

## FINAL PROJECT UNIT 1 RUBRIC

Names of Group Members: \_\_\_\_\_ - Total Rubric Score \_\_\_\_ divided by 6 = Average Score \_\_\_\_ Name of Evaluator: \_\_\_\_\_  
 \_\_\_\_\_ - Total Rubric Score \_\_\_\_ divided by 6 = Average Score \_\_\_\_  
 \_\_\_\_\_ - Total Rubric Score \_\_\_\_ divided by 6 = Average Score \_\_\_\_  
 \_\_\_\_\_ - Total Rubric Score \_\_\_\_ divided by 6 = Average Score \_\_\_\_

Family in Periodic Table: \_\_\_\_\_

No Presentation: 0 Points

	Exceptional 5	Good 4	Adequate 3	Limited 2	Insufficient 1
<b>Presentation</b>	~ Presentation was 5 min ~ Presentation was very well organized. ~ The visuals clearly depicted and clarified the concepts presented. ~ All the students in the group presented.	~ Presentation was 5 min ~ Presentation was well organized. ~ The visuals clearly depicted and clarified the concepts presented. ~ All the students in the group presented.	~ Presentation was approximately 5 min ~ Half of the presentation was well organized. ~ The visuals were good but didn't always clarify the concepts presented. ~ Most of the students in the group presented.	~ Presentation was either over or under 5 min ~ Presentation was barely organized. ~ The visuals weren't appropriate or used effectively to clarify the concepts presented. ~ Half or less of the students in the group presented	~ Presentation was under 5 min ~ Presentation was not well organized. ~ The visuals weren't appropriate or used effectively to clarify the concepts presented. ~ A few of the students in the group presented or all presented, but poorly
<b>Content</b>	~ Information included: <ul style="list-style-type: none"> <li>• Name of Family</li> <li>• Background information</li> <li>• Physical Size</li> <li>• Group size</li> <li>• Electrons in outer shell</li> <li>• 3 Characteristics + examples</li> <li>• 3 Functions + examples</li> <li>• 2 examples of reactivity with other elements</li> <li>• General themes or properties concerning the reactivity of their family</li> </ul> ~ Gives 3 or more examples each of how the elements in the family are similar and different than other elements in the periodic table ~ Gives 3 or more examples each of how the elements are similar and different than the students in the class periodic table ~ Gives 3 or more examples each of how the elements are similar and different than the tribe	~ Information included: <ul style="list-style-type: none"> <li>• Name of Family</li> <li>• Background information</li> <li>• Physical Size</li> <li>• Group size</li> <li>• Electrons in outer shell</li> <li>• 3 Characteristics + examples</li> <li>• 3 Functions + examples</li> <li>• 2 examples of reactivity with other elements</li> <li>• General themes or properties concerning the reactivity of their family</li> </ul> ~ Gives 2 examples each of how the elements in the family are similar and different than other elements in the periodic table ~ Gives 2 examples each of how the elements are similar and different than the students in the class periodic table ~ Gives 2 examples each of how the elements are similar and different than the tribe found in Kirinyaga	~ Information included 2/3 of the following: <ul style="list-style-type: none"> <li>• Name of Family</li> <li>• Background information</li> <li>• Physical Size</li> <li>• Group size</li> <li>• Electrons in outer shell</li> <li>• 3 Characteristics + examples</li> <li>• 3 Functions + examples</li> <li>• 2 examples of reactivity with other elements</li> <li>• General themes or properties concerning the reactivity of their family</li> </ul> ~ Gives 2 examples of how the elements in the family are similar and different than other elements in the periodic table ~ Gives 2 examples of how the elements are similar and different than the students in the class periodic table ~ Gives 2 examples of how the elements are similar and different than the tribe found in Kirinyaga	~ Information included less than half of the following: <ul style="list-style-type: none"> <li>• Name of Family</li> <li>• Background information</li> <li>• Physical Size</li> <li>• Group size</li> <li>• Electrons in outer shell</li> <li>• 3 Characteristics + examples</li> <li>• 3 Functions + examples</li> <li>• 2 examples of reactivity with other elements</li> <li>• General themes or properties concerning the reactivity of their family</li> </ul> ~ Gives 1 poor example of how the elements in the family are similar or different than other elements in the periodic table ~ Gives 1 poor example of how the elements are similar and different than the students in the class periodic table ~ Gives 1 poor example of how the elements are similar and different than the tribe found in Kirinyaga	~ So little Information included that it was difficult to tell which family was described ~ Example(s) do not relate to how the elements in the family are similar or different than other elements in the periodic table ~ Example(s) do not relate how the elements are similar and different than the students in the class periodic table ~ Example(s) do not relate how the elements are similar and different than the tribe found in Kirinyaga



