

Name: _____ 10th ELA Honors/ Gifted - Douglas 2013

Grading Scale for CONFLICT Culminating Project

If you don't have your rubric pack on presentation day, you will earn a ZERO.

If you are absent on presentation day, you earn a ZERO regardless of the reason for the absence.

	Points Available	Points Earned	Comments
Student Completed Rubrics			
Student completes pages 3 – 6; teacher completes this front page			
Rate Your Group Rubric	28		The teacher reserves the right to override any points awarded by group members. If the teacher feels students have not been honest and accurate in their evaluations, the teacher will evaluate the group and its individual members.
Rate Individual Members of Your Group Rubric <i>(one for each member of your group)</i>	24		
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Rate Individual Members of Your Group Rubric <i>(one for each member of your group)</i>			If the group has more than four members, the lowest score from your group members will be dropped. It will NOT figure into your final grade for this project. Total points for this section _____ out of 100
Teacher Completed Rubrics			
Background Research / Works Cited Rubric	40		
Greatest Fit Poster Rubric	80		
Position Paper rubric	160		
Presentation Rubric	56		
Daily Work Rubric	30		
Total Points	466		On presentation day, students are prepared when the bell rings. No errands need to be run, no copies need to be made, no printouts need to be made. Group is ready to go. Being unprepared will result in a loss of points.

There **MUST** be at least four members in your group!

Do **NOT** ask me about your final project grade until **ALL** presentations are complete and graded!

IS CLASSICAL LITERATURE STILL RELEVANT?

Performance Task

Group Problem Scenario: Students constantly complain that classical literature does not relate to their lives. Your task is to investigate that issue and to prepare a presentation of research results and a position statement that proves one of the four major works (*Anthem, 1984, Julius Caesar, Antigone*) in question remains as relevant in the 21st century as they were in the time period in which they were created. The project will include

- 1) a MOVIE poster to encourage the reading of the work with the greatest "fit," the piece that most strongly addresses the contemporary world of adolescents,
- 2) a POSITION PAPER arguing for the work's relevance, and, therefore, its classical status, and
- 3) PRESENTING your poster and paper to the class.

Students will divide into 4 groups, at least 4 must be in a group. Each group will argue for a work on literature in a position paper. Each group will present on a different day. Each group has 1/2 a class period to present.

Presentations will be the week before final exams. If you are absent, you earn a zero.

By what criteria will student products and performances be evaluated?

- Links between teen interests and literature (*Anthem, 1984, Julius Caesar, Antigone*) are evident. This project required the synthesis of information from different types of sources (major texts, research, and student interests).
- Text provides evidence of thoughtful and warranted revision to improve content, structure, and detail.
- Presentation correctly employs conventions of Standard English.
- Poster effectively ties the literature to contemporary society and promotes teenagers to read the work
- Each student performs his role in the writing of the position paper.
- Each student provides thoughtful and warranted evaluative comments – praise, question, polish.
- Follow proper MLA format in position paper using Research Paper Style Sheet.

Rubrics

1. Student Completed Rubrics
Group Work assessment Rubric
2. Teacher Completed Rubrics
 - a. Background Research/ Works Cited Rubric
 - b. Greatest Fit Poster rubric
 - c. Position Paper Rubric
 - d. Presentation Rubric
 - e. Daily Work Rubric

WORD OF CAUTION

CHOOSE YOUR GROUP MEMBERS WISELY.
This is a group project. Most of this project's grade is determined on a group basis. If one member of your group leaves something at home, the entire group loses all of the points for that section.

BEHAVIOR:

Be on your best behavior during ALL presentations, or you and your group will lose points from your total score (even if you have already presented.)

RATE THE GROUP AS A WHOLE!!!!

CONFLICT Group Project Grading Rubric
(complete BEFORE you submit for grading)

Part I: Evaluate the group as a unit with this section of the evaluation tool. Write the score in the score box. Complete this BEFORE your group presents or points will be deducted, and the teacher will determine your grade.

Category	1	2	3	4
Group Cooperation	We did most of the work by ourselves, we talked a little among our group members	We worked together most of the time, sharing information regularly	We worked together so that everyone contributed to the final project	Everyone worked together using his or her abilities and knowledge to make the project come together
Distribution of Group Tasks	Some group members did not complete any of the work	Everyone had a job to do but some jobs were incomplete	We divided up and completed the work equally	Work was shared fairly according to the abilities and interests of the members
Group Leadership	We had no leader so we just did our own thing	No one person was a leader so we usually helped each other get the job done	One or more persons took a leadership role and gave good directions that kept us going	We had a leader who helped us organize and stay on task until the job was complete
Communication among group members	We only talked when we thought we needed to, but received little feedback	We talked about what we were doing	We usually asked each other for help and showed our work to each other	We talked all the time and shared our work for group feedback
Individual Participation	A few people tried very hard, but most didn't do much	Each person did some work and tried to do a fair share	We all seemed to find our place and do what was needed	Everyone did a great job, I would work with these people again
Listening to other points of view	We usually listened to what others were saying but some either did not share ideas or argued	We usually listened to each other and tried to use what they said in the project	We listened while others talked, we learned about different viewpoints, and used some of that information in the project	Everyone listened to each other a lot, and used what we heard to improve our work and the whole project
Showing respect	No one was courteous and opinions were not valued	Some were courteous and some opinions were valued	Most were courteous and most opinions were valued	All were courteous and valued each other's opinions
Group Total Score out of 28 ADD UP THE TOTAL				

Rate your experience of this group project	I would rather work alone	I learned that group work can sometimes be helpful	I like learning this way and would probably try it again	It was a valuable and realistic way to learn. My group was great
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I require a notation of what each person did in the group, the goal of the group, how close--in your estimation--the group came to achieving results, and evidence to support your estimation. Write a paragraph summary of the good, the bad, and the ugly. Write on the back if necessary or on another sheet of paper. Without this notation, your score will be reduced.

RATE AN INDIVIDUAL

CONFLICT Group Project Grading Rubric: Rate Group Members

*Part II. Use the following section to evaluate each member of your group. Your evaluation should be honest. Complete one of these for each member of your group. **Complete this BEFORE your group presents or points will be deducted, and the teacher will determine the grade.***

Group Member Name: _____ Your name: _____

Category	1	2	3	4
Source of Conflict	Participated in regular conflict that interfered with group progress. The conflict was discussed outside of the group.	Was the source of conflict within the group. The group sought assistance in resolution from the instructor.	Was minimally involved in either starting or solving conflicts.	Worked to minimize conflict and was effective at solving personal issues within the group.
Assistance	Contributions were insignificant or nonexistent	Contributed some toward the project	Contributed significantly but other members clearly contributed more	Completed an equal share of work and strived to maintain equity throughout the project
Effectiveness	Work performed was ineffective and mostly useless toward the final project	Work performed was incomplete and contributions were less than expected	Work performed was useful and contributed to the final project	Work performed was very useful and contributed significantly to the final project
Attitude	Rarely had a positive attitude toward the group and project	Usually had a positive attitude toward the group and project	Often had a positive attitude toward the group and the project	Always had a positive attitude toward the group and the project
Attendance & Readiness	Rarely attended group meetings, rarely brought needed materials, and was rarely ready to work	Sometimes attended group meetings, sometimes brought needed materials, and was sometimes ready to work	Almost always attended group meetings, almost always brought needed materials, and was almost always ready to work	Always attended group meetings, always brought needed materials, and was always ready to work
Focus on the task	Rarely focused on the task and what needed to be done. Let others do the work.	Focused on the task and what needed to be done some of the time. Other group members sometimes had to nag, prod, and remind to keep this member on task.	Focused on the task and what needed to be done most of the time. Other group members could count on this person most of the time.	Consistently stayed focused on the task and what needed to be done. Other group members could count on this person all of the time.
Group Member Total Score out of 24				
ADD UP THE TOTAL				

Be honest in your evaluation, or the teacher will complete this rubric and issue the points. Giving each member of your group the highest grade (in an attempt to earn the most points) will result in the teacher determining the grade for each group member.

CONFLICT Group Project Grading Rubric: Rate Group Members

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Group Member Total Score out of 24 ADD UP THE TOTAL				

Be honest in your evaluation, or the teacher will complete this rubric and issue the points. Giving each member of your group the highest grade (in an attempt to earn the most points) will result in the teacher determining the grade for each group member.

Background Research Rubric/ Works Cited Page

40 points

In order to receive the maximum number of points for this part of the project, you must identify in proper MLA citation format at **least FIVE sources**. These sources must include at least two reliable, relevant, and reputable on-line sources, at least one book, and at least two personal interviews. These SOURCES must be typed on a separate sheet of paper titled Works Cited and submitted with your project. Follow ALL MLA guidelines for this page, including but not limited to the following: correct citation, double spacing, alphabetical order, correct punctuation, and correct number of sources.

