

## EXTENDED-RESPONSE RUBRIC WITH NOTES: EXPLANATION

<p style="text-align: center;"><b>EXPLANATION:</b></p> <p>Written explanation of the rationales and steps of the solution process. A justification of each step is provided. Though important, the length of the response, grammar, and syntax are not the critical elements of this dimension.</p>		<ul style="list-style-type: none"> <li>♦ <b><u>Explanation is scored holistically</u></b></li> <li>♦ Contains an explanation of <b>what</b> the student did to solve the problem and <b>why</b> they took those steps. (The explanation score is not dependent upon the student's answer –correct or incorrect- to the problem.)</li> <li>♦ Phrases that may indicate some possible “why’s”: <b>because, so, therefore, in order to find, to find the total, to show, to help me find</b></li> <li>♦ “Why’s” in an explanation may be implied.</li> </ul>
<u>Score Level</u>	<u>Description</u>	<u>Notes</u>
<b>4</b>	<ul style="list-style-type: none"> <li>♦ gives a complete written explanation of the solution process; clearly explains <u>what</u> was done and <u>why</u> it was done</li> <li>♦ may include a diagram with a complete explanation of all its elements</li> </ul>	<p>The response demonstrates:</p> <ul style="list-style-type: none"> <li>♦ A clear explanation that completely explains what and why the student took the steps they did to solve the problem.</li> <li>♦ May have an explanation that clearly explains an incorrect solution process.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>♦ gives a nearly complete written explanation of the solution process; clearly explains <u>what</u> was done and begins to address <u>why</u> it was done</li> <li>♦ may include a diagram with most of its elements explained</li> </ul>	<p>The response demonstrates:</p> <ul style="list-style-type: none"> <li>♦ The explanation will have a why included. A nearly complete explanation of the important parts of the solution process.</li> <li>♦ The why may be implied within the student's explanation.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>♦ gives some written explanation of the solution process; either explains <u>what</u> was done or addresses <u>why</u> it was done</li> <li>♦ explanation is vague, difficult to interpret, or does not completely match the solution process</li> <li>♦ may include a diagram with some of its elements explained</li> </ul>	<p>The response <i>may</i> demonstrate one or more of the following:</p> <ul style="list-style-type: none"> <li>♦ The explanation is mostly “what” was done within the solution process.</li> <li>♦ The explanation <b>may not completely match</b> the presented student work.</li> <li>♦ Explanation may be vague or difficult to interpret, but student attempts to explain what was done to solve the problem.</li> </ul>

## EXTENDED-RESPONSE RUBRIC WITH NOTES: EXPLANATION

<b>1</b>	<ul style="list-style-type: none"><li>♦ gives minimal written explanation of the solution process; may fail to explain <u>what</u> was done and <u>why</u> it was done</li><li>♦ explanation does not match presented solution process</li><li>♦ may include minimal discussion of the elements in a diagram; explanation of significant elements is unclear</li></ul>	<p>The response <i>may</i> demonstrate one or more of the following:</p> <ul style="list-style-type: none"><li>♦ The explanation is a <b>minimal attempt</b> to explain the solution process.</li><li>♦ The explanation attempts to explain “what” was done to solve the problem, but the explanation <b>does not</b> match the presented solution process.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>♦ no written explanation of the solution process is provided</li></ul>	<p>The response <i>may</i> demonstrate one of the following:</p> <ul style="list-style-type: none"><li>• The student offers the answer only, <b>no written explanation of the solution process</b> is given.</li><li>• The student repeats the prompt.</li></ul>