GOAL ONE: CRITICAL THINKING

Competency: Use mathematics to effectively model and evaluate quantitative relationships.

Learning Outcome: Students will apply mathematical concepts and methods to understand, analyze, and communicate in quantitative terms.

Students will think critically using a purposeful, reasoned, objective, and goal-oriented process in a variety of contexts.

Student Name _____

Course _____ Section _____ Semester/Year _____

STUDENT LEARNING OBJECTIVE	MASTERY SKILL LEVEL 4	ACCOMPLISHED SKILL LEVEL 3	DEVELOPING SKILL LEVEL 2	UNDERDEVELOPED SKILL LEVEL 1	UNDEVELOPED SKILL LEVEL 0	SCORE
Use arithmetic and geometric concepts and representations to solve, estimate, calculate, and check answers to problems to determine the reasonableness of results.	• Consistently demonstrates the ability to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	• Usually demonstrates the ability to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	• Inconsistently demonstrates the ability to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	• Rarely demonstrates the ability to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	• Unable to use arithmetic and geometric concepts to solve problems and check the reasonableness of solutions.	
Utilize linear, exponential and other nonlinear models to evalutate the nature of relationships in real-world problems.	• Consistently demonstrates the ability to differentiate between the need for a linear, exponential, or other nonlinear model.	• Usually demonstrates the ability to differentiate between the need for a linear, exponential, or other nonlinear model.	• Inconsistently demonstrates the ability to differentiate between the need for a linear, exponential, or other nonlinear model.	• Rarely demonstrates the ability to differentiate between the need for a linear, exponential, or other nonlinear model.	• Unable to differentiate between the need for a linear, exponential, or other nonlinear model.	
Organize, analyze, and interpret various representations of data, including functions, graphs, and tables.	• Consistently demonstrates the ability to organize, analyze, and interpret various representations of data.	• Usually demonstrates the ability to organize, analyze, and interpret various representations of data.	• Inconsistently demonstrates the ability to organize, analyze, and interpret various representations of data.	• Rarely demonstrates the ability to organize, analyze, and interpret various representations of data.	• Unable to organize, analyze, and interpret various representations of data.	
Utilize a variety of problem-solving strategies to solve problems and communicate findings using appropriate mathematical language and symbolism.	• Consistently demonstrates the ablility to apply appropriate mathematical language and symbolism to solve problems.	• Usually demonstrates the ablility to apply appropriate mathematical language and symbolism to solve problems.	• Inconsistently demonstrates the ablility to apply appropriate mathematical language and symbolism to solve problems.	• Rarely demonstrates the ablility to apply appropriate mathematical language and symbolism to solve problems.	• Unable to apply appropriate mathematical language and symbolism to solve problems.	