|   | Formulate a<br>Mathematical<br>Model   |  | Decide What<br>to Model  | Skill               |  |
|---|--|--|--|---------------------|--|
| To improve at this skill, you could:  | <ul> <li>An appropriate model is chosen and represented clearly.</li> <li>Diagrams, graphs, etc. are clear and appropriately labeled.</li> </ul> | To improve at this skill, you could:  Ask questions about the situation to Check the assumptions you're making involved in the scenario. Would thos Double-check the variables you've it is something you've identified as a variable time and speed are also quantities.)   | <ul> <li>Assumptions made are clearly identified and justified.         Resulting limitations are stated when appropriate.         Variables of interest are clearly identified and chosen wisely, and appropriate units of measure are used.</li> </ul> | Proficient          |  |
| ove at this skill, you could: Check your model more carefully to make sure it really fits well Consider a wider variety of possible models, to find one that fits the situation better Think about the situation more deeply before trying to find a model Convince a skeptic: Pretend that you think your model is inadequate, or ask a friend would a skeptic find wrong with your model? Try to fix those things, or explain why   | <ul> <li>Parts of the model<br/>are unclear,<br/>incomplete, or<br/>contain mistakes.</li> </ul>   | rove at this skill, you could: Ask questions about the situation to understand it better Check the assumptions you're making to see if they're reasonable (Try as involved in the scenario. Would those assumptions make sense to you?) Double-check the variables you've identified: Are there other quantities in something you've identified as a variable that is actually fixed or determin time and speed are also quantities.)  | <ul> <li>Assumptions are noted but lacking in justification or difficult to find.</li> <li>Variables of interest are noted, but may lack justification, be difficult to find, or not be measured with appropriate units.</li> </ul>                      | Score<br>Developing |  |
| t really fits well ind one that fits the situation ing to find a model model is inadequate, or ask to fix those things, or explai   | <ul> <li>No model is<br/>presented, or<br/>presentation<br/>contains significant<br/>errors.</li> </ul>  | easonable<br>e sense to<br>other quant   | <ul> <li>No assumptions are stated.</li> <li>No variables are defined.</li> </ul>  | Needs Revisiting    |  |
| ove at this skill, you could: Check your model more carefully to make sure it really fits well Consider a wider variety of possible models, to find one that fits the situation better Think about the situation more deeply before trying to find a model Convince a skeptic: Pretend that you think your model is inadequate, or ask a friend to pretend to be skeptical of it. What would a skeptic find wrong with your model? Try to fix those things, or explain why they're not actually problems. |  | ove at this skill, you could: Ask questions about the situation to understand it better Check the assumptions you're making to see if they're reasonable (Try asking a friend, or imagining that you're a person involved in the scenario. Would those assumptions make sense to you?) Double-check the variables you've identified: Are there other quantities in the situation that could vary? Is there something you've identified as a variable that is actually fixed or determined? (Remember that more abstract things like time and speed are also quantities.) |  | Notes or Comments   |  |

| S K   |  | Score  |   | Notes or Comments   |
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| ONI   | Proficient   | Developing   | Needs Revisiting  | Notes of Collillents  |
| Use Your<br>Model to<br>Reach a<br>Conclusion | <ul> <li>Solution is relevant to original problem.</li> <li>Reader can easily understand the reasoning leading to the solution.</li> <li>Relevant details are included like units of measure.</li> </ul>   | <ul> <li>Solution is not<br/>well-aligned to<br/>original problem, or<br/>aspects of the<br/>solution are difficult<br/>to understand or<br/>incomplete.</li> </ul>  | <ul> <li>No solution is<br/>provided.</li> </ul>  |   |
|   | <ul> <li>To improve at this skill, you could:</li> <li>Double-check your calculations: Show calculations again later</li> <li>Make sure your calculations are justified reasoning matches up with your model</li> <li>Think more deeply about what your conscious to scenario, or explain your conclusions to the provided provided to the provided provided to the provided provided to the provided provided provided to the provided pr</li></ul> | ove at this skill, you could:  Double-check your calculations: Show them to someone else to see if they agree, or t calculations again later  Make sure your calculations are justified by your model: Ask yourself how you decided reasoning matches up with your model  Think more deeply about what your conclusions mean in the original scenario: Imagin scenario, or explain your conclusions to someone else and see if they have questions   | omeone else to see if they a<br>model: Ask yourself how yo<br>mean in the original scenarionelse and see if they have o | ove at this skill, you could: Double-check your calculations: Show them to someone else to see if they agree, or take a break and look at your calculations again later Make sure your calculations are justified by your model: Ask yourself how you decided what to calculate, and see if your reasoning matches up with your model Think more deeply about what your conclusions mean in the original scenario: Imagine you're a person involved in the scenario, or explain your conclusions to someone else and see if they have questions |
| Refine and<br>Share Your<br>Model             | <ul> <li>The model's implications are clearly stated.</li> <li>The limitations of the model and solution are addressed.</li> </ul>   | <ul> <li>The limitations of<br/>the model and<br/>solution are<br/>addressed but<br/>lacking in depth or<br/>ignoring key<br/>components.</li> </ul>   | <ul> <li>No interpretation of<br/>model and solution<br/>is provided.</li> </ul>  |   |
|   | <ul> <li>To improve at this skill, you could:</li> <li>Think more creatively about what y understand better because of these</li> <li>Be skeptical of your model: What county is separated by the separated by the</li></ul> | ove at this skill, you could: Think more creatively about what your conclusions mean: Ask yourself "If I was involved in this sunderstand better because of these conclusions? What would I want to do next?" Be skeptical of your model: What don't you like about it, and what can you do to fix those things? Explain your model to someone else: Tell them how it works and why it's good. If you're not sure good, you might need to change it. | ns mean: Ask yourself "If I w? What would I want to do no bout it, and what can you do low it works and why it's goc    | ove at this skill, you could: Think more creatively about what your conclusions mean: Ask yourself "If I was involved in this situation, what would I understand better because of these conclusions? What would I want to do next?" Be skeptical of your model: What don't you like about it, and what can you do to fix those things? Explain your model to someone else: Tell them how it works and why it's good. If you're not sure how it works or why it's good, you might need to change it.  |