

Rubric (New Classroom) (MTH/216) Analytic Rubric Template

Course ID: MTH/216

Course Title: Quantitative Reasoning II

Signature Assignment Title: Signature Assignment Presentation

Total Number of Points: 10

Signature Assignment Description/Directions to students.

You have worked on one topic and question for the duration of this course that focused on numbers and their meaning along with drawing appropriate conclusions.

Instruction: Create a PowerPoint® presentation that includes speaker notes. Length must be **5- to 7-minutes** (consider this when writing your speaker notes).

Your presentation must include:

- Introduction (approximately 1 minute) (CLO 2.1.2)
 - Introduce your topic and question
 - Why did it interest you? How does it relate to life?
 - What should the audience learn from your presentation?
- Visuals/Evidence (approximately 4 to 5 minutes) (CLO 2.2.1 & 2.2.3)
 - Show your tables, scatterplot, other 2 visuals, calculations, and any other evidence to support your conclusion(s)
 - Discuss why you selected each visual and what you can conclude from the visuals
 - How do these visuals support your conclusion?
- Conclusion (approximately 1 minute) (CLO 2.2.2 & 2.1.2)
 - Restate your topic and question and give your answer to the scenario
 - How confident are you that your conclusion is sound?
 - What work would need to be done to increase your confidence?
 - Discuss what you learned from this project.

PSLO:	CLO#	Dimensions or Assignment Criteria Weight:	Does Not Meet Expectations (1.00)	Approaches Expectations (2.00)	Meets Expectations (3.00)	Exceeds Expectations (4.00)
CLO# 2.2 Numbers and Meaning	CLO# 2.2.1 Students will use mathematical principles to interpret various math forms.	Weight: 25%	Does not demonstrate evidence with the use of visuals that show the ability to use mathematical principles to interpret math forms.	Demonstrates some evidence with the use of visuals and the ability to use mathematical principles to interpret math forms, however there are major data errors contained in the visuals.	Demonstrates sound skill in the use of visuals to show their ability to use mathematical principles to interpret math forms, even though there may be minor data errors contained in the visuals.	Demonstrates exceptional ability in the use of visuals to show their ability to use mathematical principles to interpret math forms.
CLO# 2.2 Numbers and Meaning	CLO# 2.2.2 Students will use mathematical principles to represent information in various math forms.	Weight: 25%	There is little or no demonstration of the student's ability to gather and use mathematical principles to represent information in various math forms such as in support of a topic.	Demonstrates limited ability to gather and use mathematical principles to represent information in various math forms such as in support of a topic. Work may not have been collected from appropriate sources, referenced incorrectly, or utilized inappropriate types of data.	Demonstrates sound ability to gather and use mathematical principles to represent information in various math forms such as in support of a topic. Work is collected from appropriate sources, referenced correctly, and types of data are appropriate.	Demonstrates exceptional ability to gather and use mathematical principles to represent information in various math forms insightfully. Work is collected from appropriate sources, referenced correctly, and types of data are appropriate.
CLO# 2.2 Numbers and Meaning	CLO# 2.2.3 Students will perform mathematical computations.	Weight: 25%	There is little or no demonstration of ability to perform mathematical computations, in particular, the summarization of data.	There is limited demonstration of ability to perform mathematical computations however, the summarization of data includes major errors.	There is a sound demonstration of ability to perform mathematical computations and the summarization of data might include only minor errors.	There is an exemplary demonstration of ability to perform mathematical computations and the summarization of data is accurate and clear.

CLO# 2.1 Composition and Rhetoric	CLO#2.1.2 Students will demonstrate fundamentals of rhetoric in the development of formal workplace communication, including written reports, and face-to-face and online presentations.	Weight: 25%	There is little or no demonstration of rhetorical skills in the development or presentation of the chosen question. Communication was not clearly stated, focused, and/or the question chosen was trivial.	There is limited demonstration of rhetorical skills in the development or presentation of the chosen question. Communication had deficits in either its clarity, focus, and/or the import of the question chosen. The presenter was not sensitive to the suggested time limit.	There is a sound demonstration of rhetorical skills in the development or presentation of the chosen question. Communication was clear, focused, and the chosen question was truly important, the presentation kept within the suggested time limit.	There is an exemplary demonstration of rhetorical skills as evidenced in the development or presentation of the chosen question. Communication was extremely clear, well focused, and the chosen question was truly important and was perfectly timed.
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