

## Emperical and Quantitative Skills (Mathematics) Rubric

		Point Assessment				
		90-100%	80-89%	70-79%	60-69%	0-59%
Points	Explanation of Points	Excellent	Good	Competent	Marginal	Poor
<p><b>EQS - Identification:</b> The extent to which the understanding of the nature of the inquiry and the desired outcome(s) of analysis is indicated.</p>	Completely and clearly identified	Clearly identified	Mostly identified	Somewhat identified	Not identified	
<p><b>EQS - Assimilation:</b> The extent to which the information required for analysis is assimilated and identified.</p>	Values are correctly translated into variables and all necessary formulas are present.	Most values are correctly translated into variables and all necessary formulas are present.	Some values are correctly translated into variables and most necessary formulas are present.	Values are incorrectly translated into variables and some necessary formulas are present.	Values are incorrectly translated into variables and no necessary formulas are present.	
<p><b>EQS - Analysis:</b> The relevance of the steps taken toward achieving the desired outcomes, the logic and clarity within the presented methods, and the consistency and accuracy of the presented information.</p>	All components are methodically scrutinized. Steps are logical and relevant. Proper tools/ technology used and well integrated into final product. Any notation is consistent and well defined.	All components are scrutinized. Steps are logical and relevant. Proper tools/ technology were used and mostly integrated into final product. Any notation is consistent and well defined.	All components are somewhat scrutinized. Steps are mostly logical and relevant. Proper tools/ technology mostly used and somewhat integrated into final product. Any notation is mostly consistent and defined.	Some components are scrutinized. Some steps are somewhat logical and relevant. Proper tools/ technology somewhat used but not integrated into final product. Any notation is somewhat consistent but not defined.	Most components are not scrutinized. Steps are illogical and/or irrelevant. Proper tools/ technology not used and/or integrated into final product. Any notation is not consistent and not defined.	
<p><b>EQS - Presentation:</b> The point at which a clear conclusion and/or supplemental materials (e.g. graphs, pictures, etc.) are presented</p>	Concise summary of the analysis is presented. Information is correct, of high quality, and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings.	Good summary of the analysis is presented. Information is correct, of good quality, and easy to understand. Most visual representations of evidence are well-scaled and well represent the analysis findings.	A summary of the analysis is presented. Information is mostly correct, of good quality, and easy to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.	A partial summary of the analysis is presented. Information is somewhat correct, of adequate quality and relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.	No summary of the analysis is presented or inadequately presented. Information is mostly incorrect, and/or of poor quality, and/or hard to understand. Few or no visual representatiaons of evidence are acceptably scaled or represent the analysis findings.	
<p><b>EQS - Application:</b> The extent to which the results of analysis are applied to answer or address the hypothesis or problem.</p>	Coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.	Coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.	Coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.	Integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.	Integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.	