Rubric for Algebra Project: Illest Road Trip Ever: Class: \_\_\_\_\_\_\_\_\_\_ Cycle: \_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Overall Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
|   | Above Passing | Passing | Not Passing |
| Part I: Finding a route |   |   |   |
| Student was able to find a location and write the miles |   |   |   |
| Part II: Hotel and Lodging |   |   |   |
| Student was able to provide enough housing and lodging for their people |   |   |   |
| Student was able to find an equation for the lodging and food expenses  |   |   |   |
| Student described their choice of hotel and lodging |   |   |   |
| Part III: Vehicle Cost |   |   |   |
| Students was able to find how much they would spend on gas |   |   |   |
| Student was able to explain why they chose the vehicle they chose |   |   |   |
| Student was able to make an equation for their vehicle expenses |   |   |   |
| Student was able to justify their work for their gas and vehicle work |  |  |  |
| Part IV: Calculating Costs |   |   |   |
| Student was able to make a table for their vehicle expenses |   |   |   |
| Student was able to make a table for their food and lodging expenses |   |   |   |
| Student used the equations to show that their trip would cost more than $9500 and not more than $10000 |   |   |   |
| Student described how they found their final trip length |   |   |   |
| Student made an appropriate graph of their vehicle expenses and food and lodging expenses |   |   |   |
| Part V: Sponsorship |   |   |   |
| Student used the table to find equations for each sponsorship plan |   |   |   |
| Student made a graph of at least two of the sponsorship plans |   |   |   |
| Student used a system of equation to find the day where two plans pay the same amount |   |   |   |
| Student provides descriptions for all questions related to sponsorship |   |   |   |

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Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | Above Passing | Passing | Not Passing |
| Cover Letter |   |   |   |
| Student was able to briefly summarize the project, what was required for their project, and what parts of the project were the students allowed to choose. |   |   |   |
| Student was able to explain in detail the process of finding their destination. |   |   |   |
| Student was able to explain in detail the process of choosing their food and their lodging, and any mistakes they had to correct in their process. |   |   |   |
| Student was able to explain in detail the process of choosing their vehicle, and any mistakes they had to correct in their process. |   |   |   |
| Student was able to explain in detail how they found how many days they should make their trip. |   |   |   |
| Student was able to explain the important components of the graph they made about their expenses. |   |   |   |
| Student was able to explain in detail the process of finding the equations for sponsorship from the tables and any mistakes they had to correct. |   |   |   |
| Student was able to explain the important components of the graph they made about sponsorship, including the intersection point. |   |   |   |
| Student was able to explain how they found the interception point of the two sponsorship lines and any mistakes made in their process. |   |   |   |
| Student was able to explain how they used the information about sponsorship that they created to make the choices between Pepsi and Coca-Cola. |   |   |   |
| Student was able to explain what they learned and the connections between any parts of the project. |  |  |  |