

## **DSTP Mathematics Scoring Rubric**

- The following scoring rubrics (2-point and 4-point) are used as the basis for developing item specific rubrics for all problems on the Mathematics DSTP. Each problem on the DSTP has this general rubric which identifies the universal understanding of what is expected. In addition, each item specific rubric includes a statement of intent and some specifics about the content of the problem. Teachers, administrators, and students should be familiar with these templates. The 2-point rubric is used for scoring each individual Short Response Problem and the 4-point rubric is used to score each Extended Response Problem.
- Complementary to this rubric document is the Performance Level Descriptors.

[http://www.doe.k12.de.us/programs/aab/DSTP\\_gen\\_info/performancelevel.shtml](http://www.doe.k12.de.us/programs/aab/DSTP_gen_info/performancelevel.shtml)

This document summarizes the content and cognitive levels students demonstrate on the ENTIRE test and not just one problem.

## Math Generic Rubric

Score Points	Response Attributes
2	The response gives evidence of a <u>complete understanding</u> of the problem, contains correct answer(s), is fully developed and clearly communicated.
1	The response gives evidence of <u>some understanding</u> of the problem but contains minor errors OR is not fully communicated.
0	Response contains <u>insufficient evidence</u> of appropriate skills/knowledge to successfully accomplish the task. In most cases, this will include a correct numerical answer with NO supporting work.

**Scoring notes: The intent of the question is ...**

## Math Generic Rubric

Score Points	Response Attributes
4	<p>The response gives evidence of a <u>complete understanding</u> of the problem, contains correct answer(s), is fully developed and clearly communicated</p> <p>All parts are correct with supporting evidence. One minor computation is allowed if the concepts of . . . are clearly understood.</p>
3	<p>The response gives evidence of a <u>clear understanding</u> of the problem but contains minor errors or is not fully communicated. This might also include correct answer(s) for one (or two) part(s) with supporting evidence and a good attempt is made at the other part.</p>
2	<p>The response gives evidence of a <u>reasonable approach</u> but also indicates gaps in conceptual understanding. The explanation is <u>incomplete, vague or muddled</u>.</p> <p>OR</p> <p>Response contains only one correct answer (or two correct answers on a three part problem) with supporting evidence</p> <p>OR</p> <p>Student made a good attempt but unsuccessful approach to all parts.</p> <p>For example, the student started to . . .</p>
1	<p>The response gives <u>some evidence</u> that the student has engaged the problem with some relevant mathematics.</p> <p>OR</p> <p>Response contains one correct answer with weak or flawed supporting evidence.</p>
0	<p>Response contains <u>insufficient evidence</u> of appropriate skills/knowledge to successfully accomplish the task. In most cases, this will include a correct numerical answer with NO supporting work.</p>

**Scoring notes: The intent of the question is ...**