

Rubric for teacher assessment: formal summative assessment of final project

Levels Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Inclusive Learning Considerations *All students must consult with teacher to meet the needs of the group
Grammar & organisation of information	Grammar is flawless, and information is organised in a logical and persuasive manner	Grammar has minimal errors, information is organised	There are notable grammatical errors, and information is scattered	Sentences are not structured properly, and information can be irrelevant at times	Students should be in groups suited to play to each individual member's strengths, but some considerations can be made for students who are coded ELL, or have learning disabilities. Students are encouraged to meet with the teacher regularly for guidance and revisions to further their success
Use of the chosen format/mixed media	Format is used to its maximum creative potential, and mixed media complements the content of the project	Format is used well, and mixed media is related to the content of the project	Format does not match the content well, and there is limited mixed media	Format makes the content nearly inaccessible, and there is no mixed media	Format of the project depends on its nature. Students can approach teacher for ideas and guidance. Options are varied and include posters, news advertisements, brochures and pamphlets, a letter, etc. Students must consider how their content will be viewed, and what works best for the amount of information they will be including, as well as the use of visuals.
Quality of 3 persuasive points	3 points are sound, realistic and relate directly to concepts learned in class	3 points relate to concepts learned in class, but are not necessarily realistic	2-3 points relate to some concepts learned in class, but are not realistic	Points are weak if they are present	Students can choose to build a plan of action for a specified audience, a persuasive call to make a school wide change, or something to spread awareness of a certain topic
Integration of Social Studies and Science concepts	Both areas are equally focused on in the project, and presented in such a way that they inform one another	Both areas are focused on in the project, but do not necessarily connect	One area is focused on more than the other, and have limited connections	One area is not focused on	Students can also choose to focus entirely on one discipline, but must consult with the teacher before moving forwards in order to restructure their assessment criteria. Can be used for challenged and gifted students who choose to build a strong, single faceted argument (can be a part of a larger inquiry project, or a special interest)
Aesthetic delivery of project	Project is very well put together and visually pleasing. The content is visually structured	Project makes sense to the eye – the audience can follow the flow of content	The project is slightly disjointed, and the audience does not necessarily know where to start	The project is disorganised and sparsely organised	For students who do not choose a medium that includes an aesthetic aspect in presenting their knowledge, a written position paper is an alternative, and can also be used by students looking for a challenge in literacy. More emphasis should be placed on the structure of their argument, its persuasive qualities, and diction

Rubric for class translation: formal summative assessment: to be explored in class by students (engaging in meta-learning and lifelong learning skills)

Levels Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Inclusive Learning Considerations *All students must check their groups with the teacher
Grammar & organisation of information					Students should be in groups with people that they don't usually work with Make groups based on the kind of project you want to make
Use of the chosen format/mixed media					Keep in mind: what images or videos do you want to include? How is it going to be displayed around the school? Is a poster the best option or is a prezi?
Quality of 3 persuasive points					Keep in mind: who are you speaking to? What point of view are you writing from? What do you want to accomplish?
Integration of Social Studies and Science concepts					If your group chooses to only do one focus, your project must be more in-depth, and that can mean more research, or taking action in your day-to-day lives. Be creative!
Aesthetic delivery of project					Some formats, like letters or research papers, don't need visuals to get their point across. What makes up for having no images, is the higher level of language that is used.