



## MAV MTQ 2015 - Judging Rubric

	Category	High	Score	Medium	Score	Low	Score	Not Evident	Score
<b>1. Communication</b>	<b>A</b> <b>Investigative Approach</b>	The investigation has explicit mathematical aims, a thorough plan and clearly stated conclusions.	<b>4</b>	The investigation is relatively clear with a mathematical aim, planned approach and a conclusion.	<b>3</b>	Some of the following are included: an aim, a plan and a conclusion.	<b>2</b>	No aim is stated, planning for the investigation is unclear and conclusions are not evident.	<b>0</b>
	<b>B</b> <b>Mathematical Terminology</b>	Precise and appropriate Mathematical Terminology and notation is used.	<b>4</b>	A reasonable level of mathematical terminology and notation is used.	<b>3</b>	Some mathematical terminology and notation is included.	<b>2</b>	No evidence of mathematical terminology.	<b>0</b>
	<b>C</b> <b>Explanations</b>	Explanations of the mathematical investigation are very clear and effectively detailed.	<b>4</b>	Explanations of the mathematical investigation is clear and reasonably detailed.	<b>3</b>	Explanations of the mathematical investigation are incomplete or ineffective.	<b>2</b>	The explanation of the mathematical investigation cannot be understood.	<b>0</b>
	<b>D</b> <b>Evidence</b>	There is vast supporting evidence that the investigation is the students' own work. This could include rough workings or mathematics in a learning journal.	<b>4</b>	There is some supporting evidence that the investigation is the students' own work. This could include rough workings or mathematics in a learning journal.	<b>3</b>	There is little supporting evidence that the investigation is the students' own work.	<b>2</b>	There is no evidence that the investigation is the students' own work.	<b>0</b>



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<b>2. Understanding</b>	<b>A Investigation</b>	Demonstrates a thorough understanding of the investigation, which is appropriate to the students' level.	<b>4</b>	Demonstrates a reasonable level of understanding of the investigation, which is mostly appropriate to the students' level	<b>3</b>	Demonstrates some understanding of the investigation, but not at a level appropriate to the students'.	<b>2</b>	Little or no evidence of understanding of the investigation.	<b>0</b>
	<b>B Strategy</b>	Uses correct and efficient mathematical strategies to achieve a solution.	<b>4</b>	Uses suitable mathematical strategies to achieve the solution.	<b>3</b>	Chooses a partially correct strategy OR a correct strategy for solving only part of the task.	<b>2</b>	Chooses incorrect or unsuitable strategies to lead to a solution OR no strategy is evident.	<b>0</b>
	<b>C Connections</b>	Recognizes and makes relevant high-level mathematical connections. Applies connections between mathematical concepts and between mathematics and the real world.	<b>4</b>	Makes some relevant mathematical connections and relationships between concepts.	<b>3</b>	Makes mathematical connections but they show limited relevance to the investigation.	<b>2</b>	Does not make mathematical connections.	<b>0</b>
	<b>D Accurate Mathematics</b>	Consistently uses accurate mathematics in completing the investigation.	<b>4</b>	Often uses accurate mathematics in completing the investigation.	<b>3</b>	Shows some accurate mathematics in completing the investigation.	<b>2</b>	Mathematics is inaccurate.	<b>0</b>



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<b>3. Ideas &amp; Resources</b>	<b>A</b> Originality	The investigation is a highly original piece of work in which students investigate an interesting and novel mathematical concept.	<b>4</b>	The investigation is an original piece of work in which students investigate a novel mathematical concept.	<b>3</b>	The investigation is an original piece of work in which students investigate a mathematical concept.	<b>2</b>	The investigation is not an original idea.	<b>0</b>
	<b>B</b> Resources	Contains a clear and complete list that acknowledges sources of support of student learning (parent and teachers assistance) along with references of the use of existing information sources (such as internet and library books).	<b>4</b>	Contains a list that acknowledges sources of support of student learning along with references of the use of existing information sources	<b>3</b>	There is some acknowledgment of sources of support of student learning along with references of the use of existing information sources.	<b>2</b>	No acknowledgements or references of support are listed.	<b>0</b>
<b>4. Presentation</b>	<b>A</b> Legibly	The investigation is very well organized and highly legible. The presentation captures and holds the reader's interest.	<b>4</b>	The investigation is well organized and legible. The presentation captures and holds the reader's interest.	<b>3</b>	The investigation is organized and legible but does not hold the readers interest.	<b>2</b>	The project does not meet entry requirements for legibility.	<b>0</b>

**MAXIMUM POSSIBLE SCORE = 44**