## Linear Algebra Project Grading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Outline</td>
<td>The outline is neither clear nor mostly comprehensive, but not both (2 points)</td>
<td>The outline is mostly clear or mostly comprehensive, but not both (4 points)</td>
<td>The outline is mostly clear and mostly comprehensive (8 points)</td>
<td>The outline is clear and comprehensive (10 points)</td>
</tr>
<tr>
<td>Knowledge</td>
<td>The paper illustrates little to nothing about your knowledge of the topic (1 point)</td>
<td>The paper illustrates one of the following: (1) a broad understanding of the topic, (2) a deep understanding of the topic, (3) the relevance to linear algebra. (2 point)</td>
<td>The paper illustrates two of the following: (1) a broad understanding of the topic, (2) a deep understanding of the topic, (3) the relevance to linear algebra. (4 points)</td>
<td>The paper illustrates all of the following: (1) a broad understanding of the topic, (2) a deep understanding of the topic, (3) the relevance to linear algebra. (4 points)</td>
</tr>
<tr>
<td>Information</td>
<td>The source of the information used in the paper is mostly worthless. (0 points)</td>
<td>The paper either uses questionable sources or omits key sources. (2 point)</td>
<td>The paper selects information from the relevant and credible sources without omissions of key sources. (3 points)</td>
<td>The paper selects information from the most relevant and credible sources without omissions of key sources. (3 points)</td>
</tr>
<tr>
<td>Analysis</td>
<td>There appears to be no point to the paper. (0 points)</td>
<td>The paper either makes no claim, or its conclusion does not follow logically. (2 point)</td>
<td>The paper makes a claim with a logical conclusion. (3 points)</td>
<td>The paper clearly makes a claim with a logical conclusion. (3 points)</td>
</tr>
</tbody>
</table>

### First Draft

<p>| Knowledge      | The paper illustrates little to nothing about your knowledge of the topic (5 points) | The paper illustrates one of the following: (1) a broad understanding of the topic, (2) a deep understanding of the topic, (3) the relevance to linear algebra. (10 point) | The paper illustrates two of the following: (1) a broad understanding of the topic, (2) a deep understanding of the topic, (3) the relevance to linear algebra. (15 points) | The paper illustrates all of the following: (1) a broad understanding of the topic, (2) a deep understanding of the topic, (3) the relevance to linear algebra. (20 points) |
| Information    | The source of the information used in the paper is mostly worthless. (0 points) | The paper either uses questionable sources or omits key sources. (5 point) | The paper selects information from the relevant and credible sources without omissions of key sources. (10 points) | The paper selects information from the most relevant and credible sources without omissions of key sources. (15 points) |
| Analysis       | There appears to be no point to the paper. (0 points) | The paper either makes no claim, or its conclusion does not follow logically. (5 point) | The paper makes a claim with a logical conclusion. (10 points) | The paper clearly makes a claim with a logical conclusion. (15 points) |</p>
<table>
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<tr>
<th>Presentation</th>
<th>Central Message</th>
<th>Organization</th>
<th>Supporting Material/Evidence</th>
<th>Context and Audience</th>
<th>Verbal and Nonverbal Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The central message only somewhat consistent with the purpose of this project and not very compelling (1 points)</td>
<td>The presentation satisfies none of: an intuitive logical structure, visually appealing, and presented well. (-10 points)</td>
<td>Evidence such as explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, definitions, proofs, or other kinds of information or analysis provides little support for the central message. (0 points)</td>
<td>The presentation is lacking all consideration of the audience (Your Peers), considering such things as mathematical background, societal familiarity, cultural background, and learning styles. (0 points)</td>
<td>Most presenters have poor presentation skills such as: posture, gesture, eye contact, vocal expressiveness (loudness, tone, emphasis), and vocal fillers (“um,” “uh,” “like,” “you know,” etc.) (0 points)</td>
</tr>
<tr>
<td></td>
<td>The central message only somewhat consistent with the purpose of this project or not very compelling (3 points)</td>
<td>The presentation satisfies one of: an intuitive logical structure, visually appealing, and presented well. (1 point)</td>
<td>Evidence such as explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, definitions, proofs, or other kinds of information or analysis provides mediocre support for the central message. (2 points)</td>
<td>The presentation is lacking consideration of multiple aspects of the audience (Your Peers), considering such things as mathematical background, societal familiarity, cultural background, and learning styles. (2 point)</td>
<td>Most presenters have fair presentation skills such as: posture, gesture, eye contact, vocal expressiveness (loudness, tone, emphasis), and vocal fillers (“um,” “uh,” “like,” “you know,” etc.) (2 points)</td>
</tr>
<tr>
<td></td>
<td>The central message is consistent with the purpose of this project, but only somewhat compelling (5 points)</td>
<td>The presentation satisfies two of: an intuitive logical structure, visually appealing, and presented well. (4 points)</td>
<td>Evidence such as explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, definitions, proofs, or other kinds of information or analysis provides support for the central message. (4 points)</td>
<td>The presentation is lacking consideration of some aspect of the audience (Your Peers), considering such things as mathematical background, societal familiarity, cultural background, and learning styles. (4 point)</td>
<td>Most presenters have good presentation skills such as: posture, gesture, eye contact, vocal expressiveness (loudness, tone, emphasis), and vocal fillers (“um,” “uh,” “like,” “you know,” etc.) (4 points)</td>
</tr>
<tr>
<td></td>
<td>The central message is compelling and consistent with the purpose of this project (6 points)</td>
<td>The presentation has an intuitive logical structure, is visually appealing, and presented well. (6 points)</td>
<td>Evidence such as explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, definitions, proofs, or other kinds of information or analysis provides significant support for the central message. (6 points)</td>
<td>The presentation is appropriate for the audience (Your Peers), considering such things as mathematical background, societal familiarity, cultural background, and learning styles. (6 points)</td>
<td>All presenters have good presentation skills such as: posture, gesture, eye contact, vocal expressiveness (loudness, tone, emphasis), and vocal fillers (“um,” “uh,” “like,” “you know,” etc.) (6 points)</td>
</tr>
</tbody>
</table>