

Academic Magnet High School

ADMISSIONS SCREENING PROCEDURES (pg 1 of 1)

Math Performance Task Explanation & Rubric

Part I: Achievement and Performance Criteria

MAP Scores: 0 - 4 pts (For each component, 2 pts 85%ile and above; 1.5 for 80 - 84%ile; 1.0 for 75 - 79%ile) **In-Person MAP Testing is required*

*Reading 0 - 2 pts
*Math 0 - 2 pts

Grade Averages: 0 - 4 pts (Core courses math, science, ELA and social studies 7th grade final average in core courses and 8th grade 1st semester average in core courses. (A=4; B=3; C=2; D=1; F=0))

Part II: Writing Performance Task:

(adapted from the College Board's SAT writing rubric)

Writing Sample: 0 - 4 pts

Math Performance Task:

Math Performance: 0 - 4 pts
(An average of both tasks is recorded in the application matrix.)

Part III: Teacher Recommendation

Teacher Recommendation: 0 - 1
(Recommendation is requested from the student current ELA or Math Teacher)

Matriculating from an accredited middle school located in Charleston County (public, private or home-schooled): 0 --1

Total Possible Points: 14.0

Admission Eligibility Points: 12.0



EXPLANATION

The Math Performance Task is based on SCCCR 8th grade standards, and the questions are formatted similarly to those found on the PASS test. The task is comprised of 10 multiple choice questions and 1 open response question adapted from the format of the College Board's AP Calculus and AP Statistics exams. Students may not use a calculator on the task at any time. All questions are written to be completed without a calculator.

SCORING

Scoring for the Math Performance Task is adapted from the College Board's AP Statistics and AP Calculus AB/BC grading rubric. There are two parts - multiple choice and open response - each is worth 50% of the final score.

Multiple Choice (0 - 2 points): 10 questions; 0.2 points awarded for each correct answer

Open Response (0 - 2 points): 1 question graded according to the following rubric. The Open Response question is read twice and will be scored blind by AMHS mathematics teachers following training and practice according to the rubric below.

SCORE OF 2 Complete Response

A response in this category demonstrates clear and consistent mastery. A typical response

- Demonstrates a thorough understanding of the problem and connected mathematics including an understanding of the concepts and procedures associated with the problem.
- Uses correct reasoning and justification and achieves a reasonable answer with a thorough and precise explanation or justification.
- Creates diagrams, symbolic, or graphical displays that add to the understanding of the problem and the developed solution.
- Clearly communicates thinking and process using correct mathematical language.

SCORE OF 1.5 Substantial Response

A response in this category demonstrates reasonable mastery. A typical response

- Demonstrates an understanding of the problem and connected mathematics including an understanding of the concepts and procedures associated with the problem.
- Uses correct reasoning and justification and achieves a reasonable answer with a reasonable explanation or justification.
- Creates diagrams, symbolic, or graphical displays that add to the understanding of the problem and the developed solution.
- Communicates thinking and process using correct mathematical language.

SCORE OF 1 Developing Response

A response in this category demonstrates developing mastery of concepts and is flawed by one or more of the following weaknesses:

- Demonstrates a vague understanding of the problem and connected mathematics including an understanding of the concepts and procedures associated with the problem.
- Uses some reasoning and justification, but cannot achieve a reasonable answer
- Does not have an explanation or justification, but achieves a reasonable answer.
- Creates diagrams, symbolic, or graphical displays that do not necessarily add to the understanding of the problem and the developed solution.
- Partially communicate thinking and process using somewhat accurate mathematical language.

SCORE OF 0.5 Minimal Response

A response in this category demonstrates developing mastery, and is marked by one or more of the following weaknesses:

- Misunderstands the problem and connected mathematics by using incorrect concepts and procedures.
- Uses incorrect reasoning and justification and to achieve an unreasonable answer.
- Creates inappropriate diagrams, symbolic, or graphical displays that do not add to the understanding of the problem and the developed solution.
- Communicates thinking and process, but has major flaws in using correct mathematical language.

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ADMISSIONS SCREENING PROCEDURES (pg 1 of 1)

Writing Performance Task Rubric

Part I: Achievement and Performance Criteria

MAP Scores: 0 - 4 pts (For each component, 2 pts 85%ile and above; 1.5 for 80 – 84%ile; 1.0 for 75 – 79%ile) **In-Person MAP Testing is required*

*Reading 0 – 2 pts
*Math 0 – 2 pts

Grade Averages: 0 – 4 pts (Core courses math, science, ELA and social studies 7th grade final average in core courses and 8th grade 1st semester average in core courses. (A=4; B=3; C=2; D=1; F=0))

Part II: Writing Performance Task:

(adapted from the College Board's SAT writing rubric)

Writing Sample: 0 – 4 pts

Math Performance Task:

Math Performance: 0 - 4 pts
(An average of both tasks is recorded in the application matrix.)

Part III: Teacher Recommendation

Teacher Recommendation: 0 – 1
(Recommendation is requested from the student current ELA or Math Teacher)

Matriculating from an accredited middle school located in Charleston County (public, private or home-schooled): 0 --1

Total Possible Points: 14.0

Admission Eligibility Points: 12.0



SCORE OF 4

An essay in this category demonstrates clear and consistent mastery, although it may have a few minor errors. A typical essay

- effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position
- is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas
- exhibits skillful use of language, using a varied, accurate, and impressive vocabulary
- demonstrates meaningful variety and sophistication in sentence structure is free of most errors in grammar, usage, and mechanics

SCORE OF 3.5

An essay in this category demonstrates reasonably consistent mastery, although it will have occasional errors or lapses in quality. A typical essay

- effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position
- is well organized and focused, demonstrating coherence and progression of ideas
- exhibits facility in the use of language, using appropriate vocabulary
- demonstrates variety in sentence structure
- is generally free of most errors in grammar, usage, and mechanics

SCORE OF 3

An essay in this category demonstrates adequate mastery, although it will have lapses in quality. A typical essay

- develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
- is generally organized and focused, demonstrating some coherence and progression of ideas
- exhibits adequate facility in the use of language, using generally appropriate vocabulary
- demonstrates some variety in sentence structure

SCORE OF 2.5

An essay in this category demonstrates developing mastery, and is marked by ONE OR MORE of the following weaknesses:

- develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position
- is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas
- displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice
- lacks variety or demonstrates problems in sentence structure
- contains an accumulation of errors in grammar, usage, and mechanics

SCORE OF 2

An essay in this category demonstrates little mastery, and is flawed by ONE OR MORE of the following weaknesses:

- develops a point of view on the issue that is vague or seriously limited, and *demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position
- is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas
- displays very little facility in the use of language, using very limited vocabulary or incorrect word choice
- demonstrates frequent problems in sentence structure contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured

SCORE OF 1

An essay in this category demonstrates very little or no mastery, and is severely flawed by ONE OR MORE of the following weaknesses:

- develops no viable point of view on the issue, or provides little or no evidence to support its position
- is disorganized or unfocused, resulting in a disjointed or incoherent essay
- displays fundamental errors in vocabulary
- demonstrates severe flaws in sentence structure
- contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning