

# Math Xb Project Grade Sheet

Group Members:

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Points Possible	Points Earned	Category
4		Draft of 2-3 page project summary paper
4		Draft of lesson presentation
2		Lesson abstract/advertisement
20		Final project summary paper (see attached rubric)
15		Final lesson plan (see attached rubric)
30		Evaluation of lesson presentation by TF (see rubric)
5		Peer evaluation of lesson presentation (grade will be based on assessment by other Xb students who observe lesson – see attached assessment form)
10		Evaluation of your work by members of your group (see attached group assessment form)
10		Attendance at and evaluation of two lessons (we will be calculating attendance from the presentation assessment forms you turn in)
100		TOTAL

## **Math Xb Project Summary Paper Rubric**

Group Members:

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**Writing Style/Visual Presentation/Overall Effect:** Report is well-organized. Correct grammar and punctuation are used. Visual elements, such as tables, graphs, and other visuals are clearly explained and labeled and make a positive contribution to the report.

0 points: Virtually unreadable

1-2 points: Some effort has been put into the writing and presentation, but the quality is poor overall.

3-4 points: There are some problems with the organization, the writing style, or the overall effect of the paper. Much of the report was good, but there are some major flaws.

5-6 points: Writing, organization, and presentation are excellent over all, with minimal flaws or mistakes.

**Mathematics:** Problems in the report are solved correctly. The mathematical content of the paper contains some depth and is not just “fluff.” The mathematical explanations are correct.

0 points: There is no correct mathematical content.

1-2 points: Some effort has been put into the mathematics, but major portions are incoherent, irrelevant, or incorrect.

3-4 points: While much of the report contains solid mathematics, there are some major problems with the mathematics in the report.

5-6 points: The mathematics in the report is correct and relevant with minimal flaws or mistakes.

**Explanation/Understandability:** Topic is explained clearly and concisely. Problems are clearly explained and worked out in detail.

0 points: Explanation is impossible to follow.

1-2 points: Explanation is difficult to follow. Little effort was made to make the topic understandable to other students.

2-3 points: Explanation is fairly clear and concise, but there are portions which are confusing or long-winded.

5-6 points: Explanation is quite clear, with an appropriate level of detail.

### **Other Criteria:**

- Paper of appropriate length (No shorter than 2, No longer than 4) = 1 point
- Paper contains at least two examples worked out = 1 point

**Total Points:** \_\_\_\_\_/20

## **Math Xb Final Lesson Plan Rubric**

Group Members:

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**Presentation/Overall Effect (3 points):** Lesson well-organized. Correct grammar and punctuation are used. The goal for the lesson is clear, and the lesson plan “flows” (different parts of the presentation connect together well, transitions are clear, the different parts of the presentation support the goal).

0 points: Virtually unreadable

1 points: Some effort has been put into the presentation of the material, but the quality is poor overall. The lesson plan lacks focus or lacks a goal.

2 points: There are some problems with the organization, the flow of the lesson plan, or the overall effect of the lesson plan. Much of the plan is good, but there are some major flaws.

3 points: Writing, organization, and presentation are excellent over all, with minimal flaws or mistakes. The different parts of the presentation connect together smoothly.

**Mathematics (6 points):** The mathematical content of the lesson plan contains some depth and is not just “fluff.” The mathematical explanations are correct.

0 points: There is no correct mathematical content.

1-2 points: Some effort has been put into the mathematics, but major portions are incoherent, irrelevant, or incorrect.

3-4 points: While much of the report contains solid mathematics, there are some major problems with the mathematics in the report.

5-6 points: The mathematics in the report is correct and relevant with minimal flaws or mistakes.

**Explanation/Understandability (6 points):** Content of lesson is explained clearly and concisely. Lesson will likely help the students learn the topic.

0 points: Explanation is impossible to follow, or so little details are given that it impossible to know how the topic will be explained.

1-2 points: Explanation is difficult to follow. Little effort was made to make the topic understandable to other students.

2-3 points: Explanation is fairly clear and concise, but there are portions which are confusing or long-winded or for which too little detail is provided.

5-6 points: Explanation is quite clear, with an appropriate level of detail. Students watching this lesson will likely come away with a good understanding of the topic.

