

## UTM Department of Mathematics and Statistics: Proof Writing Rubric

This rubric is used to evaluate the effectiveness of our curriculum. Mark the words or phrases which describe the observed level of performance, then holistically evaluate each of the five characteristics. Add any necessary clarifying comments at the bottom.

Course: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_ Student: \_\_\_\_\_ Score: \_\_\_\_\_ (out of 21)

	Excellent (6 points)	Acceptable (4 points)	Repairable (2 points)	Unacceptable (0 points)
Hypotheses, terminology, notation	Each used correctly, hypothesis use explicit	Hypothesis use implied; minor terminology error or burdensome notation	Hypothesis misused, terminology confused or distracting notation	Hypothesis ignored, terminology incorrect or notation indecipherable
Logic and reasoning	Concise, cohesive and clear	Correct and reasonably well organized, all variables bound	Minor flaws or omissions; at least one unbound variable	Blatant flaw: assumed what is being proved, omits key step, ...
Structure (direct, contradiction, induction, , etc.)	Excellent (3 points) Structure appropriate and correctly applied	Acceptable (2 points) Correct but with needless complication or minor flaw(s)	Repairable (1 points) Structure inappropriate or seriously flawed; many corrections required	Unacceptable (0 points) No identifiable or incomplete structure; proves different result
Style and clarity	Well-written, concise, and easy to follow	Unnecessary detail(s) or awkwardness but start & conclusion appropriate	Disjointed, arrows to additions, scratch outs; writing minute or sloppy	Totally confused (e.g., scattered about the page or nonsensical statements)
Grammar	Grammar & spelling correct; equations part of sentence structure	Sentence fragments; symbols starting sentences...	Spelling and grammar (or lack of) distracting; missing periods or capitals	Unconnected list(s) of equations; difficult to decipher

Comments: