

Your Name: _____

Group Collaboration/Responsibility Rubric

Each member of the group will fill out the rubric below for themselves and each of the group's members. Consider the entire process of each project, including the final project.

Group Member Evaluated: _____ (remember that you are filling this out for every member individually as well as for yourself).

Collaboration	Excellent	Proficient	Needed Work
Leadership	<p>The member worked hard to help keep the group focused on the task and on schedule. He/she helped to make sure tasks were assigned fully and completed the task for which he or she was responsible. The member accepts responsibilities for his/her actions and the actions of the group throughout the process.</p> <p style="text-align: center;">14, 15</p>	<p>The member was usually focused on the topic and attempted to help keep the group focused on the task and on schedule. He/she helped to make sure tasks were assigned fully and completed the task for which he or she was responsible. The member accepts responsibilities for his/her actions and the actions of the group throughout the process</p> <p style="text-align: center;">11,12,13</p>	<p>The member was often off-task and did not "carry" his or her weight at completing the project. Though some contributions were made, and their portion was finished, other members of the group had to intervene to make sure the schedule was met and to help focus the member. Their portion of the task was not as developed or effective as other portions of the task. The member did not accept responsibility for his/her actions.</p> <p style="text-align: center;">10,9,8,7</p>
Cooperation and	<p>Student had a positive outlook or attitude, agreed to and followed group's timelines, offered constructive advice to teammates, and accepted advice from teammates and the teacher.</p> <p style="text-align: center;">5</p>	<p>Student had an acceptable outlook and tried to work with everyone from the group. He or she made attempts to follow group's timelines, usually offered advice to teammates, and accepted advice from teammates and the teacher.</p> <p style="text-align: center;">4</p>	<p>Student did not make an attempt to work in group or follow the group's timeline,. He or she usually did not help his/her teammates and did not follow advice from teammates and the teacher.</p> <p style="text-align: center;">3---2---1---0</p>
Effort	<p>The member used class time effectively and completed all assigned tasks on time. Student always worked for the good of the group instead of only worrying about individual needs.</p> <p style="text-align: center;">10, 9, 8</p>	<p>The member did not always use class time effectively, but did eventually complete all assigned tasks on time. Student would sometimes work for the good of the group instead of only worrying about individual needs.</p> <p style="text-align: center;">7--- 6---5</p>	<p>Student did use class time effectively and did not complete assigned tasks on time. Did not concern him or herself with overall good of the group.</p> <p style="text-align: center;">4---3---2---1---0</p>
Participation	<p>Member was instrumental in planning, preparing and completing the project. Member played a key role in the team's research and completion of project.</p> <p style="text-align: center;">10, 9, 8</p>	<p>Member was actively involved in planning, preparing and completing the project. The member participated in the team's research and completion of project.</p> <p style="text-align: center;">7--- 6---5</p>	<p>Member refused to be actively involved in planning, preparing and completing the project. Student did not participate in the team's research and completion of project.</p> <p style="text-align: center;">4---3---2---1---0</p>

Project-based Learning Rubric

Score Levels	Content	Conventions	Organization	Presentation
4	<ul style="list-style-type: none"> ▪ Is well thought out and supports the solution to the challenge or question ▪ Reflects application of critical thinking ▪ Has clear goal that is related to the topic ▪ Is pulled from a variety of sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ No spelling, grammatical, or punctuation errors ▪ High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information is clearly focused in an organized and thoughtful manner. ▪ Information is constructed in a logical pattern to support the solution. 	<ul style="list-style-type: none"> ▪ Multimedia is used to clarify and illustrate the main points. ▪ Format enhances the content. ▪ Presentation captures audience attention. ▪ Presentation is organized and well laid out.
3	<ul style="list-style-type: none"> ▪ Is well thought out and supports the solution ▪ Has application of critical thinking that is apparent ▪ Has clear goal that is related to the topic ▪ Is pulled from several sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ Few (1 to 3) spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information supports the solution to the challenge or question. 	<ul style="list-style-type: none"> ▪ Multimedia is used to illustrate the main points. ▪ Format is appropriate for the content. ▪ Presentation captures audience attention. ▪ Presentation is well organized.
2	<ul style="list-style-type: none"> ▪ Supports the solution ▪ Has application of critical thinking that is apparent ▪ Has no clear goal ▪ Is pulled from a limited number of sources ▪ Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> ▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors ▪ Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Project has a focus but might stray from it at times. ▪ Information appears to have a pattern, but the pattern is not consistently carried out in the project. ▪ Information loosely supports the solution. 	<ul style="list-style-type: none"> ▪ Multimedia loosely illustrates the main points. ▪ Format does not suit the content. ▪ Presentation does not capture audience attention. ▪ Presentation is loosely organized.
1	<ul style="list-style-type: none"> ▪ Provides inconsistent information for solution ▪ Has no apparent application of critical thinking ▪ Has no clear goal ▪ I pulled from few sources ▪ Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> ▪ More than 5 spelling, grammatical, or punctuation errors ▪ Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Content is unfocused and haphazard. ▪ Information does not support the solution to the challenge or question. ▪ Information has no apparent pattern. 	<ul style="list-style-type: none"> ▪ Presentation appears sloppy and/or unfinished. ▪ Multimedia is overused or underused. ▪ Format does not enhance content. ▪ Presentation has no clear organization.

