

# Assessment

## Math Problem Solving Work Sample Scoring/Feedback Form

**High School:** Use with Oregon's Official Mathematics Scoring Guide.

Student Name:		Freshman Year:	
Task Title : _____ Algebra Geometry Statistics/Probability Standards Addressed:	Rater:		
	Date:		
	Aligned to Standards:		Yes/No
	Meets at "4" level or above on all required Process Dimensions:		Yes/No
Bullets describe a score of 4. Checked boxes indicate areas that meet the standard. Empty boxes indicate areas that need improvement. Raters may mark the boxes and circle specific words. No other feedback beyond the Official Scoring Guide may be provided.			

### MAKING SENSE OF THE TASK 6   5   4   3   2   1

*The student responses show:*

- Important information was changed into mathematical ideas.
- The way the problem is changed into mathematics fits what was asked.

### REPRESENTING AND SOLVING THE TASK 6   5   4   3   2   1

*The student responses show:*

- The strategies used fit the problem.
- All pictures, models, diagrams, and/or symbols used to solve the problem are shown.

### COMMUNICATING REASONING 6   5   4   3   2   1

*The student responses show:*

- The path leading to a complete solution is shown with no gaps for the reader to fill in.
- The work connects all the parts (i.e. concepts, strategies, reflection, answer and reasoning).
- Mathematical language/labels are used appropriately throughout.

### ACCURACY 6   5   4   3   2   1

*The student responses show:*

- The final answer is complete and justified.
- The answer is supported by the work.
- The solution/outcome is correct.

### REFLECTING AND EVALUATING 6   5   4   3   2   1

*The student responses show:*

- The solution/outcome matches what the problem was asking.
- The defense of the solution reviews the interpretation of the task, concepts, strategies, calculations and reasonableness.