

## Examlet 2 Example Rubrics

Table 1: Counting combinations (5 points)

| <b>Criteria</b> | <b>Mastered (2)</b>     | <b>Novice (1)</b>   | <b>Absent(0)</b>   |                                   |
|-----------------|-------------------------|---|--|-----------------------------------|
| Answer          | completely correct      | very small error in answer or issue with the form of the answer | completely incorrect   |                                   |
| <b>Criteria</b> | <b>Mastered (3)</b>     | <b>Proficient (2)</b>   | <b>Novice (1)</b>  | <b>Absent(0)</b>                  |
| Work            | work completely correct | work has small error (don't take off double points for answer)  | showed no work (correct answer); or large error in work (incorrect answer) | showed no work (incorrect answer) |

Table 2: Set inclusion proof (15 points)

| Criteria                      | Mastered (3)   | Proficient (2)   | Novice (1)   | Absent (0)                         |
|-------------------------------|--|--|--|------------------------------------|
| Variable declaration and type | all variables declared before use (including representative element)                         | variables declared but missing type; or invocation of type missing later when needed | missing most variable introductions  | missing all variable introductions |
| Set definitions               | set elements follow set definitions  | set elements have a small error  | set elements have a large error in form ( <i>e.g.</i> , $Z$ instead of $Z^2$ ) | set elements completely incorrect  |
| Algebraic details             | all algebra is correct (chain of equations from one set to another)                          | small error  | large error  | completely incorrect               |
| Proof outline                 | recommended proof technique is used (choose element from small set and show it's in big set) | proof technique is clumsy but mathematically sound                                   | proof technique has some logical errors  | completely incorrect or backwards  |
| Style and clarity             | easy to follow   | argument slightly hard to follow   | very hard to follow ( <i>e.g.</i> , no connector words)                        | impossible to follow               |