

Quantitative Literacy Rubric – Unit of Analysis: One Figure or Table

Content Criteria	Exceeds expectations 100%	Meets expectations 80%	Improvement needed 60%	Unsatisfactory 40%	Not Attempted 0%
Context: The four W's	Clearly meets expectations.	Specifies the who, what, when, and where for the numbers.	Context partially specified.	Context inaccurately specified.	No evidence of criteria
Representation: Figures and tables.	Clearly meets expectations.	Competently converts relevant information into appropriate and desired figures or tables.	Figure or table only partially appropriate or accurate.	Figure or table not accurate.	No evidence of criteria
Calculation: Calculations in figures tables, or words.	Clearly meets expectations.	Calculations attempted are successful.	Part of 1 calculation attempted was unsuccessful.	Calculations attempted are unsuccessful.	No evidence of criteria
Access and Use of Information Ethically and Legally	Meets expectations and citation make it easy to replicate work.	Correct use of citations and references.	Part of citation or reference not accurate.	Citation or reference not accurate.	No evidence of criteria
Digits, decimal places, commas	Clearly meets expectations.	Appropriate use of number of digits, decimal places and commas.	2 incorrect uses	More than 3+ incorrect uses	No evidence of criteria
Control of Syntax and Mechanics	Meets expectations with straightforward language.	Uses language that generally conveys meaning to a nontechnical audience with clarity.	1 case where language impedes meaning because of errors in usage.	More than 1 case where language impedes meaning because of errors in usage.	No evidence of criteria
Representation: Words.	<i>3+ examples that meet expectations.</i>	<i>2 examples:</i> Numbers in tables or figures reported in the text. Avoids quasi-quantitative words such as "many" or "few".	<i>1 example that meets expectations.</i>	Inaccurate representation.	No evidence of criteria
Interpretation: Words used to explain why the table/figure is in the text. What message is the reader supposed to take away?	<i>3+ examples that meet expectations.</i>	<i>2 examples:</i> Numbers in table/figure explained in the text.	<i>1 example that meets expectations.</i>	Inaccurate interpretation.	No evidence of criteria

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Interpretation: Describe relationships between numbers.	<i>3+ examples that meet expectations.</i>	<i>2 examples:</i> Accurate descriptions of the direction and magnitude of relationships between numbers. Avoids use of quasi-quantitative words such as "increasing" or "small".	<i>1 example that meets expectations.</i>	Inaccurate description.	No evidence of criteria
Assumptions: Assessment of ability to make and evaluate important assumptions in estimation, modeling, and data analysis	<i>2+ examples that meet expectations.</i> Begins to show awareness that confidence in conclusions is limited by the accuracy of the assumptions.	<i>1 example:</i> Describe an assumption related to the figure/table.	Description has minor errors.	Inaccurate description.	No evidence of criteria
Conclusions	<i>2+ examples that meet expectations.</i>	<i>1 example:</i> Conclusion focused on the figures, tables and explanations.	Conclusions beyond the scope of figure, table and explanation.	Conclusion is ambiguous, illogical or unsupportable.	No evidence of criteria

Rubric adapted from the following source material:

Association of American Colleges and Universities. (2009). *Quantitative Literacy VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/quantitative-literacy>

Association of American Colleges and Universities. (2009). *Information Literacy VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/information-literacy>

Miller, J. E. (2015). *The Chicago guide to writing about numbers*. University of Chicago Press.

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Content Criteria	Comments	Grade
Context: The four W's		
Representation: Figures and tables.		
Calculation		
Access and Use of Information Ethically and Legally		
Digits, decimal places, commas		
Control of Syntax and Mechanics		
Representation: Words		
Interpretation What message is the reader supposed to take away?		
Interpretation Describe relationships between numbers.		
Assumptions		
Conclusions		

Overall grade is the average of individual content criteria grades.