

# Project Rubric : Recycling and Natural Resources: The Humanity Impact

Group Name: \_\_\_\_\_

Member's Names \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Product</b>	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.
<b>Sources – Quality Research/ Statistical Data</b>	Students include 4 or more high quality sources to support their product..	Students include 2-3 high quality sources to support their product..	Students include 2-3 sources to support their product. but some of are questionable quality.	Students include fewer than 2 sources to support their product..
<b>Sources- Citation</b>	Information in all source citations is correct and in the format assigned.	Information in all source citations is correct but there are minor errors in formatting.	Information in almost all source citations is correct AND there are minor errors in formatting.	The information is often incorrect OR there are major errors in formatting.
<b>Documentation of work Partition</b>	All product tasks are documented and the producer of the task is clearly identified.	Most product tasks are documented and the producer of the task is clearly identified	Some product tasks are documented and the producer of the task is clearly identified	Few product tasks are documented and the producer of the task is not clearly identified
<b>Point of View - Purpose</b>	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
<b>Knowledge Gained</b>	Group Members can accurately answer all questions related to facts in the product and processes used to create the product.	Group Members can accurately answer most questions related to facts in the product and processes used to create the product.	Group Members can accurately answer about 75% of questions related to facts in the product and processes used to create the product.	Group Members appears to have insufficient knowledge about the facts or processes used in the product.
<b>Grammar</b>	There are no grammatical mistakes on the product.	There is 1 grammatical mistake on the product.	There are 2 grammatical mistakes on the product.	There are more than 2 grammatical mistakes on the product.
<b>Attractiveness</b>	The product is exceptionally attractive in terms of design, layout, and neatness.	The product is attractive in terms of design, layout and neatness.	The product is acceptably attractive though it may be a bit messy.	The product is distractingly messy or very poorly designed. It is not attractive.

<b>Accessibility</b>	The information in the product can be understood by people who learn in a variety of ways: visual, audio, literal, tactual	The information in the product can be understood by people who learn in 3 ways: visual, audio, literal, tactual	The information in the product can be understood by people who learn in 2 ways: visual, audio, literal, tactual	Information is only presented in a single mode.
<b>MULTI-MEDIA</b>	<b>DIGITAL</b>	<b>STORY-TELLING</b>		
<b>Point of View - Awareness of Audience</b>	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
<b>Economy</b>	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.
<b>Duration of Presentation</b>	Length of presentation was 4 minutes.	Length of presentation was 3 minutes.	Length of presentation was 2 minutes.	Presentation was less than 2 minutes long OR more than 4 minutes.
<b>Soundtrack – Emotion (for product with music only)</b>	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
<b>Enthusiasm (for video products with people presenting only)</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Graphics – Clarity (for visual products only)</b>	Graphics are all in focus and the content easily viewed and identified . Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Most graphics are in focus and the content easily viewed. Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	Most graphics are in focus and the content is easily viewed and identified . An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Many graphics are not clear or are too small. Little or no attempt to use images to create an appropriate atmosphere/ tone.
<b>Oral Delivery (for products with spoken word only)</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Volume, pitch and pauses were used effectively.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. Volume, pitch and pauses were used effectively 90% of the time	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. Volume, pitch and pauses were used effectively 80% of the time	Often mumbles or cannot be understood OR mispronounces more than one word. Volume, pitch and pauses were not used effectively to convey emotion and dramatic impact.