

Texas A&M International University

Write on, TAMIU!

Analytical Rubric for Mathematics

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
Focus	<ul style="list-style-type: none"> ▪ Paper addresses the central topic completely and in an interesting way. 	<ul style="list-style-type: none"> ▪ Paper addresses the central topic completely. 	<ul style="list-style-type: none"> ▪ Paper addresses the central topic adequately. 	<ul style="list-style-type: none"> ▪ Paper addresses the central topic poorly. 	<ul style="list-style-type: none"> ▪ Paper does not address the central topic.
Organization & Development	<ul style="list-style-type: none"> ▪ Paper contains an introduction which clearly explains the content of the paper, introduces the main theorem, introduces notation and explains the relationship of the paper with other mathematical theories. ▪ Paper develops the theory in a clear and interesting way, which is logical and self contained. ▪ Paper contains references that are highly relevant. ▪ Author shows a clear understanding of the relevant mathematical theories which is appropriate to her/his class. ▪ Author has clearly developed critical thinking and higher order thinking skills that are appropriate to her/his class. 	<ul style="list-style-type: none"> ▪ Paper contains an introduction which explains the content of the paper, introduces the main theorem, introduces notation and explains the relationship of the paper with other mathematical theories. ▪ Paper develops the theory in a way, which is always logical and self contained. ▪ Paper contains references that are adequate. ▪ Author shows an understanding of the relevant mathematical theories which is appropriate to her/his class. ▪ Author has developed critical thinking and higher order thinking skills that are appropriate to her/his class. ▪ Author shows creativity in writing about a theory 	<ul style="list-style-type: none"> ▪ Paper contains an introduction which occasionally explains the content of the paper, introduces the main theorem, introduces notation and explains the relationship of the paper with other mathematical theories. ▪ Paper develops the theory in an way, which is often logical and self contained. ▪ Paper contains references that are often adequate. ▪ Author shows an occasional understanding of the relevant mathematical theories which is appropriate to her/his class. ▪ Author shows signs that is developing critical thinking and higher order thinking skills that are appropriate to her/his class. 	<ul style="list-style-type: none"> ▪ Paper contains an introduction which hardly explains the content of the paper, introduces the main theorem, introduces notation and explains the relationship of the paper with other mathematical theories. ▪ Paper develops the theory in a poor way, which lacks sufficient evidence or proof or is not self contained. ▪ Paper contains references that are occasionally adequate. ▪ Author shows a poor understanding of the relevant mathematical theories which is appropriate to her/his class. ▪ Author shows almost no signs that is developing critical thinking and higher order thinking skills that are appropriate to her/his class. ▪ Author shows poor 	<ul style="list-style-type: none"> ▪ Paper contains an introduction which does not explain the content of the paper or introduces the main theorem or introduces notation and explains the relationship of the paper with other mathematical theories. ▪ Paper does not develop the theory in a logical and self contained way. ▪ Paper does not contain adequate references. ▪ Author shows no understanding of the relevant mathematical theories which is appropriate to her/his class. ▪ Author shows no signs that is developing critical thinking and higher order thinking skills that are appropriate to her/his class.

	<ul style="list-style-type: none"> ▪ Author shows high creativity in writing about a theory that is appropriate to her/his class. ▪ Explanations are clear and interesting. 	<p>that is appropriate to her/his class.</p> <ul style="list-style-type: none"> ▪ Explanations are often clear. 	<ul style="list-style-type: none"> ▪ Author shows occasional creativity in writing about a theory that is appropriate to her/his class. ▪ Explanations are occasionally clear. 	<p>creativity in writing about a theory that is appropriate to her/his class.</p> <ul style="list-style-type: none"> ▪ Explanations are unclear. 	<ul style="list-style-type: none"> ▪ Author shows no creativity in writing about a theory that is appropriate to her/his class. ▪ Explanations are very hard to understand.
Style & Sentence Structure	<ul style="list-style-type: none"> ▪ Author uses a variety of sentence structure consistently. 	<ul style="list-style-type: none"> ▪ Author uses a variety of sentence structure. 	<ul style="list-style-type: none"> ▪ Author occasionally uses a variety of sentence structure. 	<ul style="list-style-type: none"> ▪ Author hardly uses a variety of sentence structure. 	<ul style="list-style-type: none"> ▪ Author never uses a variety of sentence structure.
Grammar & Mechanics	<ul style="list-style-type: none"> ▪ Excellent use of mathematical language. ▪ No grammatical errors. 	<ul style="list-style-type: none"> ▪ Almost no mistakes in the use of mathematical language. ▪ Almost no grammatical errors. 	<ul style="list-style-type: none"> ▪ Some mistakes in the use of mathematical language. ▪ Some grammatical errors. 	<ul style="list-style-type: none"> ▪ Many mistakes in the use of mathematical language. ▪ Many grammatical errors. 	<ul style="list-style-type: none"> ▪ Too many mistakes in the use of mathematical language. ▪ Too many grammatical errors.
Research	<ul style="list-style-type: none"> ▪ Author justifies all claims properly by either citing conclusions in the paper or theorems proved in the references. ▪ Author shows a clear understanding of the literature related to the paper. ▪ Complete absence of plagiarism. ▪ Author shows high creativity in synthesizing theory that is appropriate to her/his class. 	<ul style="list-style-type: none"> ▪ Author justifies most claims properly by either citing conclusions in the paper or theorems proved in the references. ▪ Author shows an understanding of the literature related to the paper. ▪ Complete absence of plagiarism. ▪ Author shows creativity in synthesizing theory that is appropriate to her/his class. 	<ul style="list-style-type: none"> ▪ Author occasionally justifies claims properly by either citing conclusions in the paper or theorems proved in the references. ▪ Author shows an occasional understanding of the literature related to the paper. ▪ Complete absence of plagiarism. ▪ Author shows occasional creativity in synthesizing theory that is appropriate to her/his class. 	<ul style="list-style-type: none"> ▪ Author almost never justifies claims properly by either citing conclusions in the paper or theorems proved in the references. ▪ Author shows a poor understanding of the literature related to the paper. ▪ Complete absence of plagiarism. ▪ Author shows poor creativity in synthesizing theory that is appropriate to her/his class. 	<ul style="list-style-type: none"> ▪ Author never justifies claims properly by either citing conclusions in the paper or theorems proved in the references. ▪ Author shows no understanding of the literature related to the paper. ▪ Evidence of plagiarism. ▪ Author shows no creativity in synthesizing theory that is appropriate to her/his class.