

### Part 3. Individual Work on Extension/Application Problem(s)

Students use remaining time to engage with problem(s) that extend and/or apply concepts of the previous problems. Students can view work on whiteboards in the room and refer to their notes. Students cannot interact with other students during this time.

You can do well on this section without solving the problem. Try things out. Do not erase. Rather, state what you tried and why you think it didn't work, or is wrong, and then try something else without erasing.

#### Application: 4A

Level	Descriptor
<b>4 — Exemplary</b>	<p>Student's attempt to engage is obvious and sustained through multiple attempts.</p> <p>Written "scratch" work may be unorganized, but there is a summary that describes what was tried and/or an organized solution separate from the scratch work.</p> <p>Work includes an accurate diagram or model of the problem, variables are defined, relevant formulas are stated clearly.</p> <p>Evidence of student thinking is present - has not been erased.</p>
<b>3 — Proficient</b>	<p>Student's attempt to engage is obvious.</p> <p>Work includes most expected elements — diagram, variables, formulas, key steps, and answer with units — but one element may be missing or underdeveloped.</p> <p>Evidence of student thinking is present - has not been erased</p>
<b>2 — Developing</b>	<p>Student's attempt to engage is limited.</p> <p>Some elements are present (e.g., an attempt at a diagram or some steps shown) but several are missing or unclear.</p> <p>Evidence of student thought is minimal - work has been erased</p>
<b>1 — Beginning</b>	<p>Student did not meaningfully engage with new problems.</p> <p>Written work is minimal or disorganized.</p> <p>Few or none of the expected elements are present.</p>