	found in Kirinyaga				
Visuals	<ul style="list-style-type: none"> <li>~ 3 or more visuals presented</li> <li>~ 1 visual was a table clearly describing the family of elements with a title, headings, and extremely well-formatted</li> <li>~ 1 visual either drawing, sketch, photo, collage, including more than one Internet image</li> </ul>	<ul style="list-style-type: none"> <li>~ 2 or more visuals presented</li> <li>~ 1 visual was a table describing the family of elements with a title, headings, and well-formatted</li> <li>~ 1 visual either drawing, sketch, photo including an Internet image</li> </ul>	<ul style="list-style-type: none"> <li>~ 2 visuals presented</li> <li>~ 1 visual was a table describing the family of elements with a title, headings, and well-formatted</li> <li>~ 1 visual either drawing, sketch, photo including an Internet image</li> </ul>	<ul style="list-style-type: none"> <li>~ 1 visual presented either a table or an image, but not well-formatted or organized, but describe some aspects of the family of elements</li> </ul>	<ul style="list-style-type: none"> <li>~ Visual(s) do not describe the family of elements</li> </ul>
Voice and Style	<ul style="list-style-type: none"> <li>~ Tone/style appropriate to subject</li> <li>~ Engaging</li> <li>~ Authoritative rather than convincing</li> <li>~ Appropriate degree of familiarity/orientation</li> </ul>	<ul style="list-style-type: none"> <li>~ Tone/style appropriate to subject</li> <li>~ Relatively engaging</li> <li>~ Appropriate degree of familiarity/orientation</li> <li>~ Authoritative rather than convincing</li> <li>~ May or may not take risks</li> </ul>	<ul style="list-style-type: none"> <li>~ Tone/style appropriate to subject</li> <li>~ More rote, less engaging</li> <li>~ Appropriate degree of familiarity/orientation</li> <li>~ Authoritative</li> </ul>	<ul style="list-style-type: none"> <li>~ Tone/style not appropriate to subject</li> <li>~ Not engaging (boring)</li> <li>~ Assumption of familiarity or common knowledge</li> <li>~ Lack of adequate orientation</li> </ul>	<ul style="list-style-type: none"> <li>~ Tone/style not appropriate to subject</li> <li>~ Assumption of familiarity or common knowledge</li> <li>~ No orientation for reader</li> <li>~ Not engaging</li> </ul>
Organization	<ul style="list-style-type: none"> <li>~ Clear introduction</li> <li>~ Intent clearly presented</li> <li>~ Process outlined</li> <li>~ Provides transitions</li> <li>~ Strong conclusion</li> </ul>	<ul style="list-style-type: none"> <li>~ Clear introduction</li> <li>~ Intent clearly presented</li> <li>~ Process outlined</li> <li>~ Provides transitions</li> <li>~ Clear conclusion</li> </ul>	<ul style="list-style-type: none"> <li>~ Fairly clear introduction</li> <li>~ Spells out intent</li> <li>~ Process somewhat clear or obvious</li> <li>~ Occasional use of transitions</li> <li>~ Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>~ Introduction</li> <li>~ Limited presentation of intent</li> <li>~ Process unclear</li> <li>~ Infrequent use or misleading use of transitions</li> <li>~ Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>~ Introduction and/or conclusion missing</li> <li>~ No presentation of intent</li> <li>~ Process missing</li> <li>~ No use of transitions</li> <li>~ No conclusion or poor conclusion</li> </ul>
Sources	<ul style="list-style-type: none"> <li>~ Sources presented according to assigned criteria and in assigned format</li> <li>~ Validity of sources clear</li> <li>~ Choice of sources justified when necessary</li> <li>~ Sources include more than 3 Internet sites, 1 textbook and other non-required sources</li> </ul>	<ul style="list-style-type: none"> <li>~ Sources presented according to assigned criteria and in assigned format</li> <li>~ Validity of sources clear</li> <li>~ Choice of sources justified when necessary</li> <li>~ Sources include 3 Internet sites, and 1 textbook</li> </ul>	<ul style="list-style-type: none"> <li>~ Sources presented according to assigned criteria and in assigned format</li> <li>~ Validity of sources clear</li> <li>~ Choice of sources occasionally questionable</li> <li>~ Sources include 2 Internet sites, and 1 textbook</li> </ul>	<ul style="list-style-type: none"> <li>~ Sources not presented according to assigned criteria or not in assigned format</li> <li>~ Validity of some sources questionable</li> <li>~ Choice of sources occasionally questionable</li> <li>~ Sources include either 3 Internet sites, or 1 textbook</li> </ul>	<ul style="list-style-type: none"> <li>~ No sources, or sources not identified</li> </ul>

**What suggestions do you have for the presenters on how they could improve the presentation for the next time?**