Challenge

Planning Notes

- You may wish to have students work in pairs or small groups for this activity.
- Encourage students to use rulers when creating their logos.
- Some students may benefit from using **Master 9 0.5 Centimetre Grid Paper** to draw their logos.
- For #3, provide some examples of business cards. Students can measure them to determine the dimensions.

Common Errors

- Students may try to take shortcuts and create logos that only include a square.

R_x Encourage them to design more elaborate logos to attract customers to their community, organization, school, project, or service.

The chart below shows the Rubric for the Challenge 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 solution
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 to all parts of the exercise with a weak justification or a minor calculation error in one part that does not affect the understanding of the problem *or* • provides a complete and correct response to #2 and #3 based on an incorrect #1
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 #1 and #2 or #1 and #3 *or* • provides a correct and complete response to #2 or #3 based on a complete but incorrect #1; justification is present but may be weak *or* • provides correct partial solutions to all parts of the exercise *or* • provides answers without justification
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 and complete #1 *or* • provides a correct and complete #1 and makes a correct start to one other part *or* • provides a correct start to either #2 or #3 based on an incorrect but complete #1
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 correct start to one part of the exercise *or* • starts or completes #1, but does not meet the design requirements