<table>
<thead>
<tr>
<th>Process Dimensions</th>
<th><strong>6/ 5</strong></th>
<th>4</th>
<th>3</th>
<th>*2 / 1</th>
</tr>
</thead>
</table>
| **Making Sense of the Task**  
*Interpret the concepts of the task and translate them into mathematics.* | The interpretation and/or translation of the task are  
- thoroughly developed and/or  
- enhanced through connections and/or extensions to other mathematical ideas or other contexts. | The interpretation and translation of the task are  
- adequately developed and  
- adequately displayed. | The interpretation and/or translation of the task are  
- partially developed, and/or  
- partially displayed. | The interpretation and/or translation of the task are  
- underdeveloped,  
- sketchy,  
- using inappropriate concepts,  
- minimal, and/or  
- not evident. |
| **Representing and Solving the Task**  
*Use models, pictures, diagrams, and/or symbols to represent and solve the task situation and select an effective strategy to solve the task.* | The strategy and representations used are  
- elegant (insightful),  
- complex,  
- enhanced through comparisons to other representations and/or generalizations. | The strategy that has been selected and applied and the representations used are  
- effective and  
- complete. | The strategy that has been selected and applied and the representations used are  
- partially effective and/or  
- partially complete. | The strategy selected and representations used are  
- underdeveloped,  
- sketchy,  
- not useful,  
- minimal,  
- not evident, and/or  
- in conflict with the solution/outcome. |
| **Communicating Reasoning**  
*Coherently communicate mathematical reasoning and clearly use mathematical language.* | The use of mathematical language and communication of the reasoning are  
- elegant (insightful) and/or  
- enhanced with graphics or examples to allow the reader to move easily from one thought to another. | The use of mathematical language and communication of the reasoning  
- follow a clear and coherent path throughout the entire work sample  
- lead to a clearly identified solution/outcome. | The use of mathematical language and communication of the reasoning are  
- partially displayed with significant gaps and/or  
- do not clearly lead to a solution/outcome. | The use of mathematical language and communication of the reasoning are  
- underdeveloped,  
- sketchy,  
- inappropriate,  
- minimal, and/or  
- not evident. |
| **Accuracy**  
*Support the solution/outcome.* | The solution/outcome is correct and enhanced by  
- extensions,  
- connections,  
- generalizations, and/or  
- asking new questions leading to new problems. | The solution/outcome given is  
- correct,  
- mathematically justified, and  
- supported by the work. | The solution/outcome given is  
- incorrect due to minor error(s), or  
- a correct answer but work contains minor error(s)  
- partially complete, and/or  
- partially correct | The solution/outcome given is  
- incorrect and/or  
- incomplete, or  
- correct, but  
  ○ conflicts with the work, or  
  ○ not supported by the work. |
| **Reflecting and Evaluating**  
*State the solution/outcome in the context of the task.*  
*Defend the process, evaluate and interpret the reasonableness of the solution/outcome.* | Justifying the solution/outcome completely, the student reflection also includes  
- reworking the task using a different method,  
- evaluating the relative effectiveness and/or efficiency of different approaches taken, and/or  
- providing evidence of considering other possible solution/outcomes and/or interpretations. | The solution/outcome is stated within the context of the task, and the reflection justifies the solution/outcome by reviewing  
- the interpretation of the task  
- concepts,  
- strategies,  
- calculations, and  
- reasonableness. | The solution/outcome is not stated clearly within the context of the task, and/or the reflection only partially justifies the solution/outcome by reviewing  
- the task situation,  
- concepts,  
- strategies,  
- calculations, and/or  
- reasonableness. | The solution/outcome is not clearly identified and/or the justification is  
- underdeveloped,  
- sketchy,  
- ineffective,  
- minimal,  
- not evident, and/or  
- inappropriate. |

**6 for a given dimension would have most attributes in the list; 5 would have some of those attributes.**  
**2 for a given dimension would be underdeveloped or sketchy, while a 1 would be minimal or nonexistent.**