YOU CAN'T BUY LOVE – BUT YOU MAY NEED TOILET PAPER –
Real Life Research, Analysis and Planning

Project Based Learning

CLE Alignment-

- Develop an appropriate research plan to guide investigation and research of focus questions. (IL1A; 1.1, 1.4, 4.5)
- Record relevant information using a self-selected note-taking or organizational strategy. (IL1A; 1.2, 1.8)
- Locate and use multiple primary and secondary sources to (IL1B; 1.2,1.4, 1.7)
 - select relevant and credible information
 - evaluate reliability of information
 - evaluate reliability of sources
- In discussions and presentations (LS2A; 2.1, 2.3, 4.6)
 - create concise presentations on a variety of topics
 - incorporate appropriate media or technology
 - respond to feedback
 - defend ideas
 - demonstrate poise and self-control

Identity Equity and Readiness			
Gender Equity		Technology Skills	X
Racial/Ethnic Equity		Research/Information	X
Disability Equity		Workplace/Job Prep	x

YOU CAN'T BUY LOVE – BUT YOU MAY NEED TOILET PAPER

GUIDING QUESTION: In reality, what do you need to live your life, and how will you get it?

OBJECTIVE

The objective is for you to stop and consider your life after you leave home, assuming you aren't going to live in your parent's basement when you're 25 or 30. Follow the guidelines below to create an **honest, thought-out** project which explains what you have discovered regarding the necessities of life and their cost, the types of jobs it takes to purchase the necessities, and what your path will be to achieve that career.

You will use the *I- Search* method - (I-search means only that you search out, from current sources and people, a topic and present that topic in 1st person).

BACKGROUND:

1st – Find one or two people who share the same or similar goals for the future as you. This will be an important factor in choosing your group, as you may break up the research – there's no point to finding information that won't pertain to your goals – so make sure your partner(s) share the same goals as you.

- ◆ Are you college bound, trade school bound, or job bound after high-school?
- ◆ Do you have the goal of leaving your home and living on your own within the next 2-4 years?
- ◆ In what area of the country do you want to live?
- ◆ What type of housing do you prefer (home, apartment, condo, manufactured home)
- ◆ Do you want to have a family?
- ◆ Are your aspirations to be in the low-income, middle-income or high-income tax bracket?

2ND – Research the success rate for any “dreams” you have. We're not saying you won't achieve those, but if you want to be an orthopedic surgeon, how many pre-med students make it to med school and through their residency? If you want to be the next T-Payne, Kanye or other musician, how many people that aspire to be a star make it big? If your aspiration is to be a sport's star, do the same. Basically, whatever your dream is, find out the success rate regarding how many people who try to reach that dream succeed at it. Make sure you include this information in your presentation.

3rd – If the average success rate for those who achieve your dream is less than 1 in 10, make sure you also develop a back-up plan and present it.

DOING THE LEG-WORK

1. How much will you need to put a roof over your head?

- I. Using the internet, local paper, discussions with parents, or the free rental guides that are available in stores, find an apartment or home that would meet your needs and desires regarding size, location, style, etc.
- II. If you want to eventually own a home, how much is the average house payment, insurance payment, real estate tax, etc.?
- III. A. If you choose to rent, - describe the apartment's cost. How much is the rent?
B. Does this include utilities (water, trash, electric, gas, phone, cable, etc.). If not, find out how much you should budget to spend on utilities each month.
C. How much would renter's insurance cost (to cover your items if there's a fire or something).
D. What other costs would be associated with living on your own in regard to putting a roof over your head?

