

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

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