Rubric for Open Ended and Parallel Task Questions

	Level 1	Level 2	Level 3	Level 4
Use of critical/creative thinking processes	• Uses a strategy and attempts to solve the problem, but does not arrive a solution • Solution includes major errors and/or omissions	• Uses a strategy to solve the problem to some extent, and develops a partial solution • Solution includes several errors and/or omissions	• Uses a strategy to solve the problem and arrives at a solution • Solution includes few minor errors and/or omissions	• Uses one or more strategies to arrive at a solution • Solution includes almost no errors or omissions
Connecting	• Limited transfer of knowledge and skills to new contexts • Little evidence of making a plan • Uses the modeled strategy	• Some transfer of knowledge and skills to new contexts • Some evidence of making a plan • Uses one or two known strategies	• Independently transfers knowledge and skills to new contexts • Independently makes a plan • Uses a range of strategies	• Independently transfers knowledge and skills to new contexts • Independently makes a plan and modifies as necessary • Uses a range of strategies and modifies as necessary

	Level 1	Level 2	Level 3	Level 4
Reasoning and Proving	• Provides little justification of strategy • Uses very little mathematical vocabulary • Little organization is evident • Limited ability to explain the reasoning	• Provides some justification of strategy • Uses some mathematical vocabulary • Some organization is evident • Some ability to explain the reasoning	• Provides considerable and clear justification of strategy • Uses appropriate mathematical vocabulary • Organization is evident • Clearly explains the reasoning	• Provides insightful justification of strategy • uses a broad range of mathematical vocabulary • A high degree of organization is evident • Explains the reasoning in more than one way
Communicating	• Little explanation of how the problem was solved • Uses little mathematical representations • Little use of mathematical terms is evident	• Some explanation of how the problem was solved • Uses some mathematical representations • Some use of mathematical terms is evident	• Provides a clear and complete explanation of how the problem was solved • Uses appropriate mathematical representation (pictures, graphs, diagrams, charts) • Use of mathematical terms is accurate	• Provides a clear and complete explanation of how the problem was solved with added detail • Uses a wide range of appropriate mathematical representations • Use of mathematical terms is accurate and appropriate