CALDER MOBILE CASE STUDY RUBRIC

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| **CATEGORY** | **LEARNING TARGETS** | **NEEDS IMPROVEMENT** | **DEVELOPING** | **PROFICIENCY** | **MASTERY** |
| **OVERALL MOBILE:** | I can create and present a work of art by controlling essential elements and design principles to express an intended idea, mood or feeling. | I **DID** not control for the following principles: balance, opposition, emphasis and rhythm, to enhance an overall design that expresses algebraic meaning. | DESIGN PRINCIPLES:  I can control **ONE** of the following principles: balance, opposition, emphasis and rhythm, to enhance an overall design that expresses algebraic meaning. | I can control **TWO** of the following principles: balance, opposition, emphasis and rhythm, to enhance an overall design that expresses algebraic meaning. | I can control **ALL** of the following principles: balance, opposition, emphasis and rhythm, to enhance an overall design that expresses algebraic meaning. |
| **ALGEBRAIC SOLUTION** | I can solve and interpret solutions to systems of linear equations in the context of a mobile’s forces by applying the distributive property, combine like terms, and use inverse operations to identify algebraic solutions. |  | Student engineered the correct distance of the moment arm to create equal moments using either the graph or algebraic solution. | Student engineered the correct distance of the moment arm to create equal moments using both the graph and algebraic solution.  Student explained moment forces for x-values that do not satisfy the system of linear equations using either the graph or algebraic equations. | Student engineered the correct distance of the moment arm for a rod with 3 moments to create equal moments using both the graph and algebraic solution.  Student explained moment forces for x-values that do not satisfy the system of linear equations using either the graph or algebraic equations. |
| **GRAPHING SOLUTION** | I can solve and interpret solutions to systems of linear equations in the context of a mobile’s forces by identifying graphic solutions as a point of intersection. |  |  |  |  |
| **PARTICIPATION/**  **REFLECTION** |  |  |  |  |  |
| **?????** | I can write, graph, and interpret linear functions. This means (1) I can write the equation for a moment in the form of y = mx + b (2) I can explain the meaning of slope and y-intercept in the context of a mobile’s forces. |  |  |  |  |