

What is your function? Presentation

Objective: Student will present an abstract function describing process they choose and explain why their function is a function by mathematical terms.

Introduction

What makes a function a function? (Requirements)

- Functions must have inputs and outputs.
- Function's individual inputs will lead to only one corresponding outputs.
- Function describe a relationship between its inputs and outputs.
- Functions have a domain (Its group of inputs)
- Functions have a range (Its group of outputs)

Presentation

- Students will have to present their function to the teacher or the class.
- The function can be displayed in any presentable manner.
- The presentation must be a least 5 minutes in length.
- Students will describe their function's inputs and outputs and the relationship between the two of them.
- Students will describe why certain inputs correspond to the resulting output.

Rubric

See Page 2.

Points	1	2	3	4	Total
Organization	There is no sequence of information and/or so much missing the presentation makes little sense.	Information is inconsistently organized (i.e. the visual information may be in order but the student jumps around.	Student presents in logical sequence. More or less information would have been helpful.	Student presents adequate information in logical sequence.	
Graphics	Presentation includes no graphics or graphics are unrelated to the subject or distract from the message.	Presentation includes graphics that rarely support text and presentation. Graphics are too 'busy'.	Student's graphics relate to test and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in back to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points	/20