

Assessing the members of your group



Your Name

Alice M.

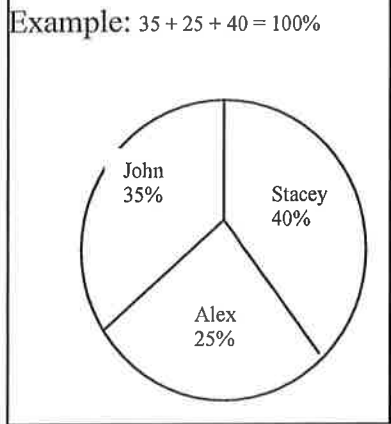
6A

Name of the Problem

Tiling garden beds

mathematical contribution.

Draw a pie graph to show each member's



Please write in a % for each piece of pie. (Remember that the percents should add up to 100.) Mathematical contribution means doing math to solve the problem and does not include beautification or writing the title, problem, or names on the poster. Be sure to include yourself!



For each member of your group, rate cooperation and contribution by writing the names of each person in the appropriate box. Include yourself!

| | | Low <--- Cooperation ---> High | | |
|---------------------------------|-------------------------|--------------------------------|------------------------------|-----------------------------|
| | | Cooperated some of the time. | Cooperated most of the time. | Cooperated all of the time. |
| Low <--- Contribution ---> High | Did a lot of work/math. | | Aidan Lauren | Cyrus Alice |
| | Did some math work. | | | |
| | Did a little math work. | | | |

Your Name Alice M (6A)

Name of Problem Tiling garden beds

LEAVE THIS PAGE BLANK FOR THE TEACHER TO COMPLETE.

Habit of Work, Determination: I thoughtfully and carefully explain my thinking clearly enough that someone who had not been in my class could understand and make sense of my work.

Group grade for final product
(determined by the teacher using an assessment rubric)

5

Your Mathematical Contribution
(determined by members of group)

5

Your final grade

5

Habit of Work, Participation: I work cooperatively. This means I share my ideas, listen to others' ideas, and compromise when necessary to get the job done.

Your Mathematical Contribution
(determined by members of group)

Prof=5

Your Cooperation Level
(determined by members of group)

Prof=5

Your final grade

5

Your Name Alice Name of POW Tiling garden beds

Cooperating – treating the members of your group kindly, doing what is asked of you, being helpful, compromising when needed

Write your name in the box to indicate the grade your group gave you. Circle the grade you think you earned.

| Low <--- Cooperation ---> High | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------|
| Cooperated some of the time. 3 | Cooperated most of the time. 4 | Cooperated all of the time. 5 Alice |
| Describe your thoughts/feelings about the grade your group gave you? Explain WHY you agree or disagree with it. I agree with the grade my group gave me because I felt I was very flexible with what I did. | | |

Contributing – doing work, doing MATH!, sharing your ideas (by speaking, writing, drawing, etc)

Write your name in the box to indicate the grade your group gave you. Circle the grade you think you earned.

| | | |
|--------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contribution Low <---> High | Did a lot of work/math. 5 Alice | Describe your thoughts/feelings about the grade your group gave you? Explain WHY you agree or disagree with it. I feel I got this grade because I helped my group with all there math and did my own |
| | Did some math work. 4 | |
| | Did a little math work. 3 | |

Habit of Work, Participation: **I work cooperatively.** This means I share my ideas, listen to others' ideas, and **compromise** when necessary to get the job done.

Write your name in the box to indicate the grade your group gave you. Circle the grade you think you earned.

| | | | |
|--------------------------------|------------------------------------------|------------------------------------------|-----------------------------------------|
| Low <--- Contribution --> High | Low <--- Cooperation ---> High | | |
| | Cooperated some of the time. 3 | Cooperated most of the time. 4 | Cooperated all of the time. 5 |
| | Did a lot of work/math. 5 Alice | | |
| | Did some math work. 4 | | |
| Did a little math work. 3 | | | |

Group POW problem solving rubric

Names:

Alice Cyrus Aidan W Lawren
604

Habit of Work, Determination: I work hard to accomplish high quality work. This means I am a persistent problem solver and I explain my thinking clearly enough so that a visitor to our school who had never seen the problem before could understand.

5

| Math Practices | Not Yet | Developing | Proficiency | Mastery |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| I can make sense of and solve mathematical and real-world problems. | Solution doesn't make sense. | Solutions are hard to understand. Only 1 strategy was used. | Multiple mathematically accurate strategies Final answer is easily identified and complete. | + includes explanations or solutions that show deep understanding beyond what was explicitly taught in class |
| I can attend to precision. | Significant inaccuracies | Small mathematical inaccuracies or errors with precision or units | Solution is precise including rounding, symbols, and units. | |
| I can construct evidence-based arguments. <i>How do you know what you know and how do other people know what you know is true? Could someone who had never seen this problem make sense of your work?</i> | Path from start to conclusion is very difficult to follow. No convincing evidence A person who has never seen this problem would likely be very confused. Few or no labels, arrows, or diagrams. | Path from start to conclusion has some gaps. Evidence is incomplete. A person who has never seen this problem would likely have a few questions. Labels, diagrams, and arrows are somewhat helpful. | Complete, convincing path from start to conclusion with evidence A person who has never seen this problem does not need to ask questions. Labels, diagrams, and arrows help guide the readers' understanding. | |

