New York Performance Standards Consortium
Performance Assessment: Mathematics

Student_____

Circle one: Written Oral

Project Title (e.g., Mathematical Modeling, The Can Project) _____

Project Topic (e.g., Linear programming, volume-surface area optimization) _____

Teacher or External Evaluator (circle one) _____ **Date**_____

Overall evaluation _____ **Signature** _____

07/10

Performance Indicators	**Outstanding**	**Good**	**Competent**	**Needs Improvement**
Problem Solving	Selects appropriate and efficient strategies to solve non-routine problems. Executes conceptually sound mathematical procedures accurately.	Selects appropriate and efficient strategies to solve non-routine problems. Executes conceptually sound mathematical procedures with minor computational errors.	Selects appropriate, but inefficient, strategies, and executes conceptually sound mathematical procedures with minor computational errors. or Selects appropriate and efficient strategies but executes mathematical procedures with minor conceptual and computational errors.	Selects an inappropriate strategy. or Makes major conceptual errors or procedural errors.
Reasoning and Proof	Justifies all mathematical statements in an efficient and accurate manner, and draws valid conclusions. Constructs, uses, and tests one or more generalizations, and makes predictions.	Justifies most mathematical statements accurately, and draws valid conclusions. Constructs a generalization and uses it to make predictions.	Justifies some of the mathematical statements accurately, and draws valid conclusions.	Does not justify mathematical statements accurately, and does not draw valid conclusions.

Performance Indicators	Outstanding	Good	Competent	Needs Improvement
Communication	Always uses mathematical terminology and notation appropriately. Eloquently communicates process and solution. Writing is sophisticated and interesting to read.	Mostly uses mathematical terminology and notation appropriately. Clearly communicates process and solution.	Limited use of appropriate mathematical language and notation. Explains process and solution with limited clarity.	Little or no use of mathematical language and notation. Little or no coherent explanation of process and solution.
Connections	Discusses, in depth, how mathematical concepts interconnect and build on each other. Thoroughly applies concepts to real-world situations.	Discusses how math concepts interconnect and build on each other. Applies concepts to real-world situations	Discusses superficially how math concepts interconnect and build on each other. Attempts to apply concepts to real-world situations.	Does not discuss the interconnection between concepts. Does not attempt to apply concepts to real-world situations.
Representation	Creates appropriate models, inherent to the task, that represent the problem accurately and elegantly.	Creates appropriate models, inherent to the task, that represent the problem accurately.	Creates appropriate models, inherent to the task, that represent the problem with minor errors.	Does not create appropriate models, inherent to the task.