

'Adopt a Piece of Math' Assessment Rubric

	12-15 (80-100)	10.5-12 (70-80)	9-10.5 (60-70)	7.5-9 (50-60)	0-7.5 (less than 50)
General Criteria					
Students can demonstrate a clear link between the topic chosen and its related branch(es) of mathematics	Mathematical link to the chosen topic is <i>clearly</i> demonstrated	Mathematical link to the chosen topic is <i>somewhat clearly</i> demonstrated	Mathematical link to the chosen topic is <i>not very well</i> demonstrated	Mathematical link to the chosen topic <i>cannot be demonstrated</i>	There is no link demonstrated between the topic chosen and a related branch of mathematics
A significant amount of creativity and effort can be seen in all components of the project	Students have put a <i>significant amount</i> of creativity and effort into the project as a whole	Students <i>have displayed</i> creativity and effort in the project as a whole	Students have put <i>some</i> creativity and effort into the project as a whole	Students have put <i>very little</i> creativity and effort into the project as a whole	No creativity or effort has been expended
Research					
Research is clearly relevant and contains original work	Research is <i>clearly relevant</i> and contains a <i>significant amount</i> of original work	Research is <i>relevant</i> and contains a <i>fair amount</i> of original work	Research is <i>somewhat relevant</i> and contains <i>some</i> original work	Research is <i>not clearly relevant</i> and contains <i>almost no</i> original work	Research is not directly relevant and no original work is included.
The analysis demonstrates an understanding of the underlying mathematical concepts related to the problem	A very <i>clear</i> understanding of the underlying mathematical concepts is demonstrated	A <i>somewhat clear</i> understanding of the underlying mathematical concepts is demonstrated	<i>Some</i> understanding of the underlying mathematical concepts is demonstrated	<i>Very little</i> understanding of the underlying mathematical concepts is demonstrated	<i>Almost no</i> understanding of the underlying mathematical concepts is demonstrated
Mathematical content in the report is at or beyond the level of a first-year math major	Mathematical content is <i>slightly beyond</i> the level of a first-year math major (ie. some independent learning has occurred)	Mathematical content is at the level of a first-year math major	Mathematical content is <i>slightly below</i> the level of a first-year math major	Mathematical content is <i>below</i> the level of a first-year math major	Mathematical content is <i>significantly below</i> the level of a first-year math major
The report is clear, concise, and easily understandable	The report is clear and well-written. Almost no errors in syntax occur	The report is somewhat clear and well-written. Few errors in syntax occur	The report is well-written. Some errors in syntax occur	The report is not very clear or well-written. Many errors in syntax occur	The report is below the level of expectation for first-year university
Poster/Presentation					
The poster displays a clear process of discovery from the initial research stage to the final summary	All significant stages of the project are <i>clear</i> and <i>well-documented</i>	All significant stages of the project are <i>clearly visible</i>	Most stages of the project are <i>somewhat clear</i> and <i>visible</i>	There is little logical progression of the stages of the project	Very little progression of the stages of the project are documented
The poster is visually engaging, with key elements clearly visible	The poster is <i>visually engaging</i> and organized	The poster is visually attractive, but not very well organized	The poster is somewhat attractive, and not very well organized	Little effort has been spent to make the poster attractive or organized	Almost no effort has been spent to ensure the poster is attractive and well-organized
Both partners contribute equally during the presentation	Both partners contribute equally to the presentation	One partner takes a more active role in the presentation than the other	One partner has done a significant portion of the presentation alone	One partner has done most of the presentation alone	Presentation is made by one partner only

	12-15	10.5-12	9-10.5	7.5-9	0-7.5
	(80-100)	(70-80)	(60-70)	(50-60)	(less than 50)
Reflections					
Each partner can demonstrate an equal contribution to the project as a whole	<i>Each partner can demonstrate an equal contribution to the project as a whole</i>	Each partner has contributed to the project as a whole	One partner has contributed a significant share to the project as whole	One partner has completed most of the work individually	The project was done completely individually
Each reflection is clear, concise and well-written	Each reflection is clear, concise and well-written, with almost no errors in syntax	Each reflection is clear and well-written, with few errors in syntax	Overall, both reflections are somewhat well-written, with some syntax errors	Both reflections are satisfactory, with obvious errors in syntax	Neither reflection meets the standard required for first-year university students
Each reflection demonstrates a summary of personal/mathematical growth throughout the course of the activity.	Both reflections demonstrate a clear, concise, and meaningful summary of personal/mathematical growth throughout the course of the activity.	Both reflections demonstrate a meaningful summary of personal/mathematical growth throughout the course of the activity	Both reflections contain a summary of personal/mathematical growth throughout the course of the activity	One reflection contains a well-done summary of personal/mathematical growth throughout the course of the activity	No significant personal/mathematical growth throughout the course of the activity has been demonstrated