2. Now, how are you getting to work? If you have a car, figure out how much it will cost?

- I. Ask the insurance agent about insurance for an 18-21 year old driver of your gender. You will need to know what model, year and make of car you are "hoping" to drive will be.
- II. After you have chosen your car and found out how much it costs, go on to Kelly's Blue Book or another website to find out how much your monthly payments will be.
- III. Call the license bureau and ask them to tell you the amount of sales tax you will need to pay, along with the Dept. of Motor Vehicles to find out how much personal property tax you can expect to pay each year.
- IV. Don't forget about license plate renewals, inspections, etc.
- V. Figure out how much gas you will need each month. Use the base of \$3.95 per gallon.

3. Everyday Expenses (the really fun stuff!)

I. Go “grocery shopping” (you may need your parents’ help for this). Assuming you will not live on bread or McDonalds alone, make an educated judgement of how much you will need to spend each week on groceries. Factor into this the amount you will spend eating out.

II. Now budget in clothes, health and hygiene care items (deodorant, shampoo, toilet paper, tooth paste cleaning items for the home, etc.)

III. Research how much health insurance will cost – (unless you want to risk getting sick and having an astronomical doctor’s bill) Don’t assume this will be covered by an employee – that’s not usually the case anymore.

IV. And, finally, add in some “mad money” for going out, renting movies or games, buying the things that you enjoy and want.

V. Don’t forget about your “toys” technology (phones, I-Pads, etc).

VI. Now, add this all together and determine what you will need to have as your **take-home** pay per month. Multiply this by 12 to find the absolute lowest yearly income you can manage on.

4. Now that you have found all of this information, decide if you want to get married and have children. Do the calculations to add that number of people into the picture. Do not assume you are marrying a rich man or woman!

5. The second phase of research involves finding your job.

To do your research, you will be working online at: <http://www.missouriconnections.org/>. Follow the instructions in each category to find the information that you need.

a. Rating Your Skills

Your teacher will give you a worksheet from

<http://www.missouriconnections.org/occsort2/Worksheet.pdf> in order to help you rate your skills, this will come in handy for future interest and career assessments.

b. Interest Check

First, start your research by beginning a career and interest exploration.

1. First, you need to determine what area of interest best suits you. Using <http://www.missouriconnections.org/>, in the left margin, scroll to the link that says “Career Information System” and choose “Browse Missouri Connection.org”.
2. Next, go to “Primary Interest Area”, and read through the different interest types to discover which one best describes you.
3. Next, go to the assessment link, and click on “Career Assessment Inventory” (CAI). Use the interest area that best suits you (artistic, conventional, enterprising, ect), to browse careers. Then, choose a career to research that best fits your needs.

c. Reality Check

1. Using <http://www.missouriconnections.org/>, in the left margin, scroll to the link that says “Career Information System” and choose “Browse Missouri Connection.org”.
2. Then, go back to “Reality Check”, and click on “Occupation Direct”. Search for the St. Louis Region, and find a job that best suits your career goals. Write down how much your monthly income will be.
3. After you find your career’s monthly income, click on “Monthly Expenses.” Calculate all of your expenses, and print or copy these costs for future use.

Using Missouri Connections for the Unit

Missouri Connections will help you research many other aspects of this unit. Use it, as it is an easy way to find hot jobs in Missouri, to understand the success rates of jobs and people in those careers, and to make a realistic plan for your future. However, it does not break down all possible careers, you may need to find other resources to aid in your project.

6. The next phase of research involves finding out what types of job you can get with a high school diploma. Go to the guidance office and look in their career files. Find a career that requires either a high school diploma but no trade school or college; or find one that requires education after high school. How much can you expect to make doing this job? Attempt to talk to someone working in that field. Remember that when something states “Average salary” it is the mean of the highest paid individuals and the lowest paid individuals. If the average salary is \$35,000 per year, you can probably expect to make about \$20,000-25,000 as a starting salary.

Now research college graduate careers and provide the same information. What’s the average salary for college graduates? What fields would interest you? How long would you have to go to school for this career?

After all this research, make an honest, thought out conclusion. What life do you want when you are 20, 30, 40, 50, etc? What do you need to do to achieve this life? Don’t tell me you’re going to be the star of some reality show, or the next great rocker - you might be, but what’s your plan if you’re not? Where do you want to end up?

Formulate all of this information, research and your thoughts into a well-written, typed paper.

Read the rubric before handing it in so that you have covered every area.

How Will You Present This?

Your group will need to figure out the most effective way to present your information to the class.

