

Checklist: Skills and strategies required by students

MY MATH PROJECT

Choosing a topic

I have:

- Identified an appropriate topic
- Developed a topic into a more specific question
- Devised a task that is well focused, well defined and appropriate
- Expressed the task clearly

Yes	Not yet
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Formulating a plan

I have:

- Identified clear boundaries for the task
- Identified the variables related to the task
- Constructed a model of the plan for undertaking the task or forming an outline of it

Yes	Not yet
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Information/measurements

I have:

- Identified the type of data required
- Identified data that are relevant and appropriate to the task
- Organized ways of collecting data by, for example: carrying out surveys and questionnaires; counting; devising tests and/or measuring; conducting experiments; constructing diagrams, models, and so on; searching for data from reliable sources (for example, statistical records, the internet); using technology to generate data.
- Decided how much data is appropriate
- Been aware of sources of error and associated problems
- Commented on the reliability of various data collection methods and of resource material
- Commented on any sampling processes used
- Organized the data in a manner appropriate for further analysis

Yes	Not yet
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
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Mathematical processes

I have:

- Selected and using mathematical techniques relevant to the task
- Selected and using appropriate technology (for example, a graphic display calculator (GDC), computer software packages), making sure an understanding of the mathematical processes involved is demonstrated
- Made use of clearly labelled tables, graphs and diagrams to better illustrate mathematical processes
- Expressed results to an appropriate degree of accuracy
- Used SI (*Système International*) units of measurement

Yes	Not yet
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Checklist: Skills and strategies required by students

Interpretation and discussion of results

I have:

- Interpreted the results obtained
- Summarized in words the information presented in a table or represented in graphical or diagrammatic form
- Compared results obtained from different sets of data, or results obtained in different ways from the same set of data
- Used the results obtained to generalize or make conjectures and from there to draw relevant conclusions
- Commented on sources of error within the project
- Made relevant statements about the restrictive nature of the project
- Identified any assumptions that have been made
- Discussed the validity of the processes used and of the results as a whole

Yes	Not yet
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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Validity

I have:

- Discussed whether the mathematics used is appropriate
- Discussed limitations of the processes used and conclusions drawn
- Reflected critically on the process as a whole

Yes	Not yet
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Structure and communication

I have:

- Recorded actions at each stage of the development of the project
- Expressed ideas clearly
- Focused on the task and avoiding irrelevancies
- Structured ideas in a logical manner
- Edited the text so that it flows Quoting references where appropriate

Yes	Not yet
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Notation and terminology

I have:

- Used appropriate mathematical language and representation
- Defined variables used
- Proofread the document for basic errors in spelling and grammar

Yes	Not yet
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<input type="checkbox"/>	<input type="checkbox"/>
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Organization

I have:

- Organized a series of goals and milestones within a personal time frame
- Used teacher feedback to make improvements
- Maintained the honesty and integrity associated with writing a project

Yes	Not yet
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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