	1	2	3	4	5	6				
Internet (GALILEO) source one <ul style="list-style-type: none"> • Relevant • Reliable • Reputable • Timely/current • Supports position • Verifiable • must be a journal article • Correct citation form 	Meets 1 or none of six traits	Meets 2 of six traits	Meets 3 of six traits	Meets 4 of six traits	Meets 5 of six traits	Meets all 6 traits				
Internet (GALILEO) source two <ul style="list-style-type: none"> • Relevant • Reliable • Reputable • Timely/current • Supports position • Verifiable • must be a journal article • Correct citation form 	Meets 1 or none of six traits	Meets 2 of six traits	Meets 3 of six traits	Meets 4 of six traits	Meets 5 of six traits	Meets all 6 traits				
Book (use the work as book source) <ul style="list-style-type: none"> • Relevant • Reliable • Reputable • Timely/current • Supports position • Verifiable 	Meets 1 or none of six traits	Meets 2 of six traits	Meets 3 of six traits	Meets 4 of six traits	Meets 5 of six traits	Meets all 6 traits				
Interview one <ul style="list-style-type: none"> • Relevant • Reliable • Reputable • Timely/current • Supports position • Verifiable 	Meets 1 or none of six traits	Meets 2 of six traits	Meets 3 of six traits	Meets 4 of six traits	Meets 5 of six traits	Meets all 6 traits				
Interview a teenager - no one in any of Mrs. Douglas's class and no family members										
Interview two <ul style="list-style-type: none"> • Relevant • Reliable • Reputable • Timely/current • Supports position • Verifiable 	Meets 1 or none of six traits	Meets 2 of six traits	Meets 3 of six traits	Meets 4 of six traits	Meets 5 of six traits	Meets all 6 traits				
Interview a teenager - no one in any of Mrs. Douglas's class and no family members										
Format of Background Research page: <ul style="list-style-type: none"> • Typed • Page layout • Margins • Font size • Spacing • Correct citation form • Alphabetical order • Punctuation • Verifiable • Hanging indents 	Meets none of the traits = 0 pts	Meets 1 trait = 1 pts	Meets 2 traits = 2 pts	Meets 3 traits = 3 pts	Meets 4 traits = 4 pts	Meets 5 traits = 5 pts	Meets 6 traits = 6pts	Meets 7 traits = 7 pts	Meets 8 traits =8 pts	Meets ALL of traits = 9 pts
<p>Total _____ out of 40 points (The scale only allows for 39 points. The last point will be a bonus point.)</p>										

Greatest Fit Poster Rubric

Design a movie size poster to encourage the reading of the work with the greatest fit, the piece that most strongly addresses the contemporary world of adolescents. Remember, if your work has been made into a movie, do not copy the video box or movie poster!

Criteria	1	2	3	4	
Title / Author <ul style="list-style-type: none"> • Title capitalized correctly • Author's name • Group member names on back • Neat • Legible • Tagline/ Catch phrase • Font style relates to novel • include the rating of the novel (G, PG, PG-13, or R) 	Three or more elements missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	One element missing/ ineffective/ weak	All elements were meet	____ (x 3.5) = ____
Quotes/ characters <ul style="list-style-type: none"> • Five quotes are on poster • Quotes add interest • Quotes "tease" readers into reading • Three characters included • Font style relates to novel • Audience targeting 	Three or more elements missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	One element missing/ ineffective/ weak	All elements were meet	____ (x 3.5) = ____
Literary Elements <ul style="list-style-type: none"> • Symbol included • Picture of characters (3) • Imagery • "Tease" readers into reading • Don't give away the ending • Logical • Colors relate to novel in some way • Font style relates to novel • Audience targeting • Themes/ conflicts 	Three or more elements missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	One element missing/ ineffective/ weak	All elements were meet	____ (x 3.5) = ____
Grammar/ Mechanics/ Spelling <ul style="list-style-type: none"> • No capitalization errors • No grammatical errors • No punctuation errors • No spelling errors 	5 or more errors present	3-4 errors present	1-2 errors present	No errors made	____ (x 3.5) = ____
Organization/ Layout/ Appearance <ul style="list-style-type: none"> • Correct size (14 1/2 x 22 inches min and 36 by 48 inches max) use foam board • Appropriate graphics • Appropriate line styles • Appropriate arrangement • Appropriate font • Layout enhances meaning • Attractive and/or creative • All white/blank space is filled • Appropriate use of color • Looks like a movie poster • Creative materials should be used • Neatness 	Three or more elements missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	One element missing/ ineffective/ weak	All elements were meet	____ (x 6) = ____
Total _____ out of 80					