Some ideas might be to create

- A brochure with an accompanying Pod-Cast
- Power Point Presentation
- An infomercial that is aimed toward self-help or self-improvement
- A basic research or I-Search paper

**Rubrics are attached that can be adapted to most of these

Name: _____

Date: _____

Literature Circle Role Sheet Evaluation

This is the rubric for your role on the blog, *edmodo* regarding Twain's themes in our society.

Mastery 25/25) "A" Wow!!!	Well Versed (8.5/10) "B" Okay...	Novice (7.5/10) "C" Oops...	Beginner (6.5/10) "D" Yikes!!!
Discussions on topic are CLEAR and COMPLETE. No assumptions are made that the reader understands what you are talking about. Student uses complete sentences to answer/reflect on topic and demonstrate an exceptional understanding of theme and of Twain's beliefs regarding this insight.	Answers are somewhat CLEAR and COMPLETE. Little to no vagueness or assumptions are made that the reader understands what you are talking about. Student uses complete sentences to answer/reflect on topic and demonstrate an insightful understanding of theme and of Twain's beliefs regarding this insight.	Some responses are somewhat CLEAR and COMPLETE though there is some vagueness or assumptions that the reader understands what you are talking about. Student uses mostly complete sentences to answer/reflect on topic and demonstrate a basic understanding of theme and of Twain's beliefs regarding this insight	Answers are often UNCLEAR AND INCOMPLETE. Answers are mostly vague and use assumptions that the reader understands what you are talking about. Student uses mostly incomplete sentences to answer/reflect on topic and demonstrate an understanding of theme and of Twain's beliefs regarding this insight

The Adventure of Huckleberry Finn
Project Based Learning Project

CLE Alignment-

- Read grade-level instructional text with fluency, accuracy, comprehension and appropriate expression adjusting the reading rate to difficulty and type of text. (R1D, ENG II; DOK 1; 1.5)
- Apply pre-reading strategies to (R1F, ENG II; DOK 2; 1.5, 1.6)
 - aid in comprehension
 - access prior knowledge
 - preview
 - predict with text support or rationale
 - set a purpose and rate for reading
- Apply during reading, utilizing strategies to (R1G, ENG II; DOK 2; 1.5, 1.6)
 - determine the meaning of unknown words
 - monitor comprehension
 - question the text
 - infer
 - visualize
 - paraphrase
 - summarize
- Apply post-reading strategies to comprehend, interpret, analyze, and evaluate text to (R1H, ENG II; DOK 3; 1.5, 1.6)
 - question to clarify
 - reflect
 - summarize
 - paraphrase
 - draw conclusions
- Compose a variety of texts using various formats including
 - constructed response
 - essays
 - journals
 - workplace communication
 - summaries
 - literary responses
- Develop an appropriate research plan to guide investigation and research of focus questions. (IL1A; 1.1, 1.4, 4.5)
- Record relevant information using a self-selected note-taking or organizational strategy. (IL1A; 1.2, 1.8)
- In discussions and presentations (LS2A; 2.1, 2.3, 4.6)
 - create concise presentations on a variety of topics
 - incorporate appropriate media or technology
 - respond to feedback
 - defend ideas
 - demonstrate poise and self-control

Identity Equity and Readiness			
Gender Equity		Technology Skills	X
Racial/Ethnic Equity	x	Research/Information	X
Disability Equity		Workplace/Job Prep	x

Introduction:

The Adventures of Huckleberry Finn the story of Huck Finn, a rebellious – yet good hearted –, young boy who ends up on the adventure of a lifetime with the run-away slave, Jim.

The satirical novel is set in Hannibal, Mo before the Civil War; however, Huck’s internal debate about education, religion and society’s rules is something most teens experience between their years as a child and becoming an adult.

Your task- The Driving Question You Will Choose to Answer

You will choose one of the topics, or concepts, below. As you read *Huckleberry Finn*, you will explore numerous issues with society and growing up, but your final project will detailed exploration into one of the topics below and will provide insight into this topic. Regardless of the topic and the form of presentation, your finished product will present the findings of your research; this presentation will present the problem, defend the problem with research and examples, present a solution and prove that the proposed solution will work.

Controlling What Others Can Experience

Censored books:

Why is *Huckleberry Finn* on so many censored school lists, and should it be? How does determining what is “okay” or not “okay” for a group of people affect our overall society?

