**Chapter Five Project**

**Due Wednesday, January 30th, 2019**

You will be creating a graph. This must be done by hand and needs to be neat. Answers to the questions must be legible complete sentences without spelling or grammatical errors. 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*.*

Identify an item you would like to buy. Find two different prices for that same item. Create a line graph showing the cost for buying ten of the items at the two different prices. Use a different color for each line on your graph. Your graph needs to have a title and the intervals should be labeled. Choose an interval that works for both prices. If you need help with this, see me.

Answer the following questions: What is the slope for each of the two lines?

 Is this an example of a direct variation?

 If so, explain why?

 Explain how slope and/or unit rate can help you financially.

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. |