

Assessment 3 – Middle and High School Mathematics - RUBRIC Assessment 3 Rubric for Lesson Plan	Target = 3	Acceptable = 2	Unacceptable = 1
1. Explanation and Organization of the project.	Sets forth a clear explanation of the problem the topic is proposing.	Sets forth a slightly unorganized but correct explanation of the problem the topic is proposing .	Sets forth a confusing explanation of the problem of the topic, along with a disorganized presentation of the topic.
2. Explanation of the steps leading to the solution of the topic's problem.	Logically and clearly presents ideas and equations leading to an understanding of how the problem is solved. Makes use of alternate approaches to help understanding of the steps to solving the topic's problem.	Explains how to calculate the solutions but fails to utilize alternate ways of solving and viewing the problem.	Provides a rote, unclear, or incorrect explanation with no intuitive understanding of the procedure being followed.
3. Use of examples, illustrations, and graphs to illuminate the solutions being proposed.	Cleverly uses mathematical examples to clarify misunderstandings, along with other tools such as graphs, or illustrations to help students understand and appreciate the theory being presented.	Does not make enough use of graphs, illustrations, and other tools to promote understanding.	Makes no use of examples, graphs, which illustrate misunderstandings that students might have.
4. Incorporation of the graphing calculator.	Incorporates the graphing calculator providing excellent key-strokes for equations and graphs to appear on the screen, in order to illuminate further understanding of the theory. Will use the calculator to illicit students own methods of finding solutions.	Incorporates the graphing calculator, but provides incorrect keystrokes which confuses the students. The calculator is used in a way which does not provide much enlightenment.	Incorporates the graphing calculator in an uninteresting, ineffective way, which does not illuminate understanding of finding solutions to the given problem. Or does not use the calculator at all.
5. Class and H.W. assignments to provide practice and skill in solving related problems.	Assigns interesting problems of different types, and in order of difficulty for students to work on in class and at home.	Assigns problems but with no order of difficulty or attempt to find a variety of types.	Forgets to include assignments or does so with no rhyme or reason.

6. Present research on interesting applications of the theory and the mathematicians who developed the theory of the lesson plan topic.			
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