**Quantitative Literacy Rubric**

**Revised January 2019**

A person who is quantitatively literate possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent-4** | **Good-3** | **Acceptable-2** | **Needs Improvement-1** |
| **Interpretation.** Can the student answer questions directly related to the information provided? Example – Look at a chart and give the correct temperature for a charted date. | Demonstrates a thorough understanding of the given information. Can correctly answer questions directly related to the data. | Demonstrates an understanding of the given information. Can answer questions directly related to the data, but with minor errors. | Demonstrates a limited understanding of the given information. Can answer questions directly related to the data, but with substantial errors. | Demonstrates very little if any understanding of the given information. |
| **Analysis.** Can the student use the information provided to draw conclusions about a related topic? Example – Use a graph of past data to make predictions about the future. | Uses the given information to make conclusions, with no errors. | Uses the given information to make conclusions, with minor errors. | Uses the given information to make conclusions, with substantial errors. | Fails to present a conclusion, or does so in a completely invalid manner. |
| **Problem Solving.** Can the student set up the problem and solve it correctly? | Correctly organizes and calculates a mathematical strategy for a given situation | Organizes and calculates a mathematical strategy for a given situation, with mistakes in organization **OR** calculation. | Organizes and calculates a mathematical strategy for a given situation, with mistakes in organization **AND** calculation. | Did not organize or calculate a mathematical strategy for a given situation, or did so in a completely invalid manner. |
| **Translate Information**. Can the student correctly translate information from the problem/experiment into mathematical symbols, graphs, or tables? | Takes information from the problem/experiment and correctly translates it into mathematical symbols, graphs and/or tables. | Takes information from the problem/experiment and translates it into mathematical symbols, graphs and/or tables, with minor errors. | Takes information from the problem/experiment and translates it into mathematical symbols, graphs and/or tables, with substantial errors. | Did not translate the information, or translated it in a completely invalid manner. |