

Name: _____ 10th ELA Honors/ Gifted - Douglas

Grading Scale for PRIDE 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		
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>	24		
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			
Character Notebook Rubric	100 <small>(20 pts per page)</small>		
Tri-Board Rubric	48		
Teach a Game, Dance, or Sport Rubric	48		
Talk Show Rubric	48		
Presentation Rubric	56		
Daily Work Rubric	30		
Total Points	430		

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!

What is Pride? How does it define and shape our opinions and beliefs? Performance Task

In the culminating performance task, groups of four students will create a character notebook; create a tri board displaying life in 19th Century England or life at 1940s boarding school (including, music, food, dress style, values, entertainment, rules, political leaders, popular authors, medical discoveries, etc); teach a game, dance, or sport common during the selected time period; and present a talk show to find the character who best exemplifies PRIDE in literature.

Students will divide into groups, at least 4 must be in a group. Each group will present on a different day. Each group has one class period to present, produce a talk show, and teach a game, dance, or sport. **Presentation dates will** determined by the teacher. If you are absent, you earn a zero.

By what criteria will student products and performances be evaluated? Students will

- Choose either *Pride and Prejudice* or *A Separate Peace* for the basis of the project
- Create a character notebook;
- Create a tri board displaying life in Regency England (1796-1813) or life at a 1940s American boarding school (194-1945) Include music, food, dress style, values, entertainment, rules, political leaders, popular authors, medical discoveries, and more; use a Tri-fold board that can stand up on its own
- Teach a game, dance, or sport common during the selected time period
- And present a talk show to find the character who best exemplifies PRIDE in literature.

Rubrics

1. Student completed Rubrics
 - a. Rate Your Group Rubric
 - b. Rate Individual Members of Your Group Rubric
2. Teacher Completed Rubrics
 - a. Character Notebook rubric
 - b. Tri-Board Rubric
 - c. Teaching a Game, Dance, or Sport rubric
 - d. Talk Show Rubric
 - e. Presentation Rubric

WORD OF CAUTION

CHOOSE YOUR GROUP MEMBERS WISELY.

This is a group project. Most of this project grades is determined on a group basis. If one member of your group leaves all the scrapbook pages 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.)

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

Name _____ Date of Evaluation: _____

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				

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.

PRIDE 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				

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.

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Group Member Total Score				

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.

Name: _____

Character Notebook Rubric

Category – Write group member names on the back of each scrapbook page; quotes must be said by or about that character;	20-16 pts	15-11 pts	10-6 pts	5 or less points
<p>Page One</p> <ul style="list-style-type: none"> ▪ <u>character name and description</u> - Age, relationships, facts, etc. (at least six items should be included- the character’s name doesn’t count as an item) ▪ <u>symbolism</u> - include a visual associated with the character and explanation of symbolism ▪ <u>analysis of character</u> - including traits, quotations(at least two), vocabulary words (at least two) – written <u>detailed</u> analysis ▪ <u>character theme tie-in</u> – State a theme, then in three sentences, explain how the character helps support or illustrate a theme in the novel ▪ use <u>imagery</u> to enhance your character page- incorporate the scrapbook style into your project, 12 x 12 page; write group members’ names on back of page 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
<p>Page Two</p> <ul style="list-style-type: none"> ▪ <u>character name and description</u> - Age, relationships, facts, etc. (at least six items should be included- the character’s name doesn’t count as an item) ▪ <u>symbolism</u> - include a visual associated with the character and explanation of symbolism ▪ <u>analysis of character</u> - including traits, quotations(at least two), vocabulary words (at least two) – written <u>detailed</u> analysis ▪ <u>character theme tie-in</u> – State a theme, then in three sentences, explain how the character helps support or illustrate a theme in the novel ▪ use <u>imagery</u> to enhance your character page- incorporate the scrapbook style into your project, 12 x 12 page; write group members’ names on back of page 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
<p>Page Three</p> <ul style="list-style-type: none"> ▪ <u>character name and description</u> - Age, relationships, facts, etc. (at least six items should be included- the character’s name doesn’t count as an item) ▪ <u>symbolism</u> - include a visual associated with the character and explanation of symbolism ▪ <u>analysis of character</u> - including traits, quotations(at least two), vocabulary words (at least two) – written <u>detailed</u> analysis ▪ <u>character theme tie-in</u> – State a theme, then in three sentences, explain how the character helps support or illustrate a theme in the novel ▪ use <u>imagery</u> to enhance your character page- incorporate the scrapbook style into your project, 12 x 12 page; write group members’ names on back of page 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
<p>Page Four</p> <ul style="list-style-type: none"> ▪ <u>character name and description</u> - Age, relationships, facts, etc. (at least six items should be included- the character’s name doesn’t count as an item) ▪ <u>symbolism</u> - include a visual associated with the character and explanation of symbolism ▪ <u>analysis of character</u> - including traits, quotations(at least two), vocabulary words (at least two) – written <u>detailed</u> analysis ▪ <u>character theme tie-in</u> – State a theme, then in three sentences, explain how the character helps support or illustrate a theme in the novel ▪ use <u>imagery</u> to enhance your character page- incorporate the scrapbook style into your project, 12 x 12 page; write group members’ names on back of page 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
<p>Page Five</p> <ul style="list-style-type: none"> ▪ <u>character name and description</u> - Age, relationships, facts, etc. (at least six items should be included- the character’s name doesn’t count as an item) ▪ <u>symbolism</u> - include a visual associated with the character and explanation of symbolism ▪ <u>analysis of character</u> - including traits, quotations(at least two), vocabulary words (at least two) – written <u>detailed</u> analysis ▪ <u>character theme tie-in</u> – State a theme, then in three sentences, explain how the character helps support or illustrate a theme in the novel ▪ use <u>imagery</u> to enhance your character page- incorporate the scrapbook style into your project, 12 x 12 page; write group members’ names on back of page 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
<p>Total points _____ out of 100 points</p>				

