

### 6.3 Project Ratios

Scoring Criterion	Scoring				
	4	3	2	1	0
<b>Topic</b>	Project explores one or more ratio and/or percent concepts in-depth. Project expands on concepts discussed in class.	Project explores one or more ratio and/or percent concepts. The math is correct, but project does not go beyond concepts discussed in class.	Project relates to ratio and/or percent concepts, but there may be some small mathematical errors.	Project touches on one or more ratio and/or percent concepts. There are mathematical errors.	Project does not relate to ratio or percent.
<b>Mathematical Terminology</b>	Uses appropriate and accurate vocabulary extensively (such as <i>ratio</i> , <i>equivalent ratios</i> , <i>ratio table</i> , <i>double number line</i> , <i>equation</i> , and <i>percent</i> ).	Mostly uses appropriate and accurate vocabulary.	Uses some appropriate and accurate vocabulary. There may be instances of incorrect use of terminology.	Uses little vocabulary or uses terms incorrectly.	There is no attempt to use math vocabulary accurately.
<b>Mathematical Representations</b>	Incorporates several appropriate representations, such as tape diagrams, double number lines, ratio tables, graphs, or equations.	Incorporates some appropriate representations.	Incorporates a few appropriate representations.	Attempts to incorporate a few representations, but there are errors in the representations.	There is no attempt to incorporate any representations, or the representations are deeply flawed.
<b>Visual Presentation</b>	Project is neat, organized, and easy to read and understand. It makes good use of written conventions, including spelling, and is well designed and attractive.	Project is mostly neat, legible, and readable. It makes use of written conventions. There may be a few spelling errors. The design of the project does not interfere with communication.	Project may be somewhat messy or illegible. There may be spelling errors. The design of the project may be somewhat confusing.	Project is messy and parts may be illegible. Messiness and illegibility interfere with communication.	Project is messy and illegible. Messiness and illegibility interfere or prevent understanding.
<b>Oral Presentation</b>	Excellent volume, clarity, and pacing of presentation make it easy to understand the presenter's way of thinking. Presenter communicates enthusiasm for the topic.	Adequate volume, clarity, and pacing of presentation make it possible to follow the presenter's way of thinking. Presenter communicates some interest in the topic.	Volume, clarity, and pacing allow listener to follow most of the presenter's way of thinking.	Volume, clarity, and pacing interfere with listener's ability to follow the presenter's way of thinking.	Volume, clarity, and pacing prevent the listener from following presenter's way of thinking.
<b>Sequence and Organization</b>	Chain of thought is organized, easy to follow, coherent, and clearly communicates the mathematics.	Chain of thought is mostly coherent and adequately communicates the mathematics.	Chain of thought is somewhat coherent and communicates the mathematics to a limited extent.	Organization and chain of thought make it difficult to follow the presenter's way of thinking.	Organization prevents the listener from following the presenter's way of thinking.

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<b>Results and Conclusions</b>	The results, conclusions, or answers are correct and/or reasonable.	There may be small errors that the student could likely find and correct if asked to review his or her work.	There are errors that indicate some confusion or misunderstanding on the part of the student.	There are errors indicating that the student does not understand the concepts in the presentation.	No results, conclusions, or answers are given.

