

Name: _____

Date: _____

MASTER 2

Ana-Holistic Project Rubric

| Criteria | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|--|--|--|
| Understanding | | | | | |
| <ul style="list-style-type: none"> • strategies and mathematical processes • comparisons and connections | <ul style="list-style-type: none"> • develops an initial start • absent or inappropriate | <ul style="list-style-type: none"> • develops some relevant strategies and procedures • makes minimal number that lead to a partial solution | <ul style="list-style-type: none"> • develops relevant strategies and procedures • makes some that demonstrate a basic understanding | <ul style="list-style-type: none"> • develops thoroughly • are reasonable; demonstrate a clear understanding | <ul style="list-style-type: none"> • develops thoroughly • are significant; demonstrate a comprehensive understanding |
| Connections | | | | | |
| <ul style="list-style-type: none"> • procedures • reflect level of understanding | <ul style="list-style-type: none"> • reflects a correct start • could lead to a correct solution | <ul style="list-style-type: none"> • may be partially correct • may contain several major mathematical errors | <ul style="list-style-type: none"> • are basic • may contain a major error or omission | <ul style="list-style-type: none"> • are reasonable • may contain a minor mathematical error that may hinder understanding in one part | <ul style="list-style-type: none"> • are efficient and effective • may contain a minor mathematical error that does not affect understanding or the final response |
| Communicating | | | | | |
| <ul style="list-style-type: none"> • use of mathematical language • level of support for conclusions | <ul style="list-style-type: none"> • uses poorly or does not use • provides weak or no support | <ul style="list-style-type: none"> • uses little or none • provides little or no support | <ul style="list-style-type: none"> • uses common language • provides minimal support | <ul style="list-style-type: none"> • uses appropriate language • provides clear support | <ul style="list-style-type: none"> • uses significant language • provides in-depth support |



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MASTER 2
(continued)

| Criteria | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|---|---|---|---|
| Presenting | | | | | |
| <ul style="list-style-type: none"> • appropriateness of format • clarity • audience appeal • accuracy of information | <ul style="list-style-type: none"> • includes an initial start to a format • communication is weak • audience is not considered • information is not supported by the research | <ul style="list-style-type: none"> • uses format that may not be appropriate or well developed • may communicate at a basic level • provides weak appeal to audience • information is minimally supported by the research | <ul style="list-style-type: none"> • uses reasonable format • communicates with some difficulty • may not consistently communicate directly to audience or consider needs/interests of audience • information is basic and, for the most part, is supported by the research | <ul style="list-style-type: none"> • uses appropriate format • provides clear communication • communicates directly to audience • information is accurate | <ul style="list-style-type: none"> • uses appropriate format with significant authority • provides clear communication that is easy to follow • focusses on needs and interests of intended audience • information is accurate and in-depth |

