# Rubric (New Classroom)
# (MTH/215) Analytic Rubric Template

**Course ID:** MTH/215

**Course Title: Quantitative Reasoning I**

## 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.

**Instructions**:
**Create** a PowerPoint® presentation that includes speaker notes. The length of the presentation must be **5- to 7-minutes long** (consider this when writing your speaker notes).
**Assignment**:

One slide on your topic and question (approximately one minute) **(CLO 2.1.2)**
- Which topic and question did you choose?
- Why does it interest you?

- One to two slides of your visuals (approximately 2-3 minutes) **(CLO 2.2.1& 2.2.3)**
  - These should be clear, neat, organized, and labeled.
  - Explain why you chose to create these and what you can conclude from the visuals.
  - How do these visuals support your conclusion?
- One slide for a conclusion (approximately one minute) **(CLO 2.2.2, 2.1.2)**
  - Restate your topic and question and give your answer to the question.
  - Discuss how your topic and question relates to life.
  - Discuss what you learned from this project.
  - Include detailed speaker notes for each slide.

**Consider** the following questions when creating your speaker notes:

- Why did you choose your topic?
- How did you come to your conclusion? Was there limits that you needed to factor in to draw you conclusion (i.e time in a day)?
- Which regression did you choose? Why?

| ***PSLO:*** | ***CLO#*** | ***Dimensions or Assignment Criteria***<br><br>***Weight:*** | ***Does Not Meet Expectations***<br><br>***(1.00)*** | ***Approaches Expectations***<br><br>***(2.00)*** | ***Meets Expectations***<br><br>***(3.00)*** | ***Exceeds Expectations***<br><br>***(4.00)*** |
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| **CLO#** 2.2 Numbers and Meaning | **CLO# 2.2.1** Students will use mathematical principles to interpret various math forms. | ***Weight:***<br>*25%* | Does not demonstrate evidence with the use of visuals of ability to use mathematical principles to interpret math forms. | Demonstrates some evidence with the use of visuals of 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 exemplary skill 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:***<br>*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:***<br>*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 or online presentations. | ***Weight:***<br>*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 perfectly timed. |