

Project Assessment Rubric

Name _____

Paper

| | Not Yet | Just Right | Wow! |
|--|--|--|---|
| ORGANIZATION Ideas are well organized; section headings or other devices help the reader follow the flow of ideas | Information not organized into categories. Paragraphs seem random. No focus No section headings etc. | Information in paragraphs with a single focus. Paragraphs have clear topic. Section headings used. | Connecting ideas are used to make one paragraph connect to another. Paragraphs have clear focus. Ideas build from one paragraph to another. Section headings and other text features used. |
| Paper includes an interesting lead and introduction section | No introduction Paper begins with something like, "I'm going to tell you about _____." | Paper has a lead that introduces the topic and attempts to interest the reader. | Lead is unique and grabs the reader's interest. Introduction excites reader and helps them understand what the paper will cover |
| Paper has a conclusion section | No conclusion. | Paper concludes with a brief ending that ties things up. | Paper's conclusion is dynamic and causes the reader to think. |
| Title | Title names the topic | Title names the topic and includes an adjective or other simple addition | Title is creative and catches readers' attention |
| Information is accurate | Several factual errors <i>or</i> no bibliography from which information can be checked. Information shared that the writer doesn't seem to understand | Every attempt was made to be accurate. If you didn't really understand the information, you didn't use it. | Information is accurate. When something is an opinion it is noted clearly as such. If statistics are used, a source is mentioned. |
| Paper includes at least one visual | No Visual Visual with no caption | Visual present. Simple caption used. | Several visuals used. Captions enhance the understanding of the picture. |
| Bibliography or reference list is complete AND photo credits are used where necessary | No bibliography or photo credits | Bibliography is used. Some photo credits used. | Bibliography is carefully done. Photo credits used throughout |
| Editing: No capitalization, spelling, or punctuation errors | Little evidence of editing. Many errors. | A few errors with skills that are new. All spelling and capitalization correct. | No errors, even in complex writing. |

Comments:

Poster

| | Not Yet | Just Right | Wow! |
|--|--|--|--|
| Poster has a title and author in a prominent place | No title or small title. Author's name not present. | Title is neat and readable from 10 feet away. Author's name present | Title is readable and neat. Font connected to topic or other touches make it topic specific. |
| All elements are mounted on construction paper frames; nothing is written directly on the poster | Something is written directly on the poster. Frames not used on pictures. Frames used but cutting is jagged and crooked. | Information written on separate papers. Some frames are used. | Color is used to connect related ideas/pictures. All information/pictures mounted on construction paper. |
| Photos | No photo credits No captions | Some photo credits Some simple captions | All photos credited. All photos include captions that extend the viewer's learning. Photo credits in small font that does not distract from content. |
| Editing: No spelling, punctuation, or capitalization errors | Several errors | No errors in spelling or capitalization Few punctuation errors | No errors in spelling, capitalization or punctuation. |
| Organization: Poster is organized in a logical way | No organization | Poster's information is arranged in a way that makes sense. | Poster's organization helps people understand the topic better. |
| Visual appeal: Poster is neat, clear and fun to look at | Poster not neat. Items are crooked. | Color is used effectively. Everything is neat. Content is clear | Font choice, image choice, charts and graphics combine to pull viewer in and teach them effectively. |
| Graphics | No graphics | Includes a graph, diagram, chart, visual glossary, or other graphic | Includes at least one diagram, chart, visual glossary, or other graphic that you created |

Comments:

Presentation

| | Not Yet | Just Right | Wow! |
|--|---|--|---|
| Beginning | “Hi, my name is _____ and I am going to talk about...” | Clear lead that engages the audience | Audience pulled in with a creative lead that is connected to the rest of the presentation. |
| Preparation/Delivery | Reads big chunks of information from paper. | Uses bullet point notecards. Looks at notecards frequently and rarely says more than is what is on card. | Uses notecards to jog memory. Seems natural and well practiced. |
| Engagement | Presenter rarely looks up. Presenter uses a quiet voice that audience struggles to hear. | Eye contact is made with audience. Presenter uses a loud, clear voice. | Eye contact is made with many members of audience. Presenter’s voice engages audience, adds interest/clarity. |
| Presenter controls his/her body (no fidgeting, rocking, etc) | Presenter rocks body weight back and forth, fidgets, or moves feet | Presenter’s body does not distract from content of presentation. | Presenter moves hands or body for appropriate emphasis and to engage audience. |
| Doing part | Instructions not clear. Materials not managed. Activity has little connection to content. (i.e. quiz of trivial information with unrelated prizes) | Instructions are clear, materials are managed well, expectations are communicated to the audience All elements of the activity related to topic. | Activity deepens audience’s understanding of topic. Activity clarifies something complicated. |
| Question/Answer Portion | Presenter not able to respond to basic questions. Presenter makes up information to answer question. | Presenter clearly has thought out responses to possible questions. Presenter responds to questions they don’t know the answer to with grace and says “I don’t know” when necessary. | Presenter handles a variety of questions with clear, articulate responses. Presenters responses add to the information presented Presenter responds to questions he/she doesn’t know appropriately. |
| Overall | Parts of presentation not really connected. One part of presentation simply repeats another. (i.e. cutting your paper apart and putting it on your poster) | Presentation has a nice flow. All elements are integrated (speaking, doing, visuals) | Elements of the presentation have synergistic relationship. They build on each other and lead to a deeper understanding of the content. |

Comments: