

Graphic Organizer

- You may wish to photocopy the Graphic Organizer on 11×17 paper to give students more room to work.

Math Link: Wrap It Up!

Planning Notes

- You may wish to allow students to work in groups of three. Each member can use one of their drawings from a previous Math Link.
- Provide students with **Master 8 Centimetre Grid Paper** for their final logo drawings.
- Provide students with **BLM 4–6 Chapter 4 Math Link: Wrap It Up!** to help them complete their presentation for part b).

Common Errors

- Students may have difficulty determining the scale factor they should use.
- R_x** If they are enlarging, direct them to use a scale factor that is a whole number to make calculations easier. If they are reducing, direct them to use a scale factor that is a decimal number in the tenths to make calculations easier.

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)	<ul style="list-style-type: none"> <input type="checkbox"/> Applies/develops thorough strategies and mathematical processes for making significant comparisons/connections that demonstrate a comprehensive understanding of how to develop a complete solution <input type="checkbox"/> Uses efficient and effective procedures that may contain a minor mathematical error that does not affect understanding <input type="checkbox"/> Uses significant mathematical language to explain understanding and provides in-depth support for the conclusion 	<ul style="list-style-type: none"> • provides a complete and correct solution <p>Note: The response may contain a minor error that does not affect the overall response</p>
4 (Above Acceptable)	<ul style="list-style-type: none"> <input type="checkbox"/> Applies/develops thorough strategies and mathematical processes for making reasonable comparisons/connections that demonstrate a clear understanding <input type="checkbox"/> Uses reasonable procedures that may contain a minor mathematical error that may hinder the understanding in one part of a complete solution <input type="checkbox"/> Uses appropriate mathematical language to explain understanding and provides clear support for the conclusion 	<ul style="list-style-type: none"> • provides a complete and correct response to part a); presentation in part b) addresses most required elements but may have weak communication or lack organization <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • provides a complete response to the exercise with a minor error in one of the check boxes in part a)
3 (Meets Acceptable)	<ul style="list-style-type: none"> <input type="checkbox"/> Applies/develops relevant strategies and mathematical processes for making some comparisons/connections that demonstrate a basic understanding <input type="checkbox"/> Uses basic procedures that may contain a major mathematical error or omission <input type="checkbox"/> Uses common language to explain understanding and provides minimal support for the conclusion 	<ul style="list-style-type: none"> • provides a complete and correct response to part a); may lack some justification, but all answers are correct; a start to part b) is correct but communication is weak <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • provides partial correct answers to all parts of the exercise; communication may be weak but is attempted
2 (Below Acceptable)	<ul style="list-style-type: none"> <input type="checkbox"/> Applies/develops some relevant mathematical processes for making minimal comparisons/connections that lead to a partial solution <input type="checkbox"/> Uses basic procedures that may contain several major mathematical errors <input type="checkbox"/> Communication is weak 	<ul style="list-style-type: none"> • correctly completes any two check boxes in part a) <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • provides partially correct solutions to each check box in part a); may begin part b)
1 (Beginning)	<ul style="list-style-type: none"> <input type="checkbox"/> Applies/develops an initial start that may be partially correct or could have led to a correct solution <input type="checkbox"/> Communication is weak or absent 	<ul style="list-style-type: none"> • provides a correct initial start to part a)