

Name: _____

Date: _____

BLM U1-3

Unit 1 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 but is unable to carry through • not present or appropriate 	<ul style="list-style-type: none"> • determines some measures in the exploration map correctly but is unable to link the results to other parts of the problem • makes minimal number that lead to a partial solution 	<ul style="list-style-type: none"> • determines a possible set of measures for the triangular area but does not go beyond this • 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 • makes numerous errors determining distances and angle measures resulting in unreasonable answers 	<ul style="list-style-type: none"> • may be partially correct • attempts to determine unknown angles or sides but is unable to go beyond right triangles 	<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 mathematical error involving the sine law or the cosine law 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 it • provides weak or no support for conclusion(s) 	<ul style="list-style-type: none"> • uses little or none • provides little or no support for conclusion(s) 	<ul style="list-style-type: none"> • uses common language • provides minimal support for conclusion(s) 	<ul style="list-style-type: none"> • uses appropriate language • provides clear support for using a sequence or series to show production trends for the resource 	<ul style="list-style-type: none"> • uses significant language • provides in-depth support for conclusion(s)



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BLM U1-3
(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 • includes little or no communication • audience is not considered • information presented 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 presented 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 but may lack organization • provides clear communication that describes how the resource was discovered and how it will be developed in the future • 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 • focuses on needs and interests of intended audience • information is accurate and in-depth