Your ideas about censorship, control of information or other question you want answered

Racism/ Bigotry/ Prejudices

How has the treatment or misunderstanding of people that do not fit into society’s ideals of “normal” – be it race, religion or lifestyles – impacted our cultures and our world?

Values and Experiences

Growing Up:

What roles do religion and education play and how do they affect a child’s life?

Why do teenagers and young adults seem more angry and violent now than they did at any other point in history?

Your idea for a question:

Society’s “Rules”

When is it okay to stand up against the norms in our society, what are examples of this in history and what changes came about because of this?

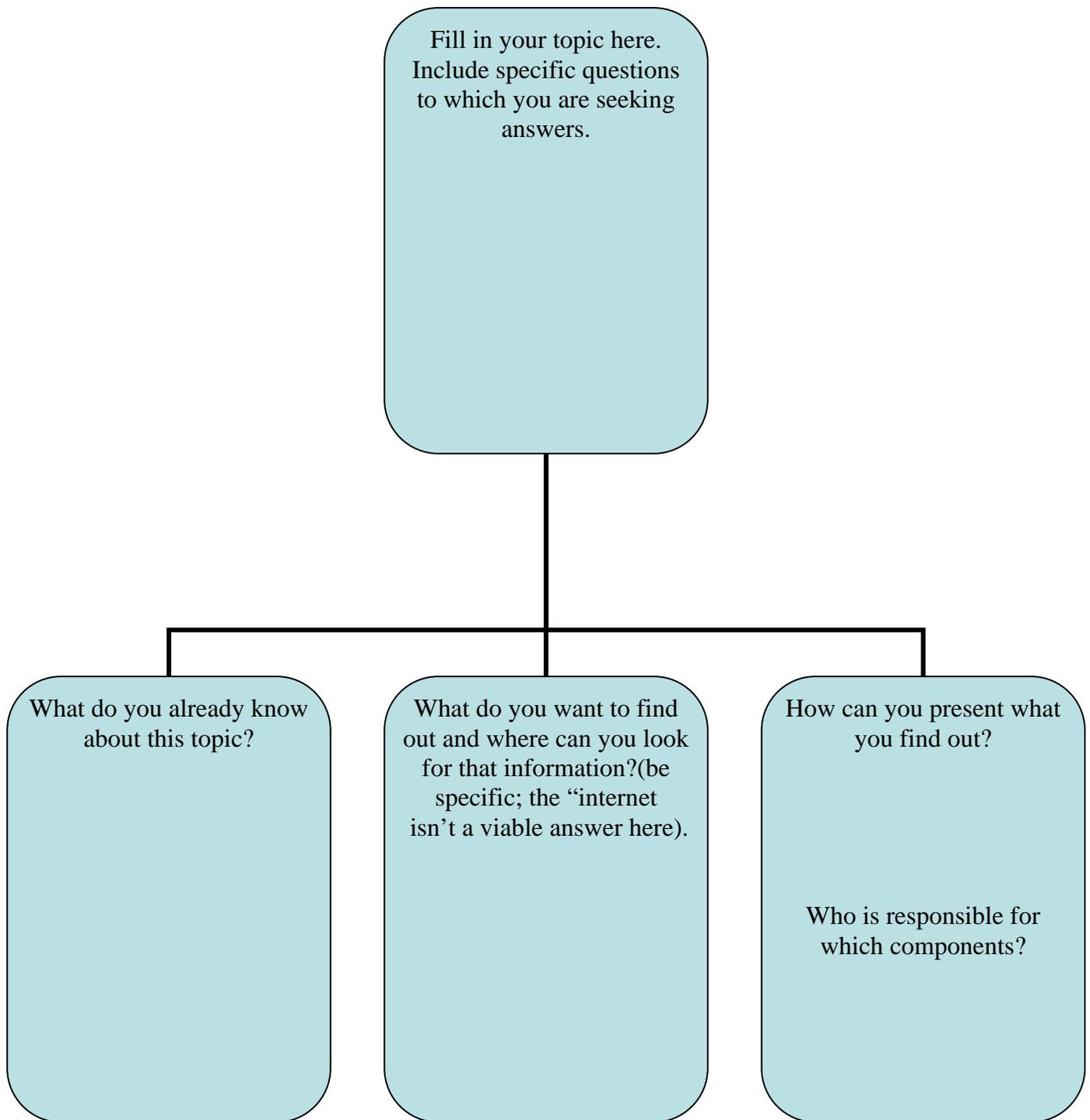
Your idea for a question:

1st THINGS FIRST

Before you can start putting your project together, you have to figure out what you already know about the topic, what you want to find out about the topic, how you will find your information, and how you can present that information in a creative, meaningful way to others.

