

<u>Math 163 project</u>	Question	5 Exemplary:	3 Learning:	1 Beginning:	0 <b>Failing:</b> Missing content/task required for evaluation
Each part of every problem	1a__ 1b__ 1c__ 2a__ 2b__ 2c__ 2d__ 2e__ 3a__ 3b__ 3c__ 3d__ 3e__ 4a__ 4b__ 4c__ 4d__ 4e__ 4f__	Provides response that includes the interpretation using appropriate sentence structure and organization with clear communication of the intended message. No apparent errors present in the math work. Work is shown.	Provides response that includes reference to the interpretation using appropriate sentence structure and organization, but lacks in clarity so as to impede the communication of the intended message or minor errors in part of the math accuracy or math steps to be shown.	Provides response that includes reference to the interpretation but uses fragmented statements or contains multiple major issues that impede the communication of the intended message or multiple math errors that impede on the answer.	Provides no response at all.  OR  Provides response expressing unrelated and incomplete ideas and math work.
Title Page	First page__		Provides a title page with complete information	Provides a title page with some information missing.	Provides no response at all.
Reference page	Last page__	.	2 points  Provides a reference page with at least 1 reference.  Reference is in APA format.	Provides a reference page with at least 1 reference.  Reference is not in accurate APA format.	Provides no response at all

Score:

\_\_\_\_\_

## Informal Scoring Tool

<i>Criteria</i>	<i>meets/exceeds expectations</i>	<i>Needs improvement</i>	<i>Unacceptable</i>
<b>Discussion Content and Support</b>	<b>(3points)</b> Learner responds to discussion with thoughtful ideas; the learner clearly communicates ideas and opinions that are supported, and offered additional information.	<b>(1 point)</b> The writing has some basic support of the topic, but is missing many crucial aspects.	<b>(0 points)</b> Did not submit the assignment.
<b>Discussion Responses</b>	<b>(3points)</b> There is at least 1 response that adds depth and detail to the original topic.	<b>(1 point)</b> There is one reply but the response is very basic and lacks depth.	<b>(0 points)</b> Did not submit a response.
<b>Spelling and Grammer</b>	<b>(1 point)</b> Discussion is free of spelling, grammar, and/or punctuation errors. No slang or inappropriate language is used.	<b>(0.5 points)</b> 2-4 errors are present in spelling, grammar, and/or punctuation, which may include slang or inappropriate language.	<b>(0 points)</b> 5 or more errors are present in spelling, grammar, and/or punctuation, which may include slang or inappropriate language OR learner did not submit assignment.

## Math Peer Review Protocol

As a peer reviewer, please answer the following questions about the paper you are reading.

1. Audience:  
Who seems to be the intended audience? What suggests that to you? What is this audience's interest in the mathematical information? Why might they care? Do you have ideas about how the writer might shift language and structure (and ideas?) to more effectively address this audience?
2. Introduction: Does the writer offer an overview that outlines the problem? Does the writer explain what s/he will do, and why? Does the writer give some context for the problem? Do you have ideas about what the intro might do that it doesn't, or what the writer might do differently?
3. Process: Did you get a sense of how the writer arrived at his/her mathematical conclusions? What process did s/he follow? Do you want a better sense of that process? Where and how might the writer incorporate that?
4. Specificity/Conciseness: Choose 1-2 sentences that seem "bulky" or less clear. As a group, re-work the sentences, paying particular attention to: use of pronouns (is the

antecedent clear), double negatives, active verbs (watch for 'ing" verbs and "would" verbs).

5. Transitions: Are you able to follow the logic of the mathematical problem? What connections is the writer making between ideas? Would repetition of the previous concept/term help to clarify? How about a transitional phrase or term?
6. Holes: Do you see any gaps in the writer's reasoning or ideas? Are there concepts or ideas or connections that you think could be clarified or strengthened?
7. Images to help the reader if applicable: How does the writer use graphics or images? What are these graphics or images being used to do? Is it clear how the graphics/images work with the text? Would you like more or fewer graphics/images? Why? Do you have ideas about how the writer might tighten the connection between the images/graphics and the written text?

### Reflection

I am glad I got the chance to be a part of the Writing Fellows Program. I believe it has better prepared me to help students when it comes to different types of writing. I have learned that writing can truly be in so many different forms and ways. As long as we are writing in mathematics, it counts!

To start, in our Pre-Calc 1 course, we used a project last semester as our General Education Common Graded Assignment (GrEAT) project. There were directions for each part of the project, and a rubric for grading. After using it I realized that the rubric really didn't cover all of the parts of the project, and I worked on changing that during this course for my classroom grading. I also realized that the directions could have been more detailed and improved. I went in and gave specific links to webpages for APA formatting examples, and gave more detailed directions. With the discussions we did, I was also able to recall some assignments that I have used in the past that I would like to bring back into my classrooms.

I still need to improve in my courses for the future semesters. I would like to find a project in which there can be some type of peer review. This can be done in face to face classes, online remote, and online asynchronist classes. In face to face classes I believe it can be done as a small group. I will