	There is misuse of notation/symbols.	notation is used.	notation is used.	notation is used.
Validity	Significantly inaccurate or irrelevant statements in definitions, techniques and/or theorems are present. Important information is missing.	Mostly accurate statements in definitions, techniques and/or theorems are present. May include some irrelevant or unjustified statements.	Statements in definitions, techniques and/or theorems are accurate and relevant.	Statements in definitions, techniques and/or theorems are accurate and relevant and connected/deduced correctly.
Fluency	No coherent flow of ideas Listing facts without a sense of how to link them to obtain or apply a valid definition, technique or proof of a theorem.	Partially coherent and organized, but inconsistent. Appeals to intuition. Some unjustified or improperly justified statements/ conclusions in definitions, techniques or proofs of theorems are present.	A correct and essentially complete definition, solution, or proof given. Logic and flow overall sound. Some small gaps in presentation may require "benefit of the doubt."	A correct and complete definition, solution, or proof given. Elegance or mathematical maturity present.

	irrelevant steps in algorithms are present. Important information is missing.	are present. May include some irrelevant or unjustified statements.	accurate and relevant.	accurate and relevant and connected/deduced correctly.
Fluency	No coherent flow of ideas Listing facts without a sense of how to link them to get a correct solution.	Partially coherent and organized, but inconsistent. Appeals to intuition. Some unjustified or improperly justified steps in algorithms are present.		

mastered the ability to write a valid solution, and more than 52% have mastered the ability to write a solution with fluency.

Math 3851 Linear Programming, SLO 3/Mastered (23 students)
Problem: Apply the Simplex Algorithm to find production level to minimize cost.

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intensive courses.   With the move to semesters, some of the courses currently aligned with mastery will align with developing knowledge attainment.

f) we will to continue to explore ways to support instructors unfamiliar with course content to score student work using the RVF rubric. This is needed as the rubric based scoring is most effective when faculty score student work from courses where they were not the instructor.

g) As a department, we will discuss ways to support students in mastering the ability to write proofs with fluency. We will establish more common norms in terms of the practice and expectations for attainment of this element of proof writing.