

Evaluation Rubric

| CATEGORY | Beginning 0 | Developing 1 | Accomplished 2 | Exemplary 3 | Score & Comments |
|--|---|--|---|--|------------------|
| Group Grade | | | | | |
| Subject Knowledge | Subject knowledge is not evident. Information is confusing, incorrect or flawed. | Some subject knowledge is evident. Some information is confusing, incorrect or flawed. | Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct. | Subject knowledge is evident throughout (more than required). All information is clear, appropriate, and correct. | |
| Organization of Presentation and Written Proposal | The presentation and proposal were not turned in or show lack of planning and no logical sequence of information. | The presentation and proposal are of poor quality and show minimal planning; contains a somewhat logical sequence of information. | The ideas presented in the presentation and the written proposal are accurate and understandable; both show adequate planning. | The ideas presented in both the presentation and the written proposal show detailed planning and are presented accurately and effectively. | |
| Delivery | No audience eye contact; very poor vocal inflection; shows lack of rehearsal. | Very little eye contact; somewhat lacking in vocal inflection; shows some organization and evidence of rehearsal. | Good eye contact; projects voice clearly and loudly; shows good organization, obviously rehearsed. | Excellent eye contact; excellent use of voice (loud, clear, animated, varied pitch); talk is very professional and is clearly polished. | |
| Mechanics | Product has four or more spelling errors and/or grammatical errors. | Product has three or more misspellings and/or grammatical errors. | Product has fewer than two misspellings and/or grammatical errors. | Product has no misspellings or grammatical errors. | |
| Individual Grade | | | | | |
| Use of Internet Research Opportunity | Time on Internet was spent on task some of the time. Internet citations were incomplete. Very little or no research was done. | Time on Internet was spent on task. Some research was done by visiting one or two of the provided websites. But not enough to come up with any information of value. | Internet time was used well, made extensive notes about websites that were useful, and located a few new resources in addition to those that were provided. | Used Internet time exceptionally well, thoroughly evaluated every website that was provided, and located several new resources in addition to those that were provided. | |
| Participation and Collaboration | Inadequate participation exhibited and less collaborative effort reflected in project. Sometimes was off task in the classroom and required reminders from teacher or group to help with project. | Adequate evidence of participation and some collaborative efforts reflected in project. Was usually on task but occasionally disturbed or was unhelpful to others. | Good evidence of participation and good collaborative efforts reflected in project. Always on task and usually helpful to others. | Excellent evidence of participation and excellent collaborative efforts reflected in project. Always on task and helpful to others. Added many ideas and initiated project work. | |