

## Rubric for judging MATHEMATICS projects

	<b>SCORE = 5 PERFECT SCORE FIRST PLACE</b>	<b>SCORE = 4 FIRST PLACE</b>	<b>SCORE = 3 SECOND PLACE</b>	<b>SCORE = 2 THIRD PLACE</b>	<b>SCORE = 1 THIRD PLACE</b>
<b>FULLFILLMENT OF PURPOSE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had a sharp, distinct focus.</li> <li><input type="checkbox"/> The presenter used appropriate mathematical vocabulary and used it correctly.</li> <li><input type="checkbox"/> The scope of the presentation was excellent, considering both the topic and time allowed</li> <li><input type="checkbox"/> The presenter showed excellent depth of understanding of relevant mathematical concepts and principles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had a clear focus.</li> <li><input type="checkbox"/> The presenter used appropriate mathematical vocabulary and used it correctly.</li> <li><input type="checkbox"/> The scope of the presentation was appropriate, considering both the topic and time allowed.</li> <li><input type="checkbox"/> The presenter showed proficient depth of understanding of relevant mathematical concepts and principles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had adequate focus.</li> <li><input type="checkbox"/> The presenter used appropriate mathematical vocabulary with a minor error or two.</li> <li><input type="checkbox"/> The scope of the presentation was somewhat limited, considering both the topic and time allowed.</li> <li><input type="checkbox"/> The presenter showed satisfactory depth of understanding of relevant mathematical concepts and principles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had vague focus.</li> <li><input type="checkbox"/> The presenter did not use appropriate mathematical vocabulary and/or had errors in the use of mathematical terms.</li> <li><input type="checkbox"/> The scope of the presentation was very limited, considering both the topic and time allowed.</li> <li><input type="checkbox"/> The presenter showed limited depth of understanding of relevant mathematical concepts and principles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had an absence of focus.</li> <li><input type="checkbox"/> The presenter did not use appropriate mathematical vocabulary and/or had errors in the use of mathematical terms.</li> <li><input type="checkbox"/> The scope of the presentation was inappropriate.</li> <li><input type="checkbox"/> The presenter lacked depth of understanding of relevant mathematical concepts and principles.</li> </ul>
<b>CONTENT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had substantial, specific and illustrative content.</li> <li><input type="checkbox"/> The presenter includes complete, specific example(s) of practical application or correlation with other disciplines. (This does not apply to pure math presentations.)</li> <li><input type="checkbox"/> The project contained no mathematical errors.</li> <li><input type="checkbox"/> The presenter used appropriate mathematical notation and used it correctly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had specific and illustrative content.</li> <li><input type="checkbox"/> The presenter gives example(s) of practical application or correlation with other disciplines. (This does not apply to pure math presentations.)</li> <li><input type="checkbox"/> The project contained no mathematical errors.</li> <li><input type="checkbox"/> The presenter used appropriate mathematical notation and used it correctly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had sufficient content.</li> <li><input type="checkbox"/> The presenter makes reference to practical application or correlation with other disciplines. (This does not apply to pure math presentations.)</li> <li><input type="checkbox"/> The project contained limited minor mathematical errors.</li> <li><input type="checkbox"/> The presenter used appropriate mathematical notation with a minor error or two.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had limited content.</li> <li><input type="checkbox"/> The presenter is unaware of practical application or correlation with other disciplines. (This does not apply to pure math presentations.)</li> <li><input type="checkbox"/> The project contained multiple minor mathematical errors or a major mathematical error.</li> <li><input type="checkbox"/> The presenter did not use appropriate mathematical notation and/or made notational errors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation had an absence of relevant content.</li> <li><input type="checkbox"/> The presenter is unaware of practical application or correlation with other disciplines. (This does not apply to pure math presentations.)</li> <li><input type="checkbox"/> The project contained substantial mathematical errors.</li> <li><input type="checkbox"/> The presenter did not use appropriate mathematical notation and/or made notational errors.</li> </ul>