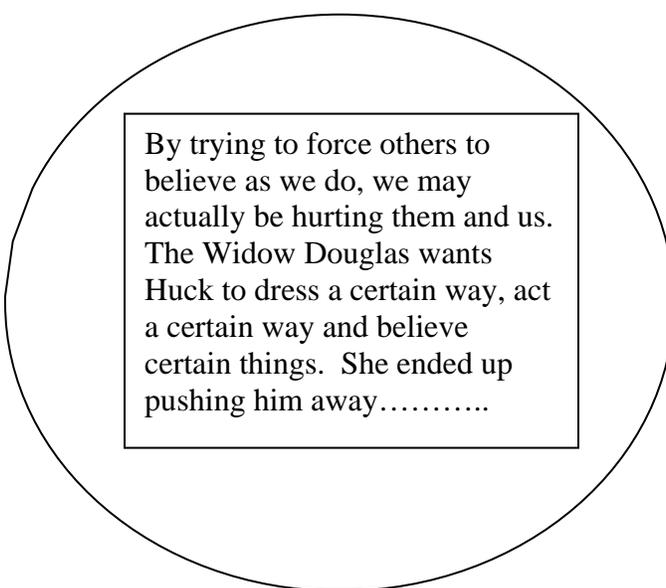
Note to Instructors:

With this final project, numerous during reading project are included. You may choose to use some, all, or none, depending on the time you have to commit to the unit.

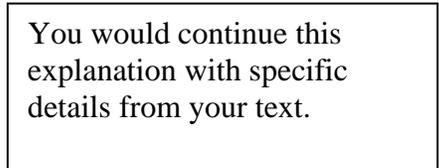


DURING READING
Focusing on Theme

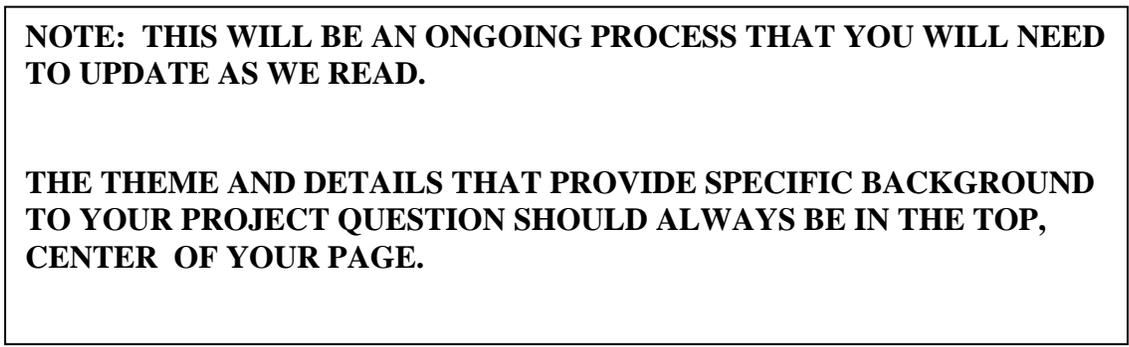
Using *Glogster Edu*, create a poster which breaks down each of the themes (author’s insights about life and/or human nature) that are being developed by Mark Twain. Explain how the theme is developed and what Twain is using it to say about the society of that time. For example, if this is one of your shapes on your *Glogster* page, it might look like this:



By trying to force others to believe as we do, we may actually be hurting them and us. The Widow Douglas wants Huck to dress a certain way, act a certain way and believe certain things. She ended up pushing him away.....



You would continue this explanation with specific details from your text.



NOTE: THIS WILL BE AN ONGOING PROCESS THAT YOU WILL NEED TO UPDATE AS WE READ.

THE THEME AND DETAILS THAT PROVIDE SPECIFIC BACKGROUND TO YOUR PROJECT QUESTION SHOULD ALWAYS BE IN THE TOP, CENTER OF YOUR PAGE.

Your Glogster will have numerous “shapes” – each one representing a different theme within the novel and will have an explanation to that theme with clear specific details.

DURING READING PROJECT PHASE TWO – THEMES OF TODAY’S SOCIETY ACCORDING TO TWAIN

Directions: Now that you have explored the themes of the novel, determine what Twain would say about these same themes today. For two of the themes you each explained from the novel, explain how Twain would feel about that statement today. Provide examples and specific details from current society to explain how these insights about human nature would change.

