

Performance Task - Marking Rubric

Name: _____ Report Due Date: _____

Topic: _____

Total: /100

REPORT

Criteria	Level 0-1	Level 2	Level 3	Level 4	Total
Title Page	Title is not representative of the topic and/or missing 3 or more key components of a title page.	Title is lacking insight and/or missing 2 of the key components of a title page.	Title is okay or missing one of the key components of a title page.	<ul style="list-style-type: none"> Interesting title, includes name, course code, date and teacher's name Includes a relevant picture or graphic, use of colour 	2
Table of contents	Not done or done incorrectly.	NA	NA	Lists the main sections of the report and the pages on which they are found	2
Report format	3 or more formatting items not completed	2 formatting items not completed	1 formatting item not completed	All formatting guidelines were followed. <ul style="list-style-type: none"> Header and page numbers 12 pt. Font sections are bolded text is fully justified title page, table of contents and bibliography included figures are number and include descriptive captions 	12
Introduction	Needs improvement	Satisfactory	Well done	Excellent <ul style="list-style-type: none"> Gives relevant information about the topic Thesis statement is clear and concise. 	4
Background	Needs improvement	Satisfactory	Well done	Student gives an excellent and thorough background to the topic and the problem. Sights references and relates any research to the problem they are trying to solve.	4
Results	Needs improvement	Satisfactory	Well done	Excellent. <ul style="list-style-type: none"> Reports findings in graphical form and in textual form when necessary. Comments thoroughly on the results and uses any models to make past or future predictions. Results are presented in a logical and sequential manner. Various analyses were conducted and limitations discussed. Includes data tables if they are relevant and not too large. Discusses methods, in detail, in which the data was obtained. 	12
Future Work	Needs improvement	Satisfactory	Well done	Excellent. <ul style="list-style-type: none"> Student outlines ,in detail, where the project could go if it were analyzed further. States some limitations of the analysis. 	4
Conclusion	Needs improvement	Satisfactory	Well done	Excellent. <ul style="list-style-type: none"> Student restates and summarizes in a clear manner what the overall results of the work discovered or did not discover and states and comments on any limitations of the analysis. 	8
References	Needs improvement	Satisfactory	Well done	Excellent. <ul style="list-style-type: none"> Student writes a correct bibliography and has at least 5 sources. 	4
Appendices	Needs improvement	Satisfactory	Well done	Excellent. <ul style="list-style-type: none"> Student includes appendices with data tables of the raw data when necessary. Uses a small font to reduce the total number of pages used. 	2
Overall Presentation	Needs improvement	Satisfactory	Well done	Excellent. <ul style="list-style-type: none"> Presented in a professional report cover or was ring bound Well laid out, type written with all sections completed An equation editor was used to type out equations and show calculations 	4

(/58) → **Total: /55**

MATHEMATICAL CONTENT

Criteria	Level 0-1	Level 2	Level 3	Level 4	Total
Use of mathematical terminology and notation	Uses terminology or notation inconsistently or incorrectly; makes major errors	Usually uses correct terminology and notation; may make minor errors	Consistently uses correct terminology and notation	Consistently uses correct terminology and notation which enhances the presentation	4
Mathematical content	Presents material with mathematical content that is incorrect or incomplete; major errors or omissions	Presents material with mathematical content that is generally correct and complete; may have minor errors or omissions	Presents material with mathematical content that is completely correct and complete	Presents material with mathematical content that is completely correct and complete and that is always pertinent to the presentation.	4
Logical Reasoning	Presents the mathematical content in an illogical manner; major steps are omitted or significant leaps required to follow development	Presents the mathematical content in a fairly logical manner; minor steps may be omitted	Presents the mathematical content in a logical manner.	Presents the mathematical content in a logical manner, with all steps clearly shown.	4
Identification and articulation of limitations	Does not identify any limitations of the analysis	Identifies some limitations of the analysis	Identifies all limitations of the analysis	Identifies all limitations of the analysis and suggests ways to remove these limitations	4
Making predictions	Does not use models to make predictions	Uses models incorrectly to make predictions	Uses models to make predictions that are somewhat relevant	Uses models effectively to help answer the underlying problem and argues the relevancy of the predictions and discusses the limitations	8
Sample calculations	Does not include any sample calculations or does not use the equation editor	Includes sample calculations but does not include units or elaborate on the calculation	Well done, includes some sample calculations	Excellent. Includes a sample calculations, includes units and elaborates with insight on the calculation	4
Conclusions	Does not make conclusions or makes conclusions not justified by the analysis	Makes some conclusions that follow logically from the analysis	Makes conclusions that follow logically from the analysis	Makes thorough conclusions that follow logically from the analysis	8

(/36) → **Total: /30**

RESEARCH, ANALYSIS & INQUIRY SKILLS

Criteria	Level 0-1	Level 2	Level 3	Level 4	Total
Research	Needs improvement. Used only one source of data and did not research the background to the problem very well.	Satisfactory.	Well done.	Excellent. A large number of sources were used. Student collected data from a number of sources and used this data to analyze the problem. Background research into the topic was extensive and very well documented.	4
Analysis of problem (stats of 1 variable, 2 variables, etc.)	Needs improvement. Analysis was incomplete and ineffective at communicating understanding	Satisfactory. Use a small number of techniques from the course to analyze the problem.	Well done.	Excellent. Uses a large variety of different mathematical techniques to analyze the data that was obtained or collected in order to solve the thesis problem	4
Inquiry Skills	Needs improvement	Satisfactory	Well done	Excellent. <ul style="list-style-type: none"> Poses relevant and interesting questions and seeks a deeper insight into the problem at all stages. Sets up an effective strategy to solve the problem 	4

(/12) → **Total: /15**

ADDITIONAL COMMENTS & LEARNING SKILLS**Overall impression:****Report:****Mathematical Content:****In-class work:**

Poor: ineffective use of class time and lack of initiative; arrived late or skipped class	Satisfactory: Satisfactory use of class time; had to be reminded to stay on task	Good: Good use of class time; remained on task and focused during class; minimal socializing.	Excellent: Excellent use of class time. Remained on task and focused consistently. Arrived early, asked good questions and helped others.
Level 1	Level 2	Level 3	Level 4

Table 1: this is a learning skill checklist

Table 2: Portions of the marking rubric were adapted from the McGraw-Hill Ryerson Limited Teacher's support manual © 2002.