

NAME: _____

DATE: _____

	Mastery (16-20)	Near Mastery (11-15)	Remediation (6-10)	Intervention (0-5)
Content 1. _____ 2. _____ 3. _____	1. (12 pts possible) <ul style="list-style-type: none"> Question provokes critical thinking Student answers the question and has a clear understanding of topic The content contributes to student understanding of 21st Century interdisciplinary themes 2. Flow (4 pts possible) <ul style="list-style-type: none"> Natural flow of introduction, main ideas, and conclusion is present 3. Sources (4 pts possible) <ul style="list-style-type: none"> 3 or more references are cited, using proper citation (MLA) The sources are reliable 	Question <ul style="list-style-type: none"> Question is simple; it is “google-able” Student includes information and ideas The content somewhat contributes to student understanding of 21st Century interdisciplinary themes Flow <ul style="list-style-type: none"> The flow of introduction, main ideas and conclusion does not transition well Sources <ul style="list-style-type: none"> 2 reliable references are cited 	Question <ul style="list-style-type: none"> Question is “yes/no” or common knowledge The information included does not fit into a specific theme Flow <ul style="list-style-type: none"> The content displays minimal level of organization Sources <ul style="list-style-type: none"> 1 reliable reference Some sources are unreliable 	Question <ul style="list-style-type: none"> No question is introduced No theme introduced Flow <ul style="list-style-type: none"> The content lacks any organization Sources <ul style="list-style-type: none"> 0 references cited
Creativity 4. _____ 5. _____	4. Medium (12 pts possible) <ul style="list-style-type: none"> Student takes risks with multimedia during the process of creation Aesthetics are appropriate for the topic and audience (photos, video, music, backgrounds, fonts, etc.) Technology contributes significantly to convey the intended meaning. 5. Originality (8 pts possible) <ul style="list-style-type: none"> Student adapts/extends/transforms a new idea Product shows innovation: fresh, original and inventive idea(s) 	Medium <ul style="list-style-type: none"> Information overwhelms the audience Aesthetics are appropriate for the topic and audience (photos, video, music, backgrounds, fonts, etc.) Originality <ul style="list-style-type: none"> Shows some evidence of inventiveness but is based on an extensive collection of other people’s ideas 	Medium <ul style="list-style-type: none"> Simplistic, lacking vital information in presentation Does not use any “bells and whistles” (use of links, use of transitions, use of video and audio, etc.) Originality <ul style="list-style-type: none"> No evidence of new thought—A minimal collection of other people’s ideas. 	Medium <ul style="list-style-type: none"> Basic, no effort is made to personalize and customize the presentation Originality <ul style="list-style-type: none"> Collected ideas do not support topic, do not support the content question
Critical Thinking 6. _____	6. Relevance (10 pts possible) <ul style="list-style-type: none"> Student clearly explains why the topic matters using personal perspective (avoid plagiarism) 7. Written Reflection (10 pts possible) <ul style="list-style-type: none"> The reflection addresses strengths and weaknesses in the student’s 	Relevance <ul style="list-style-type: none"> Student explains why the topic matters, but does not give personal perspective Written Reflection- <ul style="list-style-type: none"> The reflection addresses some strengths and weaknesses in the 	Relevance <ul style="list-style-type: none"> Student vaguely explains why the topic matters Written Reflection- <ul style="list-style-type: none"> The reflection is missing the strengths or weaknesses in the student’s PBL process, and includes an 	Relevance <ul style="list-style-type: none"> Student does not explain why the topic matters Written Reflection <ul style="list-style-type: none"> The reflection vaguely addresses strengths or weaknesses and/or

7. _____	PBL process, including project limitations, and a plan for improvement	student's PBL process, and a plan for improvement	undeveloped plan for improvement.	does not include a plan for improvement
Collaboration 8. _____ 9. _____ 10. _____ 11. _____	8. Use of outside source (5 pts poss.) <ul style="list-style-type: none"> Student interviews & gathers information from an expert, student uses a primary source, and/or pursues a source that gives the project credibility 9. Midpoint Feedback (5 pts possible) <ul style="list-style-type: none"> Student collaborates with a teacher and implements all revisions 10. Final Feedback (5 pts possible) <ul style="list-style-type: none"> Student reflects on all peer assessment in written reflection 11. Group/Team/Self (5 pts possible) <ul style="list-style-type: none"> Students utilize strengths and support weaknesses of one another Student seeks out advice and gathers information from a peer(s) 	Use of an outside source <ul style="list-style-type: none"> Student interviews and gathers information from an expert or uses a primary source, and/or pursues a source that gives the project credibility. Midpoint Feedback <ul style="list-style-type: none"> Student collaborates with teacher and implements some suggested revisions Final Feedback <ul style="list-style-type: none"> Student reflects on some peer assessment in written reflection Group/Team/Self <ul style="list-style-type: none"> Students attempts to utilize strengths of group members Student seeks out advice and gathers information from a peer(s) 	Use of an outside source <ul style="list-style-type: none"> Student uses a source that is not an expert in the field Midpoint Feedback <ul style="list-style-type: none"> Student collaborates with teacher but does not revise work Final Feedback <ul style="list-style-type: none"> Student reflects minimally on peer feedback in written reflection Group/Team/Self <ul style="list-style-type: none"> Student has minimal interaction with peers Student does not seek advice from others 	Use of an outside source <ul style="list-style-type: none"> Student does not use an expert or primary source Midpoint Feedback <ul style="list-style-type: none"> Student does not collaborate with teacher or revise work Final Feedback <ul style="list-style-type: none"> Student does not address peer feedback in written reflection Group/Team/Self <ul style="list-style-type: none"> Student works in isolation or causes dissention and disruption in group
Communication Oral Presentation 12. _____ 13. _____ 14. _____	12. Flow (7 pts possible) <ul style="list-style-type: none"> Includes clear introduction, transitions and conclusion about topic (including a "call to action") 13. Articulation (7 pts possible) <ul style="list-style-type: none"> Presenter speaks knowledgeably about the information, appropriate delivery (posture, movement, gesture) 14. Interaction (6 pts possible) <ul style="list-style-type: none"> Engages the audience (eye contact, appropriate volume, answering questions) 	Flow <ul style="list-style-type: none"> Includes clear introduction of self and topic Articulation <ul style="list-style-type: none"> Presenter speaks knowledgeably about the information Interaction <ul style="list-style-type: none"> Establishes eye contact with audience 	Flow <ul style="list-style-type: none"> Includes an introduction of self and topic Articulation <ul style="list-style-type: none"> Presenter displays lack of knowledge about the information (relies on visual aid) Interaction <ul style="list-style-type: none"> Minimal eye contact, hard to understand 	Flow <ul style="list-style-type: none"> An element of introduction, topic, or self is missing Articulation <ul style="list-style-type: none"> Presenter makes one or more mistakes on the knowledge of the topic Interaction <ul style="list-style-type: none"> No eye contact with audience, talks to screen or floor, hard to hear presentation

TOTAL SCORE _____/100

GRADE _____