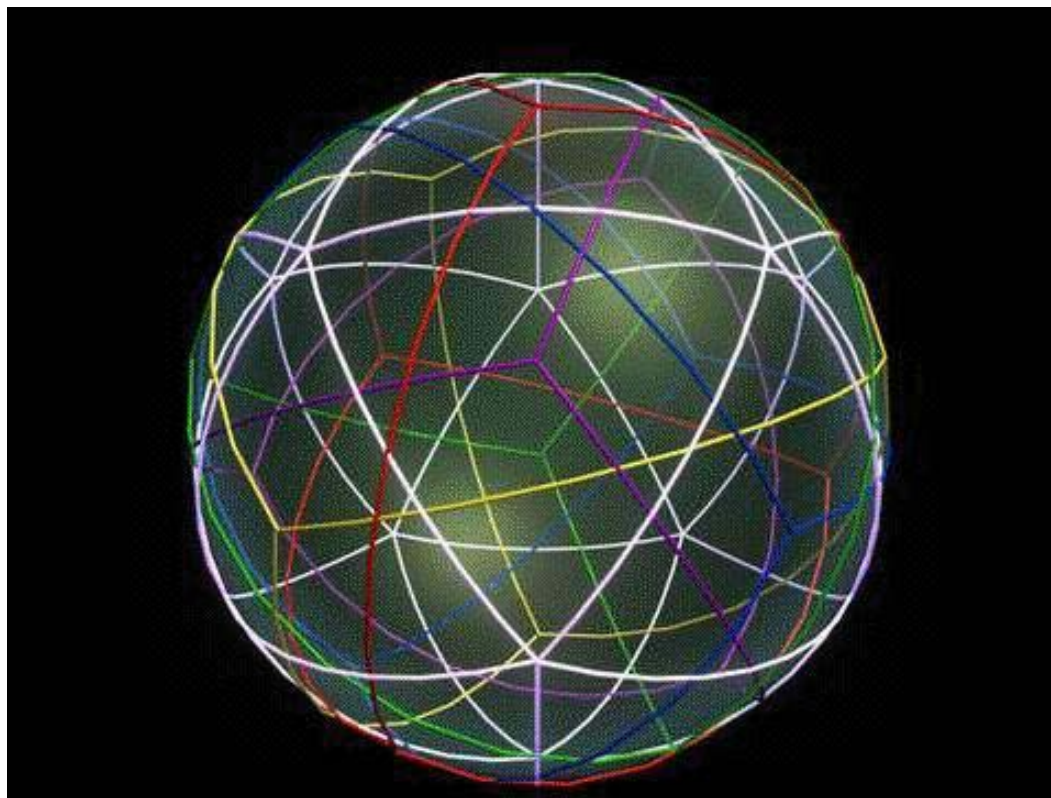


Pure/Applied Mathematics 30

Suggested Scoring Criteria for Assessing Student Project



Effective Date: September 2000

Pure/Applied Mathematics 30

Suggested Scoring Criteria for Assessing Student Project

- | | |
|--|--------------------------------|
| 1. Mathematical Concepts and Processes | $\underline{\quad}/5 \times 3$ |
| 2. Communication | $\underline{\quad}/5 \times 2$ |
| 3. Presentation | $\underline{\quad}/3 \times 2$ |
| | 31 |

