Graphic Organizer

- You may wish to complete the Graphic Organizer as a class, allowing students to build on the ideas of others to find answers that make sense to them.

Math Link: Wrap It Up!

Planning Notes

- You may wish to have students work in pairs, share their answers with each other, and then summarize their findings and report them to the class.
- Have students use the rubric they created in Section 11.4 to help identify the strengths and weaknesses of their project, two things they liked about their project, and one thing they would do differently next time. An alternative assessment rubric is provided on the next page.

Common Errors

- Some students may struggle to compile their information in one final presentation.

$\mathbf{R}_x$ Provide students with a portfolio or a divider for their binder to help them stay organized.

The chart below shows the Rubric for the Math Link: Wrap It Up! and provides notes that specify how to identify the level of specific answers for this project.

Score/Level	Holistic Descriptor	Specific Question Notes
5 **(Standard of Excellence)**	❑ Applies/develops **thorough** strategies and mathematical processes for making **significant** comparisons/connections that demonstrate a **comprehensive** understanding of how to develop a complete solution ❑ Uses **efficient** and **effective** procedures that may contain a **minor mathematical error** that does not affect understanding ❑ Uses **significant** mathematical language to explain understanding and provides **in-depth** support for the conclusion	• provides a complete and correct project that may contain minor errors that do not hinder the final project and presentation
4 **(Above Acceptable)**	❑ Applies/develops **thorough** strategies and mathematical processes for making **reasonable** comparisons/connections that demonstrate a **clear** understanding ❑ Uses **reasonable** procedures that may contain a **minor mathematical error** that may hinder the understanding in one part of a complete solution ❑ Uses **appropriate** mathematical language to explain understanding and provides **clear** support for the conclusion	• provides a complete response with some weak or missing justification in at most three parts *or* • provides a complete response but lacks organization and is difficult to follow; the presentation in Step 5 may be minimal
3 **(Meets Acceptable)**	❑ Applies/develops **relevant** strategies and mathematical processes for making **some** comparisons/connections that demonstrate a **basic** understanding ❑ Uses **basic** procedures that may contain a **major mathematical error** or **omission** ❑ Uses **common** language to explain understanding and provides **minimal** support for the conclusion	• provides a correct and complete response to Steps 1 to 3, and a start to Step 4 *or* • provides a complete and correct response to Steps 1, 3, and 4 *or* • provides partially correct responses to all steps *or* • provides a complete response and presentation with no explanations or justifications
2 **(Below Acceptable)**	❑ Applies/develops **some relevant** mathematical processes for making minimal comparisons/ connections that lead to a **partial solution** ❑ Uses basic procedures that may contain several major mathematical errors ❑ Communication is **weak**	• provides a correct response to Steps 1 and 2; may have chosen the rubric in the resource but does not communicate this in the response; makes some correct starts to Step 3; major errors or omissions prevent the work from progressing *or* • provides a correct and complete response to Step 1 and a correct description of how they will display and analyse the data in Step 3
1 **(Beginning)**	❑ Applies/develops an **initial start** that may be **partially correct** or could have led to a correct solution ❑ Communication is **weak** or **absent**	• provides a complete response to Step 1 with some weak communication; demonstrates understanding of the basic requirements for Step 1