Position Paper Rubric

Position Paper RUBRIC	5-0	8-6	11-9	14-12	17-15	20-18	Total
<p>Thesis Statement and intro paragraph</p> <ul style="list-style-type: none"> - No quotes or citations in intro or conclusion - thesis should be grammatically parallel -include the thesis statement - entire paper must be typed in 12 pt Times or Arial font; use the same font throughout - do not directly address reader or directly state paper <i>The purpose of this paper is to...</i> - avoid plot summary 	A clear position is not present throughout the paper.	Thesis Statement needs to be developed further or is not included in the paper. The thesis is not fully supported in the paper.	Developed a thesis statement and included it in the paper. Some of the information supported the thesis statement.	Developed a strong thesis and included it in the appropriate place in the paper. Most of the information supported the thesis statement.	Developed a strong thesis and included it in the appropriate place in the paper. The thesis was the focal point of the paper and supported throughout the paper.	Developed a strong thesis and included it in the appropriate place in the paper. The thesis was the focal point of the paper and was both strongly and thoroughly supported throughout the paper.	
<p>Strong Reasons</p> <ul style="list-style-type: none"> - At least three reasons (each reason will become a paragraph) - don't begin or end paragraphs with quotes - Include relevant reasons - avoid plot summary 	Reasons are not developed or are repetitive. Ideas can be difficult to understand.	Reasons are weak and/or repetitive. They need to be developed and explained further.	Position is supported with a minimum of three distinct reasons. Reasons are developed, but are more general and need to be developed further.	Position is supported with a minimum of three distinct reasons. Reasons are developed, but more analysis and conclusions are needed.	Position is supported with well developed and thought out reasons (minimum of three). Reasons are well developed, but analysis and conclusions need to be strengthened.	Position is supported with well developed and thought out reasons (minimum of three). Reasons show strong analysis and conclusions based on the information.	
<p>Depth and Variety of Evidence</p> <ul style="list-style-type: none"> - 3-5 pages required - use consistent verb tenses -N2SSWTSW - punctuate the work correctly each time it appears in the paper - at least one quote per body paragraph - quote only what you need NOT entire sentences - use specific details and examples - PROVE the statements included in your paper - avoid plot summary 	Little to no support from researched information is present in the paper.	Paper lacks valid and accurate information. Some of the information is not relevant and does not support the position.	Position needs to be supported with more valid and accurate information. Some of the information may not be relevant and/or does not support the thesis.	Position is supported with a variety of sources. Valid and accurate information has been used throughout the paper. Most of the information is relevant and supports the writer's ideas. A mix of general and specific information is used.	Position is supported with a variety of sources. Adequate valid and accurate information has been used throughout the paper. Information is relevant and supports the writer's ideas.	Position is supported in depth with a variety of sources. Substantial valid and accurate information in the form of expert opinion, statistics, research studies, etc. has been used throughout the paper. Information is relevant and supports the writer's ideas.	

Position Paper RUBRIC	5-0	8-6	11-9	14-12	17-15	20-18	Total
<p>Organization and Mechanics</p> <ul style="list-style-type: none"> - Follow colorful writing packet including but not limited to the following: - no 1st or 2nd person pronouns - do not directly address the reader -N2SSWTSW - Avoid PR errors - no dead words - do not include extra spaces between paragraphs -refer to authors by last name only; refer to interviewees by last name only -Prove this work is relevant to teens - avoid plot summary 	Paper lacks organization and there are numerous mechanical errors which make comprehension difficult.	Paper has little organization and many diversions, often shifting in purpose. Many mechanical errors are present and transitions are not utilized.	Paper has some organization but some diversions or abrupt shifts in purpose are present. Many mechanical errors are present as well. Sentence structure needs to be strengthened	Organization of the paper needs to be strengthened. Mechanical errors are present throughout the paper.	Most ideas are well organized and free of mechanical errors.	Ideas are well organized and free of mechanical errors.	
<p>Transitions</p> <ul style="list-style-type: none"> - Effectively transition between paragraphs, sentences, and ideas -avoid redundant phrasing - avoid excessive wordiness in sentences - be definite (avoid <i>seems, maybe, </i>) -use active voice - avoid plot summary 	Lack of transitions.	Attempts made to use appropriate transitions.	Too few transitions used.	Too few transitions used, or used incorrectly.	Some transitional words and phrases are used to connect ideas and maintain coherence between paragraphs.	Transitional words and phrases are used to connect ideas and maintain coherence between paragraphs.	
<p>MLA</p> <ul style="list-style-type: none"> - Punctuate internal citations correctly - include author and page number; 1/2 inch from top right page - include FIVE sources - refer to interviewee by last name - use correct page numbers (last name and page number) - one inch margins - 4 line header (all group member names are included (ABC order by last name) - 1 inch margins -weave quotations into original sentences -quotes should be less than a sentence; quote only what you need -create a concise title for paper - avoid plot summary 	Lack of sufficient sources or contains multiple MLA style errors	Missing three sources or contains four MLA style errors	Missing three sources or contains three MLA style errors	Missing two sources or contains two MLA style errors	Missing one source or contains one MLA style error	Internal citations are present and correct. Heading is included and correct. Page numbers are correct. Double spaced is used. One inch margins. Quotes are included and woven correctly. Sufficient length. Meets ALL MLA standards.	

