MA 201/202 Presentation/Reflection Rubric Name:

|  |  |
| --- | --- |
| **In-Class Presentation (10 points)**  **[10 to 12 minutes in length, with all group members participating equally]**   1. **point:** *Brief “lesson plan” submitted.*   An outline with basic details of what to do at various points in the presentation will suffice.   1. **points:** *Lesson is properly focused.*   Content reflects and stays focused on the learning objective either given in the book or approved by the instructor beforehand. Presentation contains enough mathematical content to hit the learning objective.   1. **point:** *Lesson is free of uncorrected mathematical errors.*   For full credit, presentation is free from mathematical errors, or errors are corrected before end of presentation. This includes content generated by students participating in the lesson. Amount of points deducted depends on the severity of the error.  **4 points:** *Class activity was engaging and mathematically purposeful.*  Involvement may be minimal given the short time frame for the presentation, but you should include the class with an activity that reflects the material being taught in a purposeful manner as to deepen the participant’s understanding of the mathematics.  **2 points:** *Lesson is properly timed and coherent.*  Presentation is between 10 to 12 minutes. Additionally, the lesson wraps up properly and feels completed, rather than stopping abruptly either to meet time constraints or because of a lack of content. Excessively short presentations can be docked additional points. |  |
| **/1** |
| **/2** |
| **/1** |
| **/4** |
| **/2** |
| **Written Reflection (10 points)**  **[1 to 2 pages, double spaced, due 1 week after presentation]**  **4 points:** *Discussion of presentation of mathematics among peers.*  Self-assessment of how you think the lesson went with your peers. Includes at least one positive (2 points) and one negative aspect (2 points) of how the **mathematical content** was presented from your perspective that day. We are not asking you to place blame on anyone.  **2 points:** *Discussion of hypothetical classroom setting.*  Self-assessment of how you think the lesson would go in an elementary/middle school classroom. Includes at least one positive (1 point) and one negative aspect (1 point) of how the mathematical content was presented from an elementary student’s perspective. These must be **different** than your positives and negatives with your peers.  **2 points:** *Discussion of potential improvements.*  Include at least one idea to improve your presentation for future lessons on this activity/subject.  **2 points:** *Discussion of what you learned.*  Explain what you have learned from this presentation process. How will this experience inform your teaching of mathematics in your own future classroom?  **- points:** Mark off ½ point for each spelling or grammatical error in your written reflection. |  |
| **/4** |
| **/2** |
| **/2** |
| **/2** |
| **−** |

**Instructor Comments:**