Create a tri board displaying life in Regency England (1796-1813) or life at a 1940s American boarding school (1941-1945) Include music, food, dress style, values, entertainment, rules, political leaders, popular authors, medical discoveries, and more; to use a Tri-fold board that can stand on its own.

Visual Tri-board Presentation <i>(You will need the large size tri-board; size 36 x 48 inches)</i>	8-7 pts	6-5 pts	4-3 pts	2 – 1 pts
Time Period <ul style="list-style-type: none"> ▪ Setting - place and time Regency England (1796-1813) or life at a 1940s American boarding school (1941-1945) ▪ Lifestyle – music, food, dress, style, values, entertainment, rules/ laws, etiquette, political leaders, popular authors, medical discoveries, inventions, and more ▪ Tri-board captures attention 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Clarity of Writing <ul style="list-style-type: none"> • Clear and easy to read font size • Title of tri-board/ project is creative and easy to read at a distance • All writing (labels and descriptions) neatly and briefly done. • Information provided shows in-depth, accurate subject knowledge • Thoroughness of written information • Tri-board captures attention. • Appropriate sized fonts were used 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Layout of information <ul style="list-style-type: none"> • Organized and coherent • Display was neat and visually appealing through effective use of the entire surface • Group member names on back • Tri-board captures attention. 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Graphics <ul style="list-style-type: none"> • Creative use of visual aids/ graphics • Display was neat and visually appealing through effective use of the entire surface • Graphics used were relevant to the topic • Graphics were either self- explanatory or explained on tri-board • Colors were appropriate to time period • Tri-board captures attention. 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Creativity <ul style="list-style-type: none"> ▪ Original subject or area ▪ Imagination in manner of production. ▪ Clever and inventive use of material. ▪ Clever way of expressing ideas. 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Grammar/ Mechanics <ul style="list-style-type: none"> • No capitalization errors • No grammatical errors • No punctuation errors • No spelling errors 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak

Total points _____ out of 48

Teaching a Game, Dance, Sport

48 points

Name: _____

Teach a game, dance, or sport common during the selected time period. This game, dance, or sport must appear in your novel. If I have a doubt, you will be asked to prove to me that the activity is in the work.

Teaching a game, dance, or sport - No Blitzball, no hop scotch, hot potato, etc. Don't repeat activities other groups are teaching.	8-7 pts	6-5 pts	4-3 pts	2 – 1 pts
Teaching/ Delivery of Information <ul style="list-style-type: none"> • Presentation captures attention • Incorporates rules • <u>Each group member participates</u> • <u>Each class member participates</u> • Organized and coherent • Maximizes student learning • Class is able to effectively participate and play game, dance, sport incorporating all the elements • Visual examples are provided (each member of the group must know what to do and will need to show the class what to do) 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Clarity of Directions <ul style="list-style-type: none"> • Clear and easy to understand • All written or verbal instructions are precise and in your own words • Information provided shows in-depth, accurate subject knowledge • Thoroughness of information 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Layout of information <ul style="list-style-type: none"> • Organized and coherent • Display/performance was neat and visually appealing 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Props – If needed or required <ul style="list-style-type: none"> • Music • Adequate space (we can't play hockey in a classroom) • Proper equipment is provided for ALL class members (ball, cards, helmets, sticks, etc.) 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Creativity <ul style="list-style-type: none"> ▪ Original subject or area ▪ Imagination in manner of production ▪ Clever and inventive use of material ▪ Clever way of expressing ideas 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak
Safety/ Concern <ul style="list-style-type: none"> • Safety first • Encourage students (don't belittle or degrade) • Polite • Courteous • Use appropriate manners • Respect your students • Patience 	All elements present and beautiful	One element missing/ ineffective/ weak	Two elements missing/ ineffective/ weak	Three or more elements missing/ ineffective/ weak

