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| **CATEGORY** | **Exemplary**  **4** | **Adequate**  **3** | **Inadequate**  **2** | **Unacceptable**  **1** | **Points Available** |
| **CONTENT STANDARDS: PART A** | | | | | |
| **Mathematical Concepts** | Explanation shows complete understanding of the mathematical concepts used to solve the problem(s). | Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s). | Explanation shows some understanding of the mathematical concepts needed to solve the problem(s). | Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written. |  |
| **Mathematical Errors** | 90-100% of the steps and solutions have no mathematical errors. | Almost all (85-89%) of the steps and solutions have no mathematical errors. | Most (75-84%) of the steps and solutions have no mathematical errors. | More than 75% of the steps and solutions have mathematical errors. |  |
| **Explanation** | Explanation is detailed and clear. | Explanation is clear. | Explanation is a little difficult to understand, but includes critical components. | Explanation is difficult to understand and is missing several components OR was not included. |  |
| **Mathematical Concepts** | Explanation shows complete understanding of the mathematical concepts used to solve the problem(s). | Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s). | Explanation shows some understanding of the mathematical concepts needed to solve the problem(s). | Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written. |  |
| **CONTENT STANDARDS: PART B** | | | | | |
| **Accuracy of Plot** | All points are plotted correctly and are easy to see. A ruler is used to neatly connect the points or make the bars, if not using a computerized graphing program. | All points are plotted correctly and are easy to see. | All points are plotted correctly. | Points are not plotted correctly OR extra points were included. |  |
| **Data Table** | Data in the table is well organized, accurate, and easy to read. | Data in the table is organized, accurate, and easy to read. | Data in the table is accurate and easy to read. | Data in the table is not accurate and/or cannot be read. |  |
| **Title** | Title is creative and clearly relates to the problem being graphed (includes dependent and independent variable). It is printed at the top of the graph. | Title clearly relates to the problem being graphed (includes dependent and independent variable) and is printed at the top of the graph. | A title is present at the top of the graph. | A title is not present. |  |
| **Labeling of X axis** | The X axis has a clear, neat label that describes the units used for the independent variable (e.g, days, months, participants' names). | The X axis has a clear label that describes the units used for the independent variable. | The X axis has a label. | The X axis is not labeled. |  |
| **Labeling of Y axis** | The Y axis has a clear, neat label that describes the units and the dependent variable (e.g, % of dogfood eaten; degree of satisfaction). | The Y axis has a clear label that describes the units and the dependent variable (e.g, % of dogfood eaten; degree of satisfaction). | The Y axis has a label. | The Y axis is not labeled. |  |
| **CREATIVE THINKING / TECHNOLOGY STANDARDS** | | | | | |
| **Requirements** | All requirements are met and exceeded. | All requirements are met. | One requirement was not completely met. | More than one requirement was not completely met. |  |
| **Presentation** | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |  |
| **Content** | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |  |
| **Originality** | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Uses other people's ideas, but does not give them credit. |  |
| **INDIVIDUAL / GROUP PARTICIPATION** | | | | | |
| **Contributions** | Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort. | Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard! | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. |  |
| **Attitude** | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |  |
| **Focus on the task** | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |  |
| **Preparedness** | Brings needed materials to class and is always ready to work. | Almost always brings needed materials to class and is ready to work. | Almost always brings needed materials but sometimes needs to settle down and get to work | Often forgets needed materials or is rarely ready to get to work. |  |
| **Total Points Earned** | | | | | / 68 |