Use *edmondo.com* to share your responses regarding how Twain would describe these themes in today's society.

Each person in the group will be responsible for explaining two current themes Twain would write about in today's society.

After submitting your own response, be sure to respond to at least two other group members by commenting specifically on their response regarding what theme statement Twain would make about today's society.

One group member then will have the role of being this assignment's group leader by summarizing the group's findings, and this role will alternate. This will be decided ahead of time by your group. This assignment's group leader is _____.

DURING READING PROJECT – CIVIC RESPONSIBILITY

Understanding the local and global implications of civic decisions is a major responsibility for all Americans. Each of the research themes from which you may choose for your project has some sort of connection to understanding the global implications of civic decisions.

Using the topic your group has chosen, explore the global implications to which Twain was attempting to introduce his readers.

What global issues might one argue is the affect of government controlling what others may do? What are the global effects of racism or bigotry, lack of values or ethics, or having no respect for society's "rules" – or having too many "rules"?

Using various modes of research, develop a power point, animation or other media representation that depicts times in history when one of these topics has had national or global effects on people or the planet.

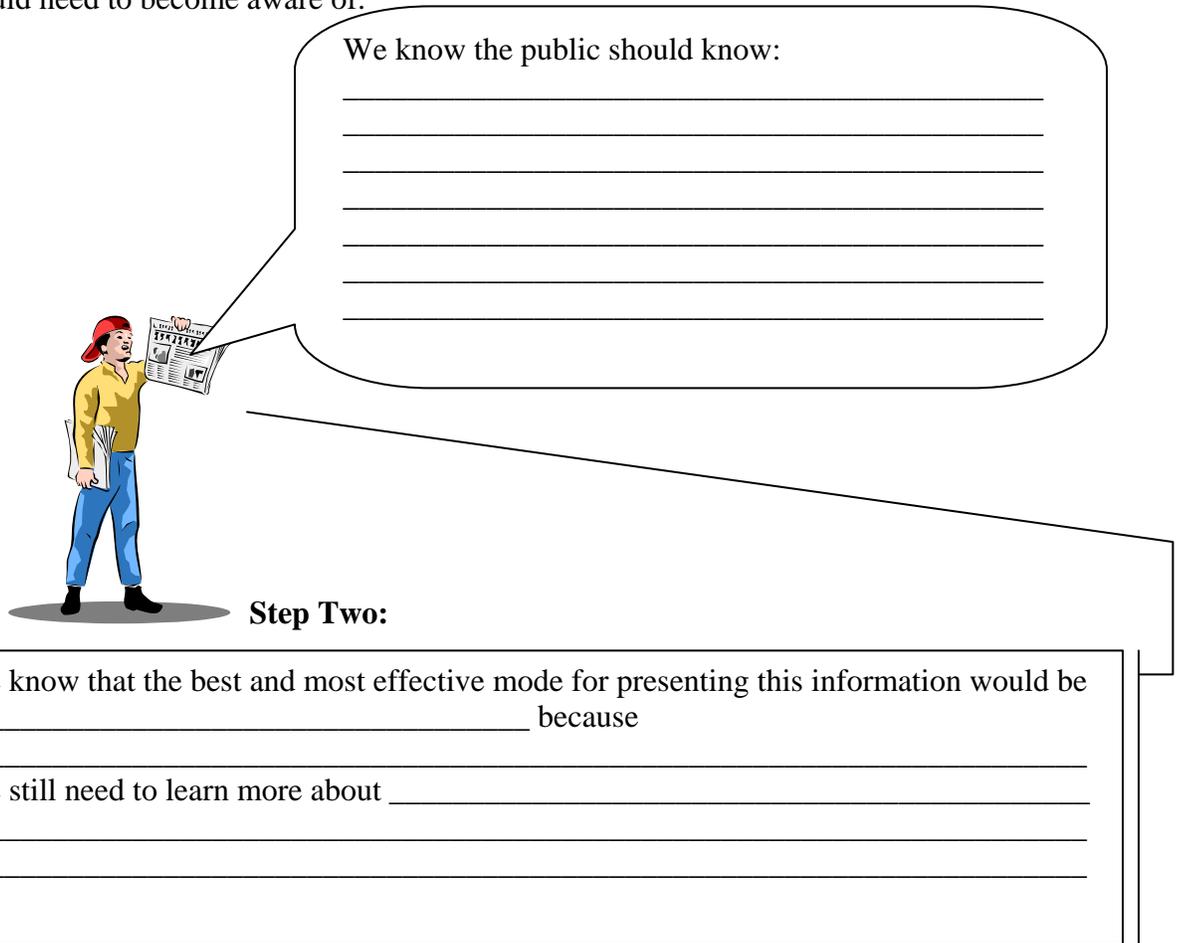
DURING READING PROJECT –

Public Awareness – In society, it is our responsibility to point out and make know information which is impacting our society. This is your job now.

