PBL Rubric

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|  | **Beginning** The project is at a beginning stage. | **Novice** The project may show flashes of quality, but could be improved in several ways. | **Proficient** The project is acceptable. | **Exemplary** The project is exemplary |
| **Content** | Piece is lacking information and/or information is inaccurate and irrelevant. | Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research. | Provides partially complete, accurate, and relevant information; based on adequate research. | Provides complete, accurate, and relevant information; based firmly on extensive and careful research. |
| **Thinking, Analysis, and Communication**    The student breaks down this material and/or skill into its component parts so that its structure can be understood. | Student does not demonstrate a clear understanding of the rules, definitions, laws, concepts, theories, and principals of topic or skill under study.  Analysis does not include diagrams, models, timelines, illustrations, or step-by-step progression of object/principal/problem under study.  Ideas are not expressed clearly or supported by examples, reasons, details, and explanations.  No interpretation and analysis of the material. | Demonstrates some understanding of the topic, but with limited analysis and reflection.  Ideas are not expressed clearly and examples, reasons, details, and explanations are lacking.  Examines the issue from a single perspective. | Demonstrates a general understanding of the topic.  Student demonstrates a clear understanding of the rules, definitions, laws, concepts, theories, and principals of topic or skill under study.  Analysis includes diagrams, models, timelines, illustrations, or step-by-step progression of object/principal/problem under study.  The student can identify relationships between ideas, data sets, and phenomena.  Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.  Examines the issues from more than one perspective. | Demonstrates in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection.  In addition to Proficient criteria: Student uses his/her analysis to teach the definitions, laws, concepts, theories, and principals under study.  Student and/or audience is able to differentiate between similar definitions, laws, concepts, theories, and principals.  The student can differentiate between correlation and cause and effect.  Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.  Examines the issue from three or more perspectives. |
| **Illustration** | Illustrations do not help the audience understand the content and core message(s). | Visuals are unrelated or offer little support of the work.  Graphics, tables, charts, diagrams, pictures, and/or models are mislabeled or irrelevant. | The work is supported by visuals.  There is some mislabeling of graphics or design mistakes (e.g., a picture is confusing because it doesn't have a caption). | The work is well supported by carefully illustrated and useful tables, charts, diagrams, pictures, and/or a model-all properly labeled and captioned. |
| **Organization, Mechanics, and Vocabulary** | The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.  Numerous errors in grammar, punctuation, spelling, and/or capitalization.  A bibliography or reference section is missing. | Language is copied from another source.  Organizational devices, such as paragraphs, sections, chapters, and transitions, are flawed or lacking.  Numerous errors in grammar, punctuation, spelling, and/or capitalization.  The bibliography or reference section contains an inadequate number of primary or secondary sources. | The work is written in the author's own words.  There are some problems with organizational devices, such as paragraphs, sections, chapters, and transitions.  There are several errors in grammar, punctuation, spelling, and/or capitalization.  A bibliography or reference section identifies an adequate number of primary and secondary sources. | All ideas are in the author's own, well-chosen words.  Organizational devices, such as paragraph sections, chapters, and transitions, have been used effectively.  With minor exceptions, grammar, punctuation, spelling, and/or capitalization are correct.  A bibliography or reference section identifies a variety of primary and secondary sources. |
| **Format** | The piece is not neat or organized, and it does not include all required elements. | The work is not neat and includes minor flaws or omissions or required elements. | The format is good. The overall appearance is generally neat, with a few minor flaws or missing elements. | The work is well organized and includes all required elements. The overall appearance is neat and professional. |
| **Appropriateness**  The student selects material, objects, and/or techniques that meet the needs, requirements, and rules of the time, place, and audience. | Material (photo, sound files, video clips, apparel, illustrations, etc.) is not appropriate for the audience and the situation.  Language is not appropriate for the audience and the situation (as defined by school and district guideline).  No evidence that student has selected an effective tool, technique, or paradigm to achieve the goal as defined in the project or course guideline.  Humor doesn't enhance understanding and may offend audience. | Some material selected is not appropriate for the audience and situation.  Some language used is not appropriate for the audience or situation.  Student attempted to select effective tool, technique, or paradigm, but the effect is limited.  Student’s attempt at humor is sometimes misplaced. | Student selects material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation.  Student uses language appropriate for the audience and the situation.  Student selects an effective tool, technique, or paradigm to achieve the desired goal as defined in the project or course guideline.  Student uses humor that enhances understanding and doesn't offend audience. | In addition to Proficient criteria:  Student shows a deep understanding of the audience and the situation by selecting material that enhances understanding.  Student uses language that creates a strong, positive reaction in audience.  Student creates tools, techniques, or paradigms that effectively achieve the desired goal. |
| **Application**  The student uses this material, understanding, and/or skill in new situations. | Ability to apply theories, principles, and/or skills to new situations, settings, or problems not demonstrated.  Student is not able to modify theories, products, behaviors, or skills to fit new or changed environment. | Student’s ability to apply theories, principles, and/or skills to new situations, settings or problems is lacking.  Student attempts to modify theories, products, behaviors, or skills to fit new or changed environment. | Student demonstrates an ability to apply theories, principles, and/or skills to new situations, settings, or problems. | In addition to Proficient criteria:  Student actively seeks new environment and situations to apply theories, principles, and/or skills.  Student provides multiple examples of how theory, principals, or skill can be applied. |
| **Evaluation**  The student judges the quality (based on both subjective and objective standards) of the material, object, or performance. | Student does not demonstrate understanding of the criteria used for evaluation.  Student does not defend his/her evaluation (critique).  Evaluation is not supported by reference to standards.  Evaluation does not include comparison and contrast to other ideas/objects/materials. | Student demonstrates a limited understanding of the criteria used for evaluation.  Student’s defense of his/her evaluation is weak.  Evaluation is supported by some references to standard.  Evaluation includes little comparison and contrast to other ideas/objects/materials. | Student demonstrates understanding of the criteria used for evaluations.  Student is able to defend his/her evaluation (critique).  Evaluation in supported by reference to standards.  Evaluation includes comparison and contrast to other ideas/objects/materials. | In addition to Proficient criteria:  Evaluation includes references (comparison/contrast) to three or more objects/ideas/materials.  Student creates clearly defined criteria (e.g. rubric, standards, guidelines) for evaluation. |
| **Presentation** | Control of speaking tone, clarity, and volume is not evident.  No evidence of creativity.  Speaker is visibly nervous and does not convey interest in the topic.  Speaker does not make eye contact with audience.  Physical gesture and awareness of facial expression are absent. | Clarity of speech is uneven; delivery is halting.  Limited evidence of creativity.  Speaker is not completely sure of topic but appears nervous or disengaged.  Limited or sporadic eye contact with audience.  Limited or inappropriate use of physical gesture and facial expression. | Good speaking voice; recovers easily from speaking errors.  Creativity apparent, but is not well integrated into presentation.  Speaker is in command of the topic but appears slightly nervous in delivery.  Good eye contact with audience throughout most of the presentation.  Use of physical gesture and facial expression is good, but appears forced or artificial at times. | Strong, clear speaking voice easily understood by audience.  Use of creativity keeps audience engaged.  Speaker conveys confidence in talking about the topic.  Excellent eye contact with audience throughout presentation.  Use of physical gesture and facial expression conveys energy and enthusiasm. |