

Project: _____

RUBRIC 1

Name: _____

	Working at 4	Working at 3	Working at 2	Working at 1
WORKING IN TEAMS				
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Monitors Group Effectiveness	Always monitors the effectiveness of the group, and makes suggestions to make it more effective.	Usually monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
ORGANISATION SKILLS				
Organisation	Always brings the needed materials to class and carries out all necessary preparation to work on set task.	Almost always brings the needed materials to class and carries out necessary preparation to work on set task.	Almost always brings the needed materials to class but does not carry out necessary preparation to work on set task.	Often forgets needed materials or does not carry out necessary preparation.
Focus on the Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Can be relied on by their team to complete set tasks.	Focuses on the task and what needs to be done some of the time. May need to be sometimes reminded by their team, to complete set tasks.	Rarely focuses on the set tasks and does not always complete what needs to be done on time.
WRITING				
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. Supporting details and/or examples have been included for some points.	Most information clearly relates to the main topic. Very little details and/or examples have been included.	Most information is not directly relevant to the main topic.
Diagrams & Illustrations	Diagrams/photos/ illustrations are relevant, add to the viewer's understanding of the topic and enhance the storytelling.	Diagrams/photos/illustrations are relevant and add to the reader's understanding of the topic.	Diagrams/photos/ illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate or have not been included.
Spelling and Grammar	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
MATHEMATICS				
Application of maths	All mathematical calculations included are relevant to the task and have been applied correctly to extend the message in the presentation.	Most mathematical calculations included are relevant to the task and have been applied correctly to extend the message in the presentation.	Some mathematical calculations included are relevant to the task and have been applied correctly to extend the message in the presentation.	Mathematical calculations included are not relevant to the task and have not been applied correctly to extend the message in the presentation.
Calculations	All mathematical calculations included are correct.	Most mathematical calculations included are correct.	Some mathematical calculations included are correct.	Mathematical calculations included are not correct
SCIENCE				
Content	All scientific explanations included are relevant to the task and reflect an excellent understanding of the concepts on which they are based.	Most scientific explanations included are relevant to the task and reflect an excellent understanding of the concepts on which they are based.	Some scientific explanations included are relevant to the task and reflect some understanding of the concepts on which they are based.	Scientific explanations included are irrelevant to the task and do not reflect an understanding of related concepts, Or no such information was included.

Project: _____

RUBRIC 2

Name: _____

	Working at 4	Working at 3	Working at 2	Working at 1
WORKING IN TEAMS				
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Monitors Group Effectiveness	Always monitors the effectiveness of the group, and makes suggestions to make it more effective.	Usually monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
ORGANISATION SKILLS				
Organisation	Always brings the needed materials to class and carries out all necessary preparation to work on set task.	Almost always brings the needed materials to class and carries out necessary preparation to work on set task.	Almost always brings the needed materials to class but does not carry out necessary preparation to work on set task.	Often forgets needed materials or does not carry out necessary preparation.
Focus on the Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Can be relied on by their team to complete set tasks.	Focuses on the task and what needs to be done some of the time. May need to be sometimes reminded by their team, to complete set tasks.	Rarely focuses on the set tasks and does not always complete what needs to be done on time.
WRITING				
Notes	Notes are recorded and organized in a neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded	Notes are recorded only with peer/teacher assistance and reminders.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes some time and effort to the writing process but was not very thorough.	Student devotes little time and effort to the writing process.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. Supporting details and/or examples have been included for some points.	Most information clearly relates to the main topic. Very little details and/or examples have been included.	Most information is not directly relevant to the main topic.
Presentation Format (ICT)	The presentation is attractive in terms of design, layout, and neatness and conveys a clear message to the desired audience.	Most of the presentation is attractive in terms of design, layout and neatness and conveys a clear message to the desired audience.	The presentation is acceptably attractive though the message being conveyed to the audience is not always clear.	The presentation is distractingly messy or very poorly designed. It is difficult for the audience to understand the message being conveyed.
Spelling and Grammar	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
SCIENCE				
Content	All scientific explanations included are relevant to the task and reflect an excellent understanding of the concepts on which they are based.	Most scientific explanations included are relevant to the task and reflect an excellent understanding of the concepts on which they are based.	Some scientific explanations included are relevant to the task and reflect some understanding of the concepts on which they are based.	Scientific explanations included are irrelevant to the task and do not reflect an understanding of related concepts, Or no such information was included.

Project: _____

RUBRIC 3

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	Working at 4	Working at 3	Working at 2	Working at 1
WORKING IN TEAMS				
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Monitors Group Effectiveness	Always monitors the effectiveness of the group, and makes suggestions to make it more effective.	Usually monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
ORGANISATION SKILLS				
Organisation	Always brings the needed materials to class and carries out all necessary preparation to work on set task.	Almost always brings the needed materials to class and carries out necessary preparation to work on set task.	Almost always brings the needed materials to class but does not carry out necessary preparation to work on set task.	Often forgets needed materials or does not carry out necessary preparation.
Focus on the Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Can be relied on by their team to complete set tasks.	Focuses on the task and what needs to be done some of the time. May need to be sometimes reminded by their team, to complete set tasks.	Rarely focuses on the set tasks and does not always complete what needs to be done on time.
WRITING				
Notes	Notes are recorded and organized in a neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded	Notes are recorded only with peer/teacher assistance and reminders.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. Supporting details and/or examples have been included for some points.	Most information clearly relates to the main topic. Very little details and/or examples have been included.	Most information is not directly relevant to the main topic.
Presentation Format (ICT)	The presentation is very well organized. One idea, slide or scene follows another in a logical sequence with clear transitions	The presentation is pretty well organized. One idea, slide or scene may seem out of place. Clear transitions are used.	The presentation is a little hard to follow. The transitions are sometimes not clear.	Ideas, slides or scenes seem to be randomly arranged.
Spelling and Grammar	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
SCIENCE				
Content	All scientific explanations included are relevant to the task and reflect an excellent understanding of the concepts on which they are based.	Most scientific explanations included are relevant to the task and reflect an excellent understanding of the concepts on which they are based.	Some scientific explanations included are relevant to the task and reflect some understanding of the concepts on which they are based.	Scientific explanations included are irrelevant to the task and do not reflect an understanding of related concepts, Or no such information was included.