**Chapter Three Project**

**Due Thursday, November 29, 2018**

Use one of the concepts from chapter three that was difficult for you and choose one of the following activities to demonstrate your understanding and mastery. Remember that you must do the actual math to demonstrate mastery. You will be presenting your project to the class. Clarity and presentation will be scored by your teacher and the class; mastery and quality will be scored by your teacher. This project is a summative assessment worth 20 points and contributes to 60% of your grade. Although Ido not expect this to take more than a day or two to do, I do expect qualitywork*.*

1.    Write and perform a song about the concept.

2.    Create a board game that uses the concept.

3.    Write a poem about the concept.

4.    Describe a video game that uses the concept.

5.    Create ten word problems that use the concept.

6.    Write a story that uses the concept.

7.    Create a card game that uses the concept.

8.    Write step-by-step instructions for a new student that explains how to do the math concept.

9.    Write a letter describing how to do the math concept.

10.  Create a video that demonstrates the concept.

11.  Create a Powerpoint that demonstrates the concept.

12.  Write and perform a one act play that demonstrates the concept.

13.  Create a poster that demonstrates the concept.

14. Other                                                                       Must have my approval.

Grading Rubric

Your project will be graded as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Points | 5 | 4 | 3 | 2 | 1 | 0 |
| Mastery | Demonstrates clear understanding of math standard. Examples are 100% accurate. | Demonstrates clear understanding with one misconception. Examples are 90 - 99% accurate. | Demonstrates some understanding with two or more misconceptions. Examples are 75 - 89% accurate. | Demonstrates vague understanding with several misconceptions. Examples are 50 - 74% accurate. | Demonstrates lack of understanding. Examples are less than 50% accurate. | Student does not complete the project. |
| Points | 5 | 4 | 3 | 2 | 1 | 0 |
| Quality | Project is visually appealing and all work is shown. | Project did not include a sheet showing work or visual appeal is low.  | Project did not include a sheet showing work and visual appeal is low. | Project appears to have been done quickly with little effort. No work is shown and/or project is not visually appealing. | Project was not one of the assigned. Not appropriate for the standards in the chapter. | Student did not complete the project. |
| Points | 5 | 4 | 3 | 2 | 1 | 0 |
| Clarity | Concepts are presented clearly. Easy to understand for others. | Concepts are somewhat clear with one confusing part. | Concepts are somewhat clear with two or more confusing parts. | Concepts are confusing and it is difficult to understand the math standard and/or how to actually do the math. | It is impossible to understand the standard and/or how to actually do the math. | Student does not complete the project. |
| Points | 5 | 4 | 3 | 2 | 1 | 0 |
| Presentation | Project provides clear information and engages the audience.  | Project provides clear information, but does not engage the audience.  | Project provides unclear information, but is engaging to the audience. | Project provides unclear information, and does not engage the audience. | Project provides little information or interest. | Student does not complete the project. |