

**Grading Rubric for MATH 1113 Group Project
Fall 2009**

Traits \ Levels	Methodology	Solution to Problem	Solution Details and Mathematical Correctness	Spelling, grammar, and punctuation
5	Clearly describes an appropriate approach to solving the problem and the approach described matches the one used. All assumptions made are clearly stated.	Clearly states the solution arrived at in a few sentences that stand on their own.	Clearly and completely provides the details of how the solution was arrived at. The solution is presented at a level appropriate to the audience. There are no mathematical errors in the solution.	Has no more than a few spelling, grammar, and/or punctuation errors, and these errors do not detract from the overall readability of the assignment.
4	Describes an appropriate approach to solving the problem and the approach matches the one used. Lacks some clarity in the description. States some assumptions made but not all of them.	States the solution arrived at in a few sentences that are overly dependent on other portions of the assignment.	Provides complete details of how the solution was arrived at but is not expressed completely clearly. The solution is primarily presented at a level appropriate to the audience. The mathematics in the solution is conceptually sound. There may be minor computational errors in the solution, but they do not significantly affect the conclusions.	Enough spelling, grammar, and/or punctuation errors are present to distract the reader.
3	Describes in vague terms an approach to solving the problem. This approach resembles but may not match completely with what is actually used and/or may not be appropriate. Fails to state any assumptions made.	Statement of the solution arrived at is intermingled with the remainder of the assignment. It is difficult to find the solution.	Provides some details of how the solution was arrived at, but there are noticeable gaps and/or the solution is presented in an overly technical manner. There are conceptual errors in the mathematics that affect the solution.	Spelling, grammar, and punctuation errors are numerous enough to make the assignment difficult to read, but the reader is generally able to understand the assignment.
2	Provides limited description of an approach to solving the problem. Reader is not convinced the authors understand how they approached the problem.	Reader must draw inferences from the entire write-up to determine what the solution arrived at is.	Provides some but very few details of how the solution was arrived at and/or there are significant mathematical errors that affect the solution's correctness.	Spelling, grammar, and punctuation errors are so pervasive that they severely compromise the reader's ability to understand the assignment.
1	Does not describe the approach used to solve the problem.	Fails to provide a solution or solves a different problem than the one posed in the assignment.	Provides no details of the solution or the solution is of no mathematical value.	The reader questions whether the authors have a grasp of basic English spelling, grammar, and punctuation due to the pervasiveness of errors.

Overall impression (10 points): Points awarded at the instructor's discretion based on the overall impression given by the project. Projects that distinguish themselves or excel in some way will receive more points. (It is possible to get an A on the project without earning any of these points, but the project must rate a 5 on all four categories above to do so.)

Overall grade (out of 100): Methodology * 4 + (Solution to Problem) * 4 + (Solution Details and Mathematical Correctness) * 8 + (Spelling, Grammar, and Punctuation) * 2 + (Overall impression)