<b>DEVELOPMENT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There was unity, coherence and inherent logic in the sequence of ideas.</li> <li><input type="checkbox"/> The presenter showed sufficient examples and counter-examples</li> <li><input type="checkbox"/> Presenter knows what areas for further research or application exist on the current topic.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There was a logical and appropriate sequence to the presentation.</li> <li><input type="checkbox"/> The presenter showed sufficient examples and counter-examples.</li> <li><input type="checkbox"/> Presenter can describe possible avenues for further research on the current topic.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There was a generally logical sequence to the presentation.</li> <li><input type="checkbox"/> The presenter showed some examples and counter-examples.</li> <li><input type="checkbox"/> Presenter cannot describe avenues for further research.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The lack of sequential flow seriously interfered with the objective of the presentation.</li> <li><input type="checkbox"/> The presenter showed a very limited number of examples or counter-examples.</li> <li><input type="checkbox"/> Presenter cannot describe avenues for further research.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There was no logical sequence to the flow of ideas.</li> <li><input type="checkbox"/> The presenter did not show examples or counter-examples</li> <li><input type="checkbox"/> Presenter cannot describe avenues for further research.</li> </ul>
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation was clear.</li> <li><input type="checkbox"/> Transparencies were very well thought out and to the point.</li> <li><input type="checkbox"/> Presenter was very knowledgeable and self-confident.</li> <li><input type="checkbox"/> Presenter RARELY looked at notes.</li> <li><input type="checkbox"/> Presenter's answers to the judge's questions indicated an exceptional understanding of the research topic.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation was clear.</li> <li><input type="checkbox"/> Transparencies were understandable and enhanced the presentation.</li> <li><input type="checkbox"/> Presenter spoke clearly.</li> <li><input type="checkbox"/> Presenter referred to notes but didn't read notes.</li> <li><input type="checkbox"/> Presenter could answer questions to the satisfaction of the judges.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation was clear.</li> <li><input type="checkbox"/> Transparencies were understandable.</li> <li><input type="checkbox"/> Presenter spoke clearly.</li> <li><input type="checkbox"/> Presenter referred to notes but didn't read notes.</li> <li><input type="checkbox"/> Presenter could answer most of the questions to the satisfaction of the judges.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter was unsure of the research and his or her work.</li> <li><input type="checkbox"/> Transparencies were difficult to read.</li> <li><input type="checkbox"/> Presenter read most of the presentation from the note cards.</li> <li><input type="checkbox"/> Presenter could answer a few questions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter was totally disorganized.</li> <li><input type="checkbox"/> Transparencies were either absent or used without apparent reason.</li> <li><input type="checkbox"/> Presenter was unable to answer any questions.</li> <li><input type="checkbox"/> Presentation exceeds 10 minutes or is too short to be effective.</li> </ul>
<b>JUDGE'S OPINION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project was of excellent quality in all areas: research, planning, understanding and presentation.</li> <li><input type="checkbox"/> The entire project is appropriate for a student beyond the presenter's current grade level, ability to produce quality work, procedures, depth of understanding and creativity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project was of proficient quality in all areas: research, planning, understanding and presentation.</li> <li><input type="checkbox"/> The entire project is appropriate for a student at the presenter's current grade level, ability to produce quality work, procedures, depth of understanding and creativity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project was of good quality in all areas: research, planning, understanding and presentation.</li> <li><input type="checkbox"/> The entire project is appropriate for a student slightly below the presenter's current grade level, ability to produce quality work, procedures, depth of understanding and creativity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project was of below average quality in all areas: research, planning, understanding and presentation.</li> <li><input type="checkbox"/> The project is appropriate for a student well below the presenter's current grade level, ability to produce quality work, procedures, depth of understanding and creativity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project was of poor quality in all areas: research, planning, understanding and presentation.</li> <li><input type="checkbox"/> The entire project is inappropriate.</li> </ul>

CHECK WITH THE JUDGING COMMITTEE IN THE JUDGES' TALLY ROOM BEFORE DISQUALIFYING THE PRESENTATION.

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