

Assessment Rubric Level II/III		Name: Math Class:				
Component	To receive highest marks the student:	4 Expert	3 Prac- titioner	2 Appren- tice	1 Novice	0 No Attempt
1.Preparation and Research	<input type="checkbox"/> Clearly invested several hours doing relevant research <input type="checkbox"/> Brought and prepared all items necessary for their presentation <input type="checkbox"/> Prepared supporting handout for their presentation <input type="checkbox"/> Prepared a thorough presentation discussion for their classmates					
2.Demonstrations, Models, or Experiments	<input type="checkbox"/> Obtained all necessary materials and used them to thoroughly explore the guiding questions for Part 1 of the investigation <input type="checkbox"/> Completed and documented results, data, and observations of any guiding questions investigated in Parts 1 – 3 of the investigation <input type="checkbox"/> Performed experiments or demonstrations proficiently for others, or explained clearly a model and the concepts the student investigated with the model					
3.Content	<input type="checkbox"/> Presented written and spoken explanations that were mathematically accurate and paraphrased in the student’s own words <input type="checkbox"/> Answered all questions posed by their teacher or classmates correctly and thoughtfully <input type="checkbox"/> Answered project synthesis and real-world application questions correctly and thoroughly <input type="checkbox"/> Communicates clearly an understanding of the connection between their model or experiments and the driving question and theory behind the over-arching concept					
4.Technology	<input type="checkbox"/> Prepared a website explaining their project and the driving question associated with it, including: <ul style="list-style-type: none"> • A thorough, well-written explanation of the answer to the driving question and the theory behind the over-arching concept • Supporting pictures, videos, and research references (including web-links) <input type="checkbox"/> Recorded a supporting video for the website <ul style="list-style-type: none"> • Edited the supporting video in an attempt to produce a good–excellent quality video • Included footage of their experimental setup with an explanation • Included a thorough, well-spoken explanation of the answer to the driving question and the theory behind the over-arching concept 					
5.Real-World Application and Extension	<input type="checkbox"/> Identifies in written and spoken explanations the application of the topic to the real world, including specific examples <input type="checkbox"/> Thoroughly discusses relevance of the topic to real life					
6.Presentation	<input type="checkbox"/> Delivered their content clearly and thoroughly, in an organized, logical manner with <ul style="list-style-type: none"> • Eye contact and poise • Appropriate voice level and clarity • Addressing the class/audience <input type="checkbox"/> Integrated their research and experimental setup into the presentation as visual support					
Total Points for Investigation (Maximum of 24 Points)						

Guidelines for Marks:

4 = **Expert:** Distinguished command of the topic; students show insightful and sophisticated communication of their understanding

3 = **Practitioner:** Strong command of the topic; students show reasonable and purposeful communication of their understanding

2 = **Apprentice:** Moderate command of the topic; students show adequate but basic communication of their understanding

1 = **Novice:** Partial command of the topic; students show limited and insufficient communication of their understanding

0 = **No Attempt**