**Academic Prompt with Rubric**

**Algebra Project**

**MATH 1220**

**Assignment Steps**

1 Partner up with a fellow student.

2 Review our textbook, chapter xx, pp. xx-xx. Choose one project idea (e.g., determining bacteria growth, computing compound interest for a car loan, determining cooking recipes).

3 Explain why you and your partner chose this particular project.

4 Represent quantitative information using appropriate equations. Solve the problem.

5 Develop presentation slides in Powerpoint.

6 Present Powerpoint with partner in class. Ensure that you and your partner are equally involved.

**Rubric**

Student: Assignment: Date:

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| Criteria | SCALE | Scores & comments |
| Emerging (1) | Developing (2) | Proficient (3) |
| *Express quantitative information* | Student explains the meaning of graphics, numbers, or algebraic symbols within a given context. | Emerging skill descriptions plus: Translates mathematical graphics and symbolism into written or oral language; translates written or oral language into mathematical symbols and graphics. | Developing skill descriptions plus: Integrates written and symbolic mathematical constructs in describing particular contexts. |  |
| *Evaluate a quantitative argument* | Student summarizes quantitative arguments presented by others. | Emerging skill descriptions plus: Differentiates and describes the parts of a quantitative argument presented by others; compares the conclusions of a quantitative argument with conclusions from other reliable sources. | Developing skill descriptions plus: Uses appropriate techniques of mathematical proof or statistical analysis, evaluates each component of a quantitative argument for mathematical validity and demonstrates whether an overall quantitative argument is valid, invalid, or questionable. |  |
| *Interpret results to solve a problem* | Student identifies, describes, and classifies quantitative information needed to address contextual problems. | Emerging skill descriptions plus: Identifies appropriate mathematical or statistical models to represent quantitative information in contextual problems; applies those models to generate numeric predictions. | Developing skill descriptions plus: Assesses the validity of numeric predictions and correct unreasonable findings; analyzes and interprets results; uses them in a quantitative argument to support a position or line of reasoning or solve a contextual problem. |  |
| Overall comments |