Quantitative Literacy
Student Learning Outcomes Rubric

	BEGINNING *inconsistent performance, accurate on only 1 out of 4 trials, shows little grasp of concepts.*	**EMERGING** *inconsistent performance, accurate on 2 out of 4 trials, shows developing grasp of concepts.*	**PROFICIENT** *consistent performance, accurate on at least 3 out of 4 trials, shows solid and complete grasp of concepts.*
Translate Problems	Students cannot translate problems from everyday spoken and written language to appropriate quantitative questions or arrive at incorrect results most of the time.	Students can translate problems from everyday spoken and written language to appropriate quantitative questions through at least one method/approach, but do so inconsistently or arrive at incorrect results at times.	Students can consistently translate problems from everyday spoken and written language to appropriate quantitative questions through at least one method/approach.
Interpret Quantitative Information	Students cannot or only seldom interpret quantitative information from formulas, graphs, tables, schematics, simulations, and/or visualizations, or draw inferences from that information.	Students can sometimes interpret quantitative information from formulas, graphs, tables, schematics, simulations, and/or visualizations, and draw inferences from that information.	Students can accurately and consistently interpret quantitative information from formulas, graphs, tables, schematics, simulations, and/or visualizations, and draw inferences from that information.
Solve Problems	Students cannot solve problems using arithmetical, algebraic, analytic, geometrical, statistical, and/or computational methods, or arrive at incorrect results most of the time.	Students can solve problems using arithmetical, algebraic, analytic, geometrical, statistical, and/or computational methods, but do so inconsistently or arrive at incorrect results at times.	Students can accurately and consistently solve problems using arithmetical, algebraic, analytic, geometrical, statistical, and/or computational methods.

Analyze Answers	Students can seldom analyze answers to quantitative problems in order to determine reasonableness and students can not suggest alternative approaches.	Students can analyze answers to quantitative problems in order to determine reasonableness, but do so inconsistently. Students can sometimes suggest alternative approaches if necessary.	Students can accurately and consistently analyze answers to quantitative problems in order to determine reasonableness. Students can suggest alternative approaches if necessary.
Represent Quantitative Information	Students cannot present quantitative information symbolically, visually, and/or numerically, or arrive at incorrect results most of the time.	Students can sometimes present quantitative information symbolically, visually, and/or numerically.	Students can accurately and consistently present quantitative information symbolically, visually, and/or numerically.
Present Quantitative Results	Students cannot present quantitative results in context using everyday spoken and written language as well as using formulas, graphs, tables, schematics, simulations, and/or visualizations, or arrive at incorrect results most of the time.	Students can present quantitative results in context using everyday spoken and written language as well as using formulas, graphs, tables, schematics, simulations, and/or visualizations, but do so inconsistently or arrive at incorrect results at times.	Students can accurately and consistently present quantitative results in context using everyday spoken and written language as well as using formulas, graphs, tables, schematics, simulations, and/or visualizations.