

Quantitative Cumulative Skill

Evaluation Criteria	Student needs intervention	Student is developing progress/proficiency	Student demonstrates progress/proficiency
Numeracy	Calculations contain errors.	Calculations are typically accurate.	Consistently calculates accurately, including use of advanced methods of numeric analysis or representation.
	Solution method is inappropriate or does not follow a logical sequence.	Solution method is sometimes inappropriate.	Solution method is appropriate and follows a logical sequence.
	Cannot use different methods of calculation and scale.	Has difficulty adapting different methods of calculation and scale.	Works comfortably with multiple methods of calculation and scale.
Representation	Cannot identify a point or a trend on a graph, table, or diagram.	Accurately identifies a point on a graph, table, or diagram but has difficulty distinguishing trends.	Accurately uses a graph, table or diagram to solve problems or predict change.
	Cannot develop a graph, table or diagram to summarize information.	Places data on a graph, table or diagram but with some errors.	Incorporates a variety of representational forms appropriately into research and written work.
Application	Demonstrates major misconceptions or poor interpretation of quantitative information.	Demonstrates some understanding of relevant concepts without significant errors.	Critically analyzes reported quantitative information and can identify limitations or bias.
	Cannot support an argument with quantitative evidence or justification.	Uses evidence and justification, but sometimes inappropriately to support arguments and analyses.	Strategy or explanation is fully supported, justified and represented by quantitative reasoning and evidence.

Has difficulty using quantitative information in construction, production or design.	Uses some quantitative information in construction, production or design.	Uses quantitative information successfully as a tool in construction, production or design.
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