**Understanding the HL Math Rubric** Name

Step 1: a. Go to the Sample Scores and Comments under IB, HL2 Individual Project.

b. Find samples that earned a score of 2/4, 3/4, and 4/4 under Criterion A (three different samples).

c. Look at the sample IAs (link to the Samples published by IBO) to see what the graders are referring to in the comments.

d. Pay attention to the differences in the samples and the grader comments for each score. Make notes about what you find in the table below.

Steps 2 – 5: Repeat Step 1 with Criteria B – E choosing appropriate scores.

Step 6: With your team, make a poster that illustrates valued characteristics and tips for achieving a high level in each criterion. (Materials provided in class.)

Rubric Reminders \*The student must meet level 1 before level 2 can be considered, and so on.

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| Criteria Summaries | Notes on Earning Marks |
| **A: COMMUNICATION (4)** **Organization**: intro, rationale, aim, conclusion**Coherence**: logical, easy to follow**Appropriate placement** of representations |  |
| **B: MATHEMATICAL PRESENTATION (3)****Notation**: correct, use Math Type, make it look like a Reinsch worksheet or quiz**NO Calculator symbols**: a\*b; a^n; 2.4\*E-9**Multiple Representations**: diagrams, charts, tables, graphs, expressions, equations**Vocabulary**: use math words correctly **Variables**: define clearly; be consistent (e.g., age is always *a*); do NOT re-use for a different item |  |
| **C: PERSONAL ENGAGEMENT (4)****Independent Thinking**: demonstrate what ideas you brought to the topic**Creativity**: present your own mathematical approach in an unusual (and helpful) wayNOT: “My favorite topic”; “changed my life”; “will solve world hunger” |  |
| **D: REFLECTION (3)****Review** your work**Analyze** your results in context**Evaluate** your process |  |
| **E: USE OF MATHEMATICS (6)** **Commensurate** means math learned in HL 1 **Demonstrate** Knowledge and UnderstandingGood: concepts used correctly with reasonable results and interpretationThorough: Good + great care and completeness**Sophistication** can include* Understanding the underlying reasons for the math used Use of challenging concepts
* Viewing problems from more than one perspective
* Linking dissimilar areas of math

**Rigor** means logical, clear reasoning**Precision** means no errors |  |