

Interview Scoring Assessment



Response to a Problem

Student will be given a mathematical problem to which they will have 5 minutes to analyze, think about and prepare a response. They will then share their thinking process with the interviewers and share how they arrived at their solution to the problem. Students will have access to paper, pencils, calculator and ruler when they are analyzing the problem. They will be assessed on their ability to correctly solve the problem, demonstrate their reasoning and thought process and also how well they are able to articulate their response and thought process.

Prepared Presentation

- Students will have 5 minutes to introduce themselves and present either a sample of their best academic piece of work from THIS year or a sample of their preferred arts area.
 - Using this sample, students are expected to give the panel a snapshot of who they are, what their passions are, how they feel they are creative, and about what they are curious.
- AAEP potential students should prepare ONE demonstration of their preferred arts area to share during this time. This demonstration could be a dance, a monologue, a reading of original creative writing, a visual art portfolio (a variety of media are encouraged), or a brief instrumental performance. Students are encouraged to use video for piano, drum, dance or drama presentations.

Chosen Stimulus Response

- Students will choose from a variety of provided visual, quote or music stimuli. After choosing they will have 5 minutes to think about how they respond to their chosen stimulus on multiple levels as well as share what questions it inspires in them.

	Level 4	Level 3	Level 2	Level 1
Prepared Presentation				
Knowledge -Does the student's academic artifact or arts demonstration show a unique skill, developing talent or significant intellectual ability?	Superb intellectual engagement with a subject and/or extraordinary ability in the arts demonstration	Competent intellectual engagement with a subject and/or accomplished ability in the arts demonstration	Some intellectual engagement with a subject and/or some ability in arts demonstration	Basic intellectual engagement with a subject and/or early development in ability in the arts demonstration
Thinking – Does the student show the ability to self-reflect critically as a learner/artist and offer insight into what inspires their curiosity?	With keen perceptions, the student shows the ability to self reflect critically as a learner/artist and offers profound insight into what inspires their curiosity.	The student shows the ability to self-reflect critically as a learner/artist and offer insight into what inspires their curiosity.	The student shows some ability to self-reflect critically as a learner/artist and can offer some insight into what inspires their curiosity.	The student shows limited ability to self-reflect critically as a learner/artist, and offers little to no insight into what inspires their curiosity.
Application – Does the student communicate the information in a succinct, clear, well-organized and well-prepared manner?	The student deftly communicates detailed information and substance in a pithy, crystal clear, well-organized and well-prepared manner.	The student communicates the information with moderate detail and substance in a succinct, clear, well-organized and well-prepared manner.	The student communicates the information with some detail and some substance in a somewhat concise, clear, organized and prepared manner.	The student communicates little information with little to no detail or substance in a scattered, unclear, minimally organized and minimally prepared manner.
Communication – Is the presentation delivered by the student using tone, expression, fluency, and confidence appropriate to the audience and purpose?	The presentation is delivered regarding tone, expression, fluency, and confidence in a manner supremely appropriate to the audience and purpose.	The presentation is delivered regarding tone, expression, fluency, and confidence in a manner appropriate to the audience and purpose.	The presentation is delivered regarding tone, expression, fluency, and confidence in a manner somewhat appropriate to the audience and purpose.	The presentation is delivered regarding tone, expression, fluency, and confidence in a manner deemed inappropriate to the audience and purpose.

Chosen Stimulus Response				
Knowledge – <i>Does the student bring pre-existing knowledge and understanding to new circumstances?</i>	Highly detailed transference of pre-existing knowledge and understanding to the chosen stimulus, and deftly able to identify and reference it.	Competent transference of pre-existing knowledge and understanding to the chosen stimulus, and able to identify and reference it.	Some transference of pre-existing knowledge and understanding to the chosen stimulus, and somewhat able to identify and reference it with prompting.	Little to no transference of pre-existing knowledge and understanding to the chosen stimulus, and unable to identify and reference any prior knowledge.
Thinking – exploration and curiosity - <i>Does the student explore something new and unfamiliar and exhibit curiosity?</i>	Extraordinary and profound curiosity exhibited when exploring something new and unfamiliar.	Curiosity exhibited when exploring something new and unfamiliar.	Some curiosity exhibited when exploring something new and unfamiliar.	Limited curiosity exhibited when exploring something new and unfamiliar.
Application – the creative process - <i>Does the student engage in the creative process to deconstruct a new stimulus?</i>	Student deftly and creatively deconstructs stimulus on a surface, as well as sub-textual level, and makes perceptive connections to it.	Student creatively deconstructs stimulus on a surface, as well as sub-textual level, and makes solid connections to it.	Student deconstructs stimulus on a surface, as well as sub-textual level, and makes some connections to it.	Student shows limited ability to creatively deconstruct stimulus on a surface, as well as sub-textual level, and makes little to no connections to it.
Communication - <i>Does the student communicate their new learning in a succinct, clear and well-organized manner?</i>	Using symbolic, visual or musical terms, the student is able and willing to communicate their engagement with new learning and new ideas.	Using a combination of symbolic, visual or musical terms with regular description, the student is able and willing to communicate their engagement with new learning and new ideas.	Using regular description, the student is able and willing to communicate their engagement with new learning and new ideas.	The student is unable and/or unwilling to communicate their engagement with new learning and new ideas, despite prompting.
Mathematical Reasoning Response				
Conceptual Understanding <i>Does the student's interpretation of the problem using mathematical procedures accurately reflect the important mathematics in the problem?</i>	Used mathematical representations to clarify the question and chose mathematical procedures that could lead to a solution.	Mathematical representations were appropriate and made progress using appropriate mathematical procedures.	Mathematical representations are inefficient or inaccurate and mathematical procedures are partially correct.	Mathematical representations were incorrect, and the procedures used would not lead to a correct solution.
Strategies and Reasoning <i>Is there evidence that the student proceeded from a plan and applied strategies to try to solve the problem?</i>	Strategies chosen by the student were relevant and proven as such.	Using appropriate strategies, the student justified their reasoning.	Student used an oversimplified approach and offered little explanation for their reasoning.	Strategies used were not appropriate for the problem and reasoning did not support the work.
Communication <i>Was the student's thinking clear and clearly communicated? Avoid inferences and guesses about what the student was trying to do.</i>	Explanations were clear and concise, and concepts were explained with precision.	What the student did and why they did it was understood, and the solution was easy to follow.	The student's solution was somewhat hard to follow, and gaps needed to be filled with inferences about what they were doing and why.	Difficult to follow the student's thinking and there was little to no explanation for their work.

Scoring Guidelines	Excellent (20-24)	Good (15-19)	Acceptable (10-14)	Unacceptable (below 10)
Comments				