task, to solve problems or portray solutions, but may be imprecise or contain minor errors.	Does not create an accurate mathematical representation, inherent to the task, to solve problems or portray solutions.