MATHEMATICAL CONCEPTS AND PROCESSES	
0 marks	<ul style="list-style-type: none"> • Concepts from Pure/Applied Mathematics 30 cannot be identified in any areas. • No understanding of mathematical concepts or processes is evident.
1 mark	<ul style="list-style-type: none"> • Concepts from Pure/Applied Mathematics 30 can be superficially identified but are not applied to the topic. • Very limited understanding of mathematical concepts and processes involved in the project is shown. • Only superficial elements of the task are completed. • Technology is used inappropriately or the use of technology is not evident.
2 marks	<ul style="list-style-type: none"> • Concepts from Pure/Applied Mathematics 30 can be identified in proper areas but are not applied effectively to the topic. • Some understanding of mathematical concepts and processes involved in the project is shown. • Only a few elements of the tasks are completed. • Technology is used appropriately; however, errors are evident
3 marks	<ul style="list-style-type: none"> • Concepts from Pure/Applied Mathematics 30 can be identified in proper areas and are applied to the topic, but not effectively in all areas. OR Concepts from Pure/Applied Mathematics 30 cannot be identified in all areas, but the application of those identified is effective to the topic. • Most mathematical concepts and processes involved in the project are understood. • Some of the important elements of the task are completed. • Technology is used appropriately; however, there are inconsistencies in the application.
4 marks	<ul style="list-style-type: none"> • Concepts from Pure/Applied Mathematics 30 can be identified in proper areas and are applied effectively to the topic, but there is a minor flaw in the application. • Good understanding of the mathematical concepts and processes involved in the project is evident. • Most of the important elements of the task are completed. • Technology is used appropriately.
5 marks	<ul style="list-style-type: none"> • Concepts from Pure/Applied Mathematics 30 can be identified in proper areas and are effectively applied to the topic. • Complete understanding of the mathematical concepts and processes involved in the project is evident. • All important elements of the task are completed. • Technology is used effectively.

Suggested Scoring Criteria for Assessing Student Project

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|--|--------------------------------|
| 1. Mathematical Concepts and Processes | $\underline{\quad}/5 \times 3$ |
| 2. Communication | $\underline{\quad}/5 \times 2$ |
| 3. Presentation | $\underline{\quad}/3 \times 2$ |
| | 31 |

COMMUNICATION	
0 marks	<ul style="list-style-type: none"> • No ideas are communicated or communication is inappropriate for the topic.
1 mark	<ul style="list-style-type: none"> • Ideas are superficially communicated. • Explanations and justifications may be convoluted or illogical.
2 marks	<ul style="list-style-type: none"> • Ideas are communicated, but lack clarity. OR Ideas are communicated in text only. Supporting graphics are not present. • Student work fails to demonstrate adequate mathematical thinking may include ineffective analysis, unclear arguments, or inappropriate interpretation.
3 marks	<ul style="list-style-type: none"> • Ideas are communicated in a fairly clear manner but lack supporting detail. • There is some evidence of mathematical thinking is exhibited in the student work.
4 marks	<ul style="list-style-type: none"> • Ideas are communicated in a clear manner; text and graphics support student work. Errors or omissions may affect clarity. • Student work demonstrates evidence of mathematical thinking. This may include comparisons and conjectures.
5 marks	<ul style="list-style-type: none"> • Ideas are communicated clearly and concisely; text and graphics support student work. Sources are cited. • Student work demonstrates evidence of higher level mathematical thinking. This may include conjectures, generalizations, examples, and counterexamples.

Suggested Scoring Criteria for Assessing Student Project

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| 1. Mathematical Concepts and Processes | <u> </u> /5 × 3 |
| 2. Communication | <u> </u> /5 × 2 |
| 3. Presentation | <u> </u> /3 × 2 |
| | 31 |

PRESENTATION	
0 marks	<ul style="list-style-type: none"> • Presentation shows no organization and lacks clarity.
1 mark	<ul style="list-style-type: none"> • Presentation is poorly organized and superficial. • Graphs and diagrams do not follow mathematical convention. • Presentation is adequately done but is inappropriate for intended audience.
2 marks	<ul style="list-style-type: none"> • Presentation is reasonably clear and organized. • Graphs and diagrams may have minor flaws in accuracy and clarity. • A minimal amount of creativity is evident in the method of presentation.
3 marks	<ul style="list-style-type: none"> • Presentation is clear, organized, and informative. • Graphs and diagrams are accurate and clear. • The student uses dynamic and diverse methods of presentations.