

Mathematics

Critical Thinking

Criteria	1 – Poor	2 – Acceptable	3 – Good	4 – Exemplary
<i>Strategy</i>	No solution technique is chosen, or chosen with little or no connection to the details of the problem.	A solution technique is chosen with an acceptable connection to the details of the problem.	A solution technique chosen will work but is not among the most efficient choices.	A solution technique chosen is among the most efficient possible for the problem.
<i>Implementation</i>	No effort is demonstrated or a sequence of logical steps is performed with multiple errors.	A sequence of logical steps is performed with some errors.	A sequence of logical steps leading toward a solution is performed but the work is not quite complete or there are a few errors.	A sequence of logical steps leading toward the solution is performed without errors.
<i>Evaluation and Conclusion</i>	No conclusion is reached or the conclusion is far from correct.	Correct conclusions are drawn without adequate support or argumentation or an incorrect but well supported conclusion is drawn.	Conclusion is correct but does not take all appropriate information into account.	Conclusion is clearly expressed and is logically connected to previous work.
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Mathematics

Courses in this category focus on the quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

Core Objectives

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical & Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts results in informed conclusions.