

## Unit 2 Textbook Project Assessment Criteria

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

### A. Knowing and Understanding

	0	1	2	3	4	5	6	7	8
iii. Solve problems correctly in a variety of contexts		Little or no variety in problems. Problems are not very challenging. Many mistakes in answer key and examples.	A few different types of problems. Word problems are challenging but not very original. Answer key and examples might have several mistakes.	Many different types of problems. Word problems are original. Answer key and examples might have some mistakes.	Many different types of problems. Word problems are interesting and original. Answer key and examples have correct solutions				

### B. Investigating Patterns

	0	1	2	3	4	5	6	7	8
ii. Describe patterns as relationships or general rules consistent with correct findings		State predictions that are consistent with simple patterns.	Suggest how patterns might be used to find solutions.	Suggest relationships and use them to determine correct findings in your example problems.	Describe patterns as relationships and use them to determine correct findings in your example problems.				
iii. Verify whether the pattern works for other examples		Use patterns to solve problems, but not verify that they are correct.	Show that patterns can be used to solve one type of problem.	Show that patterns can be used to solve some problems.	Show that patterns can be used to solve many different types of problems.				

### C. Communicating

	0	1	2	3	4	5	6	7	8
i. Use appropriate mathematical language (notation, symbols, and terminology) in both oral and written statements		Uses limited or confusing mathematical language.	Uses some appropriate mathematical language.	Usually uses appropriate mathematical language.	Consistently uses appropriate mathematical language.				
ii. Use different forms of mathematical representation to present information		Uses limited forms of mathematical representation to present information.	Uses different forms of mathematical representation to present information adequately.	Usually uses different forms of mathematical representation to present information correctly.	Consistently uses different forms of mathematical representation to present information correctly.				
iii. Communicate coherent mathematical lines of reasoning		Communicate through lines of reasoning that are difficult to understand.	Communicate through lines of reasoning that are able to be understood, although these are not always coherent.	Communicate through lines of reasoning that are usually coherent.	Communicate clearly through coherent lines of reasoning.				
iv. Organize information using a logical structure		Poorly organized and difficult to follow. Would be confusing for a student trying to learn from it.	Adequately organized and uses a somewhat logical structure.	Work is usually organized and is presented with a sufficiently logical structure.	Consistently organized and uses a thoroughly logical structure.				

### D. Applying Mathematics in Real-Life Contexts

	0	1	2	3	4	5	6	7	8
i. Identify relevant elements of authentic real-life situations		Identify some of the elements of the authentic real-life situation.	Identify some of the relevant elements of the authentic real-life situation.	Identify most of the relevant elements of the authentic real-life situation.	Identify and explain the relevant elements of the authentic real-life situation.				

ii. Select appropriate mathematical strategies when solving authentic real-life situations

Select adequate mathematical strategies.	Select adequate mathematical strategies but no adequately justify the reasoning behind them.	Select adequate mathematical strategies and justify the reasoning behind those selections.	Select appropriate mathematical strategies and effectively explain the reasoning behind those selections.
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1 2 3 4 5 6 7 8

iii. Apply the selected mathematical strategies successfully to reach a solution

Apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.	Apply mathematical strategies to reach a solution to the authentic real-life situation.	Apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation.	Apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation.
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1 2 3 4 5 6 7 8

iv. Explain the degree of accuracy of a solution

Correctly applies solutions to word problems	Applies solutions to word problems correctly and explains how the model can be used to arrive at the solution.	Describes how a solution might not apply to a word problem and identifies that models can often be wrong if not correctly applied.	Thoroughly explains how a solution might not apply to a word problem and explains how you can distinguish between a good model and a poor one.
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