SLO 6/Quantitative Literacy

	Mastery 4	Target 3	Progressing 2	Developing 1	Does Not Meet 0
Use a range of tools, including technology, to solve a problem (SLO 6)	Develop generalizations about the tools used and apply them to new problems or situations.	Use multiple tools together to effectively solve a problem.	Use a tool to solve a problem and articulate and/or explain why the tool is the best choice.	Identify a range of appropriate tools, including digital technology, to help solve a problem.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Identify opportunities for innovation and collaboration (SLO 6)	Seek out a variety of experts, peers, experiences, or sources of information that could add additional viewpoints or insights.	Identify a range of peers and field experts/ organizations to support my creative problem solving.	Identify an opportunity for new thinking or creative problem solving.	Identify a real-life situation where the needs were met through innovation and/or collaboration.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Interpretation (Quantitative Literacy)	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Application/ Analysis (Quantitative Literacy)	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Communication (Quantitative Literacy)	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.	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.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support.	The student does not demonstrate the knowledge/skills to a level of developing for this element.