

## 2<sup>nd</sup> Nine Weeks Mathematics Writing Project

**What:** Nine weeks project

**Due Date:** Thursday, January 19, 2012 (NO EXCPETIONS)

**Task:**

- Choose one writing prompt
  - What do you like most about math class and what would you change?
  - Does mathematics scare you in anyway? If so, why
  - If you were a math teacher, how would you teach class?
- On notebook paper, respond to the writing prompt with as much information/detail as possible
- You will be graded based on an attached writing rubric

**How do I complete my task?**

- Be organized
  - **GO:** Use a Graphic Organizer to plan
- Write in paragraph form
- Use complete sentences
- Provide specific detail
- Use correct grammar
- Use correct punctuation
- Proofread your paper before turning it in (check for misspelled words, make sure what you have written makes sense)

**Teacher suggestions/requests:**

- Ask a family member to help you plan
- You, the student do all the work
- Ask a family member to proofread your writing response after you finish writing the paper
- Your final copy that you turn in may be typed or handwritten
- Head your paper as normal (the way we do in class)
- Response to writing prompt should at least be one page

## Features Rubric

The writing features rubric will be used to assess both the on-demand tasks and content-specific writing assignments. The writing features rubric has been back-mapped to the NC Graduation Project.

Points	Descriptions
4	<ul style="list-style-type: none"> <li>◦ Topic/subject is clear, though it may or may not be explicitly stated</li> <li>◦ Demonstrates focus on topic/subject throughout the response</li> <li>◦ Organizational structure creates relationships between and among ideas and/or events</li> <li>◦ Develops a logical progression of ideas and/or events and is unified and complete</li> <li>◦ Support and elaboration examines and explains the topic/subject</li> <li>◦ Employs specific, developed details</li> <li>◦ Exhibits skillful use of vocabulary that is precise and purposeful</li> <li>◦ Demonstrates skillful use of sentence fluency</li> </ul>
3	<ul style="list-style-type: none"> <li>◦ Topic/subject is generally clear, though it may or may not be explicitly stated</li> <li>◦ May demonstrate minor lapses in focus on topic/subject</li> <li>◦ Organizational structure creates relationships between and among ideas and/or events, although minor lapses may be present</li> <li>◦ Develops a logical progression of ideas and/or events and is reasonably complete, although minor lapses may be present</li> <li>◦ Support and elaboration may have minor weaknesses in examining and explaining the topic/subject</li> <li>◦ Employs some specific details</li> <li>◦ Exhibits reasonable use of vocabulary that is precise and purposeful</li> <li>◦ Demonstrates reasonable use of sentence fluency</li> </ul>
2	<ul style="list-style-type: none"> <li>◦ Topic/subject may be vague</li> <li>◦ May lose or may demonstrate lapses in focus on topic/subject</li> <li>◦ Organizational structure creates little relationship between and among ideas and/or events</li> <li>◦ May have major lapses in the logical progression of ideas and/or events and is minimally complete</li> <li>◦ Support and elaboration may have major weaknesses in examining and explaining the topic/subject</li> <li>◦ Employs general and/or undeveloped details, which may be presented in a list-like fashion</li> <li>◦ Exhibits minimal use of vocabulary that is precise and purposeful</li> <li>◦ Demonstrates minimal use of sentence fluency</li> </ul>
1	<ul style="list-style-type: none"> <li>◦ Topic/subject is unclear or confusing</li> <li>◦ May fail to demonstrate focus on topic/subject</li> <li>◦ Organizational structure may not establish connection between and among ideas and/or events</li> <li>◦ May consist of ideas and/or events that are presented in a random fashion and is incomplete or confusing</li> <li>◦ Support and elaboration attempts to examine and explain the topic/subject but may be unrelated or confusing</li> <li>◦ Employs sparse details</li> <li>◦ Lacks use of vocabulary that is precise and purposeful</li> <li>◦ May not demonstrate sentence fluency</li> </ul>
NS	<ul style="list-style-type: none"> <li>◦ This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompts, and responses that are off-topic or incoherent.</li> </ul>
Note	<ul style="list-style-type: none"> <li>◦ <b>Those scoring content-specific tasks for Second Language courses should note that a student response may be composed in the foreign language that is being taught and score them accordingly.</b></li> </ul>