

## Part 2. Individual Work on Similar Problem

Students are given a similar problem to solve on paper. Students can view work on whiteboards in the room and refer to their notes. Students cannot interact with other students during this time.

### Knowledge: 4K

| Level                 | Descriptor  |
|-----------------------|---|
| <b>4 — Exemplary</b>  | <p>Written work is complete and clearly organized.</p> <p>Includes an effective diagram or model of the problem, variables are defined, relevant formulas are stated, all key steps are shown, and the final answer is clearly stated with appropriate units.</p> <p>A reader could follow the solution without additional explanation.</p> <p>Answer is stated clearly, accurately, and rounded and labeled appropriately.</p> |
| <b>3 — Proficient</b> | <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>Solution is generally followable with minor gaps.</p> <p>Answer is NOT stated clearly or contains minor errors.</p>   |
| <b>2 — Developing</b> | <p>Some elements are present (e.g., an attempt at a diagram or some steps shown) but several are missing or unclear.</p> <p>Variables may not be defined, formulas may be absent, or the answer may lack units or clarity.</p> <p>Solution requires significant inference by to follow.</p> <p>Answer is NOT stated clearly or is inaccurate.</p>   |
| <b>1 — Beginning</b>  | <p>Written work is minimal or disorganized.</p> <p>Few or none of the expected elements are present.</p> <p>The solution cannot be followed as written.</p> <p>Answer is NOT stated clearly or is inaccurate.</p>   |