**Research Project**

**Bibliography Rubric**

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| **Criteria** | **4** | **3** | **2** | **1** |
| **Quantity of sources** | Document has more than 4 sources. | Document has 3-4 sources. | Document has two sources. | Document only has one source. |
| **Quality /Reliability of Sources** | All sources cited can be considered reliable and/or trustworthy. | Most sources cited can be considered reliable and/or trustworthy. | Some sources can be considered reliable and/or trustworthy. | Few sources cited can be considered reliable and/or trustworthy. |
| **MLA and**  **Documentation** | Citations are formatted correctly in the document. | There are a few formatting errors in the document’s citations. | There are some formatting errors in the document’s citations. | There are many and/or frequent formatting errors in the document’s citations. |

**Research Notes Rubric**

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| **Criteria** | **4** | **3** | **2** | **1** |
| **Relevance** | Extracted relevant information. | Extracted mostly relevant information. | Extracted a lot of information which wasn’t relevant. | Extracted irrelevant information. |
| **Quantity** | Research is thorough and detailed. Evidence of in-depth research. | Research is sufficient. Many details are included. | Barely adequate research notes. More information is required. | Insufficient information collected. |
| **Organization** | Notes are extremely well organized, are easy to follow and are written in the student's own words. | Notes are organized and are written in the student’s own words. | Notes are hard to follow. Some notes are copied directly from the original source. | Notes are impossible to understand and most or all notes are copied word-for-word from the original source. |

**Project Rubric**

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| **Criteria** | **4** | **3** | **2** | **1** |
| **Knowledge**  Knowledge and understanding of ideas, information, concepts and themes related to the text and/or topic. | Superior and mature consideration of the topic; information is relevant, sufficient and detailed. | Thorough consideration of the topic; generally relevant and detailed information. | Limited consideration of the topic; information is relevant but insufficient. | Superficial consideration of the topic; information is irrelevant, insufficient and/or lacking in detail. |
| **Communication**  Communication of ideas through organization. | Assignment is extremely clear and easy to understand.  Visual components are creative, well integrated and flow smoothly. Design and layout of the assignment is visually pleasing. Extra effort has gone into the presentation. | Assignment is clear and easy to understand.  Visual components add to the assignment. Design and layout of the assignment is visually pleasing. | Assignment is hard to understand.  Visual components could be better organized. Design and layout is not fully pleasing to the viewer. | Assignment it too hard to understand  Assignment is not visually pleasing; design is poorly developed. |
| **Grammar**  -complete  sentences;  spelling;  capitals;  punctuation | Few errors do not interfere with meaning; usually caused by taking risks with complex language. Needs very little editing. | Some errors in grammar & usage but are not serious. Needs moderate editing | Errors may make some sentences difficult to understand. Needs significant editing | Frequent errors may make writing difficult to understand. Needs extensive editing. |

**Oral Presentation Rubric**

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| **Criteria** | **4** | **3** | **2** | **1** |
| **Knowledge**  Knowledge and understanding of ideas, information, concepts and themes related to the text and/or topic. | Superior and mature consideration of the topic; information is relevant, sufficient and detailed. | Thorough consideration of the topic; generally relevant and detailed information. | Limited consideration of the topic; information is relevant but insufficient. | Superficial consideration of the topic; information is irrelevant, insufficient and/or lacking in detail. |
| **Communication**  Communication of ideas through organization. | Introduction and conclusion are clearly stated; logical order; flows together well. Thorough planning evident. | Introduction is made but may lack a conclusion; most information presented in a logical sequence but does not flow smoothly. Considerable planning evident. | No introduction or conclusion; logical order not evident; ideas are loosely connected. Little planning evident. | Choppy and disjointed; does not flow; no apparent logical order. No planning evident. |
| **Application**  Application of oral presentation techniques. | Good eye contact; speaking or not reading; clear articulation and proper volume and pace; good posture; appeared poised, enthusiastic and confident. | Occasional eye contact; spoke clearly and with appropriate volume and some expressiveness; appeared interested. | Limited eye contact; sometimes difficult to hear; little or no expression; appeared restrained or uninterested. | Little awareness of audience; difficult to hear; monotonous expression; appeared uninterested. |
| **Thinking**  Use of creative thinking skills. | Very original presentation; used a variety of A/V materials; engaged the audience throughout the presentation. | Some originality evident; good use of A/V materials; presented facts in an interesting way; held the audience’s attention most of the time. | Little originality or creativity; limited use of A/V materials; lost the audience. | Little or no originality; no use of A/V materials; no effort to engage the audience; audience lost interest. |