

The Rosenthal Prize for Innovation and Inspiration in Math Teaching

Please check if you agree: “Based on the information provided and at least a brief Internet search, this application appears to be the submitter's original work or contain an important component that is the submitter's original work.”

Rubric Item	0	1	2	3
Innovation <i>Is it outside the box?</i>	The activities described are routine and/or commonplace.	The activities described represent a slight twist on well-known techniques.	The activities described contain substantial innovative elements, but are within the context of more routine techniques.	The activities described are entirely novel and groundbreaking.
Inspiration <i>Is it engaging?</i>	The activity is not compelling. It is unlikely to be enjoyed by students.	The activity is satisfactory. It is unlikely to convince students that math is fun, but neither would it turn them off to math.	The activity is somewhat engaging. It would likely be seen as more fun than the typical math lesson.	The activity is designed to tap into sources of inherent student interest. This activity shows math as a fun, interactive endeavor.
Content <i>What's the math?</i>	There is no clear mathematical content to this activity.	Activity reflects math content, but it is either inaccurate or developmentally inappropriate.	Activity reflects math content, presented in an accurate but incomplete way.	Activity reflects rigorous and developmentally appropriate math content.
Replicability <i>Is the activity easy to replicate?</i>	The activity requires hard-to-find or costly materials AND the activity would take significant time and/or effort to prepare.	The activity requires hard-to-find or costly materials OR the activity would take significant time and/or effort to prepare.	The activity requires moderate cost materials or those that might be found in a school setting, and would not take significant time and/or effort to prepare.	The activity is low cost and makes use of commonly available materials, and would not take significant time and/or effort to prepare.
Connectedness <i>Does the activity have impact?</i>	This activity is completely unrelated to any unit of study in the math classroom.	This activity is somewhat related to a unit of study in the math classroom.	This activity ties in with a unit of study, though it is unclear how coherent that connection is.	This activity ties in with a unit of study in a coherent, integral way.
Narrative <i>Is it understandable?</i>	Narrative is unclear. I do not understand the activity.	Narrative is somewhat clear. I understand part of the activity, but not all.	Narrative is mostly clear. I understand the activity, but would need more details before being able to implement the activity.	Narrative is clear. The information included would be essentially sufficient to implement the activity in another classroom.
Teacher's writing <i>Is it well-written?</i>	Entry displays multiple errors in grammar, spelling, or logic, or multiple typos.	Entry is generally well-written, with some grammatical, spelling, or logical errors, or some typos.	Entry is well-written, with few grammatical, spelling, or logical errors, and few typos.	Entry is well-written, with no grammatical, spelling, or logical errors, and no typos.