SOAR MS PROJECT RUBRIC

Items to Be Graded				
The Project Begins	Advanced	Proficient	Basic	Minimal
Graphic Organizer	• Questions begin with How or Why • 6 or more thought provoking questions are generated • Feedback is Accepted and Acted Upon • Questions link project and standards targeted	• Questions begin with How or Why • 6 questions are generated • Feedback is taken and somewhat acted upon	• All Questions Do Not Begin with How or Why • Less than 6 Questions were Generated • Questions were Not Well Thought Out • Feedback is Not Acted Upon	• Graphic Organizer Not Completed
Rationale	• Three Well Written Paragraphs explaining Purpose of Project, Standards to be Addressed, and Goals to be Met • Correct Heading and Document Title • Evidence of Revision • Contained in Folder Created for Project	• Three paragraphs explaining project purpose, standards and goals • Contained in Folder Created For Project • Heading and Document Title are somewhat correct	• Less than Three Paragraphs Written • Purpose, Standards or Goals not addressed • No Heading Used • Folder Not Created or Shared	• Rationale Not Completed
Proposal Guide	• Was Signed By Parent by Due Date • Parent Reflection was Completed	• Turned in Late • Signed By Parent and Parent Reflection Complete	• Turned in Late • Parent Reflection Not Completed	• Proposal Guide was Not Turned in or Lost Without Problem Solving for Replacement

Research Phase	Advanced	Proficient	Basic	Minimal
Facts	• 70+ Related and Meaningful Facts • Information gathered went beyond Driving Questions • Evidence of critical thinking is apparent.	• 60-70 Related and Meaningful Facts • Answers to all Driving Questions were found • Information is synthesized into own words	• 60 or Less Mostly Related Facts • Answers to some Driving Questions were found • Information is copied from source with minimal revision	• Facts were mostly unrelated to driving questions • Driving Questions were not answered • Facts are copied directly from source
Sources	• A variety of printed **and** digital resources was utilized • A Live or Primary resource was consulted*** • Four or more resources were **well** used. • Sources were evaluated for relevance and credibility	• A variety of printed **and** digital resources was utilized • Four resources were consulted and used	• Sources are only printed or only digital (websites) • 3 or less sources were consulted and were somewhat well used	• Less than 3 Resources were used • Sources were the first 3 that came up on a google search
Annotated Bibliography	• Annotation was complete, showed depth and knowledge of source and thoughtful reflection • More than 4 sources cited • MLA format used correctly • Bibliography was in Alphabetical order	• Annotation was mostly complete and mostly showed depth and knowledge of source • 4 sources cited • MLA format mostly correct	• Annotation not complete with little depth, knowledge or reflection • 3 sources cited • MLA format not done well	• Annotated Bibliography not completed

End Product	Advanced	Proficient	Basic	Minimal
Driving Questions	• All Driving Questions were answered thoughtfully and completely. • Answers were an integral part of the End Product	• All Driving Questions were answered • Answers were included in the End Product	• Most driving questions were answered • Some answers were included in the end product	• Some driving questions were answered • Answers did not drive the end product
Depth of Knowledge	• Student was able to answer questions not directly related to topic from extensive background research • End product was driven by knowledge gained • Demonstrated mastery of standard.	• Student was able to answer questions related to topic wIth ease • Research was apparent in end product. • Standard was mostly addressed	• Student could not answer questions directly related to topic • Research was not very apparent in end product • Standard was somewhat addressed, project requires revision to get credit for standard.	• Facts could not be relocated in sources if questioned • Research was not apparent in end product • Standard was not addressed
Effort	• Effort is clearly evident through multiple drafts and editing. • Student asked for help or input for improvement. • End product took time outside of class to create • End product was well organized • In class project time was well used.	• Effort is evident through attempts at multiple drafts. • All parts of project were completed on time • End product was well organized • Project time was often well used in class.	• Some effort is evident. • Further editing or reorganization was needed. • Some elements of the product were completed after the due date. • Student required some reminders to be on task during in class project time	• Little to no effort is evident • Student's work was rushed and/or only one draft was created • Work was turned in beyond the due date. • Student required consistent reminders to be on task during in class project time.

Presentation (1 Per Cycle)	Advanced	Proficient	Basic	Minimal
Style/Format	● A new or unique presentation style was used AND/OR ● Presentation format was the best choice/tool for the information ● Information was well organized and meaningful to the audience	● Presentation was organized and efficient ● Information presented was relevant to the audience ● The presentation tool selected was a thoughtful choice for the information.	● Presentation style has been repeated through multiple projects ● A more efficient tool or format could have been selected ● Information was somewhat relevant to audience.	● Presentation lacked organization and was difficult to follow. ● Information was not helpful or useful for the audience. ● A more appropriate presentation tool could have been selected.
Skills	● Information was conveyed with good presentation skills (good eye contact, smile at audience, conversational tone etc.) ● Presenter had an engaging interactive portion for the audience.	● Information was conveyed with good presentation skills ● Presenter had an interactive portion for the audience	● Information was conveyed with some presentation skills ● Presenter had an interactive portion for the audience	● Presentation skills were not evident in presentation ● Presenter had no interactive portion for the audience
Preparedness	● Presentation had been practiced before presentation day ● Demonstrations had been repeated until they were skillfully presented ● Student had all materials at time of presentation	● Student had read through material before presenting ● Materials were mostly present and relevant ● Demonstrations required multiple attempts or lacked desired outcome	● Presentation was given without any preparation ● Some materials were present and relevant	● Presentation was not completed until presentation day ● Student lacked materials for presentation

*** Live Resources are persons who have an in depth knowledge of your project topic and with whom you have made successful contact. Primary resources are documents or artifacts that were created at the same time/place as the event you are studying (ex. journals, first hand accounts, etc.)