Task

Planning Notes

- Have students make sharp creases when they do each fold.
- It may be beneficial to do #3 as a teacher-led activity.

Common Errors

- Students may open the paper after each fold and then fold for the next step.

R_x Remind students that after they draw the folded diagram in the chart, they need to refold their paper along the identical lines as before. Remind them that after each additional fold, the outside area of the paper will get smaller and smaller.

The chart below shows the Rubric for the Task 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 **Note:** A minor error may exist but it does not affect the overall understanding of the problem
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 *or* • provides a complete and correct response to #1 to #3 with weak communication or an error in #4
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 with a significant start to #3 *or* • correctly completes #3 and #4 *or* • provides correct partial solutions to all parts of the problem; most of each question is complete *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**	• correctly completes #1 and #2 *or* • correctly completes #1 and makes a correct start to one other part *or* • provides a correct start to #3; four squares in the table are correct
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* • correctly completes #1 *or* • provides a start to #1, but the estimates are not reasonable