**Quantitative Literacy Portfolio Rubric**

Hubert, D. A., & Lewis, K. (2014). A framework for general education assessment: Assessing information literacy and quantitative literacy with ePortfolios. *International Journal of ePorfolio, 4,* 61-71.

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|  | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** | **Well Below Expectations** |
| **Interpretation**  *Ability to explain information presented to the student in the form of equations, graphs, diagrams, tables, words, etc.*  *Total # Assignments \_\_\_\_\_\_\_\_*  *Mean Score \_\_\_\_\_\_\_\_\_\_\_* | Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.  # of Assignments \_\_\_\_\_\_\_\_ | Provides accurate explanations of information presented in mathematical forms.  # of Assignments \_\_\_\_\_\_\_\_ | Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.  # of Assignments \_\_\_\_\_\_\_\_ | Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.  # of Assignments  \_\_\_\_\_\_\_\_ |
| **Manipulation**  *Ability of the student to convert relevant information from one form—such as equations, graphs, diagrams, tables, words—to another.*  *Total # Assignments \_\_\_\_\_\_\_\_*  *Mean Score \_\_\_\_\_\_\_\_\_\_\_\_\_* | Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.  # of Assignments \_\_\_\_\_\_\_\_ | Competently converts relevant information into an appropriate and desired mathematical portrayal.  # of Assignments \_\_\_\_\_\_\_\_ | Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.  # of Assignments \_\_\_\_\_\_\_\_ | Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.  # of Assignments  \_\_\_\_\_\_\_\_ |
| **Communication**  *Ability of the student to express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)*    *Total # Assignments \_\_\_\_\_\_\_\_*  *Mean Score \_\_\_\_\_\_\_\_\_\_\_\_\_* | Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.  # of Assignments *\_\_\_\_\_\_\_\_* | Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.  # of Assignments *\_\_\_\_\_\_\_\_* | Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.  # of Assignments *\_\_\_\_\_\_\_\_* | Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as “many,” “few,” “increasing,” “small,” and the like in place of actual quantities.)  # of Assignments  \_\_\_\_\_\_\_\_ |