**MSU Denver Quantitative Literacy General Studies Rubric**

Description: Competency in quantitative literacy represents a student’s ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. The main focus of each Quantitative Literacy course is the use of mathematical techniques and analysis, with problems from a broad spectrum of real-life and abstract settings requiring translation to and from mathematical forms.

*Evaluators are encouraged to assign a zero to any work, sample, or collection of work that does not meet introductory (1) level performance.*

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| **Student Learning Outcome** | **0** | **Introductory**  **1** | **Developing**  **2** | **Advancing**  **3** | **Capstone**  **4** |
| **Apply and Analyze information—**Apply mathematical techniques to the analysis of quantitative problems | Not  evident | Makes a reasonable but unsuccessful attempt to convert information into an appropriate mathematical portrayal.  Calculations, if attempted, are unsuccessful for solving the problem.  Interpretation, if attempted, is unsuccessful or inaccurate. | Is able to meet one of the following criteria:  Converts relevant information into an appropriate mathematical portrayal.  Calculations successfully solve the problem (possibly with minor computational or copy errors).  Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. | Is able to meet two of the following criteria:  Converts relevant information into an appropriate mathematical portrayal.  Calculations successfully solve the problem (possibly with minor computational or copy errors).  Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. | Is able to meet all of the following criteria:  Converts relevant information into an appropriate mathematical portrayal.  Calculations successfully solve the problem (possibly with minor computational or copy errors).  Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. |
| **Communicate using mathematical forms—**Communicate the mathematical process and results in text, graphics, and symbols. | Not  evident | Attempts to communicate the mathematical process, but in a way that is unclear and has important omissions. | Communicates the mathematical process in a way that is either unclear or has important omissions. | Communicates the mathematical process in a way that is clear but with minor omissions. | Communicates the complete mathematical process clearly and effectively. |