

Project Rubric

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Reasoning and Proof	<ul style="list-style-type: none"> Conjecture follows a logical mathematical argument. Deductive arguments are used to justify decisions. Accurate, credible evidence is used to justify and support decisions made and conclusions reached. Testing and accepting or rejecting of conjecture is shown with well-thought-out rationale for decision. Generalization is made to other cases. 	<ul style="list-style-type: none"> Arguments are constructed with adequate mathematical basis. A systematic approach and/or justification of correct reasoning is present. Patterns are explained. Testing and accepting or rejecting of conjecture is shown. 	<ul style="list-style-type: none"> Arguments are made with some mathematical basis. Some correct reasoning or justification for reasoning is present through trial and error or by unsystematically trying several cases. 	<ul style="list-style-type: none"> Arguments are made with no mathematical basis. Neither correct reasoning nor justification for reasoning is present.
Mathematical Communication	<ul style="list-style-type: none"> A strong sense of audience and purpose is communicated. Arguments are supported by mathematical properties used. Precise math language and symbolic notation are used to communicate ideas. 	<ul style="list-style-type: none"> A sense of audience or purpose is communicated. Communication of an approach is evident through a methodical, organized, coherent, sequenced, and labeled response. Formal math language is used throughout the solution to share and clarify ideas. 	<ul style="list-style-type: none"> Some awareness of audience or purpose is communicated. Some communication of an approach is evident through explanations. Some formal math language is used, and examples are provided to communicate ideas. 	<ul style="list-style-type: none"> No awareness of audience or purpose is communicated. Little or no communication of an approach is evident. Everyday, familiar language is used to communicate ideas.
Presentation	<ul style="list-style-type: none"> The presentation is highly effective. The ideas are presented in an engaging, polished, clear, and thorough manner and are mindful of audience, context, and purpose. The use of the presentation tool enhances the communication of the content. 	<ul style="list-style-type: none"> The presentation is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose. The use of the presentation tool supports the communication of the content. 	<ul style="list-style-type: none"> The presentation is somewhat effective. Some problems with clarity, thoroughness, delivery, and polish are evident. The ideas are presented in a way that is unclear whether the audience, context, and purpose are considered. The use of the presentation tool does not support the communication of the content. 	<ul style="list-style-type: none"> The presentation is ineffective. The presentation is unpolished, providing little evidence of planning, practice, and consideration of purpose and audience. The use of the presentation tool interferes with the communication of the content.

Some content adapted from: www.exemplars.com/resources/rubrics/nctm.html*