Total points _____ out of 48

Category	4	3	2	1
Knowledge	All students showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions.	All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions.	Most students showed excellent knowledge of content, but 1-2 often needed note cards/ notes to talk or answer questions.	Most students needed note cards to talk and to answer questions.
Questions & Answers Need a host and several characters as guests	Excellent, in-depth questions were asked by host and excellent answers supported by facts were provided by all talk show members.	Questions requiring factual answers were asked by the host and correct, in-depth answers were provided by all talk show members.	Questions requiring factual answers were asked by the host and correct answers were provided by several of the talk show members.	Answers were provided by only 1-2 talk show members.
Costume & Props NO JEANS or other casual school clothes; each member must be in recognizable costume	All students wore costumes and the group used creative and relevant props.	Some students wore costumes and the group used some props.	Students wore no costumes, but the group used some props.	No costumes and no props were used.
Length of Talk Show	Talk Show was 8-10 minutes long.	Talk Show was 5-7 minutes long.	Talk Show was 3-4 minutes long.	Talk Show was shorter than 3 minutes.
Script (written script must be submitted BEFORE performance)	All members had a script during presentation; Script included all questions, answers, and cues that were used during the Talk Show.	Script included all most all questions, answers, and cues that were used during the Talk Show.	Script included few questions, answers, and cues that were used during the Talk Show.	No Script was completed and/or script was not given to teacher before performance
Accuracy of Facts	All facts, questions and/or answers provided were entirely accurate.	Almost all facts, questions and/or answers provided were entirely accurate.	Most facts, questions and/or answers provided were entirely accurate.	There were many inaccurate facts, questions and/or answers provided.
Voice Projection	Always audible, even to people in the back row	Usually audible, even to people in the back row	Sometimes audible, even to people in the back row	Rarely audible, especially to people in the back row
Expression	Voice showed expression and emotion.	Voice showed some expression and emotion.	Voice showed a little expression and emotion.	Voice showed no expression or emotion. Often monotone.
Staying in Character (must sound like your character is from the correct time period)	Stayed in character throughout the performance.	Stayed in character throughout most of the performance.	Stayed in character throughout some of the performance.	Did not stay in character throughout the performance- often acted silly or showed off.
Participation	Student participated consistently throughout the presentation.	Student participated throughout most of the presentation.	Student participated throughout some of the presentation.	Student barely participated, if at all.
Title	Title is very creative and relates to the book and the Talk Show. It is evident that a lot of time was spent creating the title.	Title shows some creativity and relates to the book and the Talk Show. It is evident that more time could have been spent creating the title.	Title shows no creativity and does not relate to the book or the Talk Show. It is evident that little time was spent creating the title.	No Title was created for the Talk Show.
Grammar	No capitalization errors; No grammatical errors; No punctuation errors; No spelling errors	One or two errors in script	Three or four errors in script	Five or more errors in script

Total points _____ out of 48

Presentation Rubric

(of tri board and scrapbook pages)

Name: _____

Category	2	4	6	8
Organization	Audience cannot understand presentation because there is no sequence of information. No mention of topic or title.	Audience has difficulty following presentation because organization is disjointed.	Student presents information in logical sequence which audience can follow. Vaguely reference to topic and/ or title	Student presents information in logical, interesting sequence which audience can follow. Student/ group states topic and title.
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.
Behavior	Student laughs, giggles, complains, or is otherwise distracting during his or others presentations three or more times	Student laughs, giggles, complains, or is otherwise distracting during his or others presentations two times	Student laughs, giggles, complains, or is otherwise distracting during his or others presentations one time	Student is supportive, interested, quiet, and respectful of his group and others presentations
Readiness	So much time was wasted that both teacher and students were complaining and read to begin.	Students were not read to present. They wasted lots of time. They were not in costume.	Students had to go change, retrieve something, 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 grammatical errors.	Presentation has no more than two grammatical errors.	Presentation has or grammatical errors.
Eye Contact	Student reads everything with no eye contact.	Student occasionally uses eye contact, but still reads most of work	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; contains vocalized pauses	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation; contains vocalized pauses	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation; contains vocalized pauses	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Vocalized pauses (uh, well, um, and) are not 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%;"> There is no 2 point category. This was intentional. </div>				
0 points	1 point	3 points	4 points	5 points

total points _____ out of 30