Assignment – Your group has taken the job of developing a “Public Service Announcement”

Using the topic you have chosen for your final research project, you will develop an era-appropriate public service announcement. Obviously, since it’s the mid-19th century, you will not have much in the way of “media” options. Consequently, your final step in the project will be to reflect on the effectiveness of this project once the luxuries of current technology have been removed.

Step 1 – As a group, brainstorm what you know about the topic and what essential information the public would need to become aware of.



We know the public should know:

Step Two:

We know that the best and most effective mode for presenting this information would be _____ because _____

We still need to learn more about _____

Step 3 - Using information from the novel, and the topic on which you will be conducting your research, develop the public service announcement and present it to the class, using the correct dialect, an interesting inclusion of events from the story depicted as history and news, and an interesting mode of alerting your community.

The Driving Questions:

Society's Rules

Racism/Prejudices and How to Stop Them

Controlling What Others Can Experience

Growing Up and the Decisions That Come With It

Project:

Describe the form of presentation that your group will use to best demonstrate the determinations your group has made regarding this topic.

Some ideas for this might include:

- ~ An episode from 60-Minutes or similar style broadcast in which the "President", "Senator", "House Representative" or "Noted Author" presents the findings of their research to the rest of the panel. This presentation will present the problem, defend the problem with research and examples, present a solution and prove that their proposed solution will work.
- ~ A visual presentation to a group of shareholders which are thinking of investing in your idea. Again, your presentation will need to present the problem, defend the problem with research and examples, present a solution and prove that their proposed solution will work.
- ~ A public service announcement similar to what one might see on t.v. (think of the professional athletes who have commercials encouraging kids to "get out for 60" and play).

Name: _____

Date: _____

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4	<ul style="list-style-type: none"> ▪ Is well thought out and supports the solution to the challenge or question ▪ Reflects application of critical thinking ▪ Has clear goal that is related to the topic ▪ Is pulled from a variety of sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ No spelling, grammatical, or punctuation errors ▪ High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information is clearly focused in an organized and thoughtful manner. ▪ Information is constructed in a logical pattern to support the solution. 	<ul style="list-style-type: none"> ▪ Multimedia is used to clarify and illustrate the main points. ▪ Format enhances the content. ▪ Presentation captures audience attention. ▪ Presentation is organized and well laid out.
3	<ul style="list-style-type: none"> ▪ Is well thought out and supports the solution ▪ Has application of critical thinking that is apparent ▪ Has clear goal that is related to the topic ▪ Is pulled from several sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ Few (1 to 3) spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice ▪ 	<ul style="list-style-type: none"> ▪ Information supports the solution to the challenge or question. 	<ul style="list-style-type: none"> ▪ Multimedia is used to illustrate the main points. ▪ Format is appropriate for the content. ▪ Presentation captures audience attention. ▪ Presentation is well organized.
2	<ul style="list-style-type: none"> ▪ Supports the solution ▪ Has application of critical thinking that is apparent ▪ Has no clear goal ▪ Is pulled from a limited number of sources ▪ Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> ▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors ▪ Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Project has a focus but might stray from it at times. ▪ Information appears to have a pattern, but the pattern is not consistently carried out in the project. ▪ Information loosely supports the solution. 	<ul style="list-style-type: none"> ▪ Multimedia loosely illustrates the main points. ▪ Format does not suit the content. ▪ Presentation does not capture audience attention. ▪ Presentation is loosely organized.
1	<ul style="list-style-type: none"> ▪ Provides inconsistent information for solution ▪ Has no apparent application of critical thinking ▪ Has no clear goal ▪ Is pulled from few sources ▪ Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> ▪ More than 5 spelling, grammatical, or punctuation errors ▪ Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Content is unfocused and haphazard. ▪ Information does not support the solution to the challenge or question. ▪ Information has no apparent pattern. 	<ul style="list-style-type: none"> ▪ Presentation appears sloppy and/or unfinished. ▪ Multimedia is overused or underused. ▪ Format does not enhance content. ▪ Presentation has no clear organization.