**Total Points: \_\_\_\_\_/15**

# Math Xb Lesson Presentation Grading Rubric

Names: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Presentation Title: \_\_\_\_\_

	<b>Exceptional (+1)</b>	<b>Admirable</b>	<b>Acceptable (-1)</b>	<b>Amateur (-2)</b>
Content	An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis; varied use of materials	Sufficient information that relates to thesis; many good points made but there is an uneven balance and little variation	There is a great deal of information that is not clearly connected to the thesis	Thesis not clear; information included that does not support thesis in any way
Coherence and Organization	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation
Creativity	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention	Some originality apparent; good variety and blending of materials/media	Little or no variation; material presented with little originality or interpretation	Repetitive with little or no variety
Use of Materials and Media (Computer, Overhead, Blackboard, Etc.)	Balanced use of multimedia materials; properly used to develop thesis; use of media appropriate and well-executed	Use of multimedia not as varied and not as well connected to thesis, or use of media not as well-executed	Choppy use of multimedia materials; lacks smooth transition from one medium to another; media not clearly connected to thesis	Ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another
Speaking Skills	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence	Clear articulation but not as polished	Some mumbling; little eye contact; uneven rate; little or no expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone
Audience Response	Involved the audience in the presentation; points made in creative way; held the audience's attention throughout	Presented facts with some interesting "twists"; held the audience's attention most of the time	Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination	Incoherent; audience lost interest and could not determine the point of the presentation
Length of Presentation	Between 18 and 20 minutes in length	Between 15 and 22 minutes in length.	Between 15 and 23 minutes in length.	Less than 12 minutes in length or presentation had to be cut off after >23 minutes.

**TOTAL:** \_\_\_\_\_

## **Math Xb Lesson Presentation Grading Rubric, Page 2**

### **Grading Scale (in points out of 30):**

-14 corresponds to an E (or 13/30)

-12 corresponds to a D (or 16/30)

-10 corresponds to a C- (or 19/30)

-8 corresponds to a C (or 21/30)

-6 corresponds to a C+ (or 23/30)

-4 corresponds to a B- (or 24/30)

-2 corresponds to a B (or 25/30)

+0 corresponds to a B+ (or 26/30)

+2 corresponds to an A- (or 27/30)

+4 corresponds to an A (or 28/30)

+6 corresponds to an A (or 29/30)

+8 corresponds to an A (or 30/30)

### **Comments:**

# Math Xb: Presentation Assessment

Group Members \_\_\_\_\_

Topic \_\_\_\_\_

Your Name \_\_\_\_\_

Please grade the group's presentation according to the scale below by writing an "X" in the appropriate column.

## 1. Apparent Preparation

Unbelievable job preparing – they anticipated everything.	Nice job preparing.	They could have prepared a lot more.	Wingin' it. Totally wingin' it.

## 2. Organization of Presentation

Like clockwork.	Pretty well organized.	A little sloppy at times, or maybe a little confused about what to do next.	Unorganized. They didn't know what they were going to do next.

## 3. Presentation Skills

Better than Daniel Webster.	Spoke loudly enough, clearly enough, and effectively used the board.	I could understand them, but I had a struggle a little.	Do You remember Fenster from <i>The Usual Suspects</i> ? How about Mushmouth from <i>Fat Albert</i> ?

## 4. Understandability (Only complete if you did not already know the topic)

I learned a lot from this presentation, and could immediately solve some of problems similar to the ones in the presentation.	I think that I could do some of the problems if I had some time to think about the material.	I think that I could do some of the problems if I had A LOT time to think about the material.	I didn't learn anything from this.

# Math Xb: Project Group Assessment

Your Name: \_\_\_\_\_

Team Member A: \_\_\_\_\_

Team Member B: \_\_\_\_\_

Team Member C: \_\_\_\_\_

Please grade each of the group members according to the scale below by writing an “X” in the appropriate column.

## 1. Workload

	Did a full share of the work--or more	Did an equal share of the work	Did almost as much work as others	Did less work than the others
You				
Team Member A				
Team Member B				
Team Member C				

## 2. Workload – Effort and Communication

	Took the initiative in helping the group get organized	Worked agreeably with partner(s) concerning times and places to meet	Could be coaxed into meeting with other partner(s)	Did not meet partner(s) at agreed times and places
You				
Team Member A				
Team Member B				
Team Member C				

## 3. Workload - Ideas

	Provided many ideas for the project development	Participated in discussions about project	Listened to others; on some occasions, made suggestions	Seemed bored with conversations about the project
You				
Team Member A				
Team Member B				
Team Member C				

## 4. Time Management/Responsibility

	Like a rock – always did tasks on time, and did it well.	Work was ready very close to the agreed time	A little flaky in getting work done	Resembles Britney Spears when she drives her kid in her car.
You				
Team Member A				
Team Member B				
Team Member C				