**Final Draft Self-Assessment We will do this all together in class on Tuesday, December 16. DO NOT FILL THIS OUT AHEAD OF TIME!!!!**

Based on the Exploration Rubric, the grading of your Final Draft will be heavily dependent upon how well your paper achieves specific goals. These are grouped into five categories listed in the first column and key item are listed in the second column. The purpose of this activity is to give you the opportunity to verify whether your final draft has effectively addressed each key item (from column two) and point out to me the ways in which you have accomplished these.

Review each key item for each assessment category and identify the relevant locations in your paper that demonstrate how you achieved those key items by placing post-it notes on your paper. Include the Assessment Category letter and a supporting evidence phrase on each post it note. Some phrases may be used more than once or not at all. Examples of possible supporting evidence phrases are provided in the last column. You may use these or, if none of these phrases describe your approach, you may modify the phrases. **DO NOT WRITE ON YOUR FINAL DRAFT.**

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|  | Key Items for each criterion |  | Examples of Supporting Evidence Phrases to use throughout your paper. |
| A: Communication | * Aim * Rationale * Conclusion * Coherent, well organized, concise, and clear |  | A: My aim is specific, concise and supported with a rationale.  A: The communication is logically developed and easy to follow.  A: My conclusion is meaningful and supports my aim.  Examples of modified phrases:  A: My conclusion does not support the aim.  A: Communication lacks in coherence. |
| B: Mathematical Presentation | * Key term(s) defined * Good use of notation * Good use of mathematical representation * Multiple Representations (choose one or more from: formula, diagram, table, chart, graph, model) * Use of technology |  | B: All key terms and variables are defined.  B: Precision and accuracy are justified (the units are included).  B: All mathematical notation and terms are used correctly.  B: Diagrams and graphs properly and neatly labeled.  B: Reasoning and justification are always provided.  Examples of modified phrases:  B: The variables are not defined.  B: Process is not always justified. |
| C: Personal Engagement | * Why I chose this topic * Independent thinking * Creative thinking * Personal Interest * My own idea for math process or presentation of ideas. |  | C: There is abundant evidence that the topic is meaningful to me.  C: The approach to the analysis on the topic is my own idea and creative.  C: It is clear that the results are applicable to what I was aiming for.  Examples of modified phrases:  C: Personal engagement lacks originality.  C: The analytical process seems text book like. |
| D: Reflection | * Review of my process * Analysis of my result * Evaluation of my work * Implication of the results * Limitation and Scope |  | D: The results are reasonable and meaningful.  D: The results support my aim.  D: The results are critically analyzed via… (possible choices include limitations, scope, realistic extension for future study, and/or realistic application to other areas)  Examples of modified phrases:  D: The results are inconsistent.  D: The application of results is limited. |
| E: Use of Mathematics | * Math relevant to aim * Math commensurate with SL * Demonstration of knowledge * Demonstration of understanding * Demonstration of correct work |  | E: Relevant mathematics is used.  E: Demonstration of correct work.  E: Use of Math commensurate with SL.  E: Demonstration of knowledge  E: Demonstration of understanding of mathematical concepts.  Examples of modified phrases:  E: I made an error in analytical process.  E: Failed to demonstrate understanding of the main concept. |