Position Paper RUBRIC	5-0	8-6	11-9	14-12	17-15	20-18	Total
Sources - 5 sources required (see background research rubric) - each source must be used at least once in the paper	Lack of sufficient sources or incorrect citations	Missing three sources or three errors in source citation	Missing three sources or three errors in source citation	Missing two sources or two errors in source citation; weak synthesis	Missing one source or one error in source citation; moderate synthesis	Works Cited is included and cited correctly. two books, one internet, two periodicals, one student created survey); information is synthesized	
Grammar/ Mechanics/ Spelling	More than nine errors present	Seven or eight errors present	Five or six errors present	Three or four errors present	One or two errors present	No capitalization errors; No grammatical errors; No punctuation errors; No spelling errors; no first or second person pronouns used	
Position Paper Score _____ out of 160							

Presentation Rubric

Category	2	4	6	8
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because organization is disjointed.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions with thoughtful, supported answers.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Readiness	So much time was wasted that both teacher and students were complaining and ready to begin.	Students were not ready to present. They wasted lots of time.	Students had to retrieve something, print something, fill out rubrics, etc. They wasted a little time.	Students are ready to present ASAP. No time is wasted.
Mechanics	Student's presentation has four or more grammatical errors.	Presentation has three or more grammatical errors.	Presentation has no more than two or more 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 the back of class 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.
Posture/ Good Presentation Etiquette <ul style="list-style-type: none"> ▪ No gum ▪ No leaning ▪ No wiggling/ moving ▪ Be still! ▪ No propping on bookshelves ▪ No use of podium 	Three or more elements were missing/ weak	Two elements were missing/ weak	One element was missing / weak	ALL elements were present

Total Points _____ out of 56

Daily Project Work Rubric

6 Work days at 5 points per day

0 Oops!	1 So-So	3 Wow!	4 Outstanding!	5 Super Amazing! Way to Go!
<ul style="list-style-type: none"> • You wasted precious time • You changed work spots frequently • You did not have enough sources/ work to accomplish your task • You played the pretend game • You did not respect the students around you • You did disturb students and teacher • You did not work quietly! • You made little progress on the project • You were off task • You were slacking in your work effort. • You talked about topics irrelevant to the project • You lied, tricked, or tried to dupe the teacher into believing excuses for your lack of dedication • You were redirected by the teacher two or more times. 	<ul style="list-style-type: none"> • You worked <i>some</i> of the time • You changed work spots • You had some sources/ work to accomplish your task • You <i>sort of</i> work on the project • You made some progress on the project • You were redirected by the teacher one time. 	<ul style="list-style-type: none"> • You worked hard <i>most</i> of the class period • You stayed in one spot the whole class • You had enough sources/ work to accomplish your task (No pretend game) • You were working so hard you were lost in the work • You respected the students around you • You didn't disturb anyone else • You worked quietly! Shhh! • You made progress on the project • You had a plan for your work 	<ul style="list-style-type: none"> • You worked hard the <i>entire</i> class period • You stayed in one spot the whole class • You had enough sources/ work to accomplish your task (No pretend game) • You working so hard you were lost in the work • You respected the students around you • You didn't disturb anyone else • You worked quietly! Shhh! • You made progress on the project • You had a plan for your work 	<ul style="list-style-type: none"> • You meet every requirement for an Outstanding rating • PLUS you worked so hard, "you were in the zone" • You came to class prepared with questions and materials • You were ahead of suggested checkpoints in the project • You were serious and focused every second of class.
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>There is no 2 point category. This was intentional.</p> </div>				
0 points	1 point	3 points	4 points	5 points

total points _____ out of 30