

SENIOR PROJECT: Project Process Rubric

Name: _____

Project Title: _____

Assessment Date: _____

VALLEY NEW SCHOOL

PROCESS	Demonstrates mastery of project process	Completes all items on checklist	Missing items on checklist	Minimal use of checklist
TIME MANAGEMENT	Uses time constructively & efficiently, meets all deadlines, & stays on task with no prompting	Satisfactory use of time; meets most deadlines & stays on task with little prompting	Adequate but inconsistent use of time; meets some deadlines & requires frequent prompting	Uses time unproductively; meets few or no deadlines & completes few tasks independently
DOCUMENTATION	Keeps consistent, detailed log of time spent, including thorough analysis of process and learning	Keeps consistent log of time spent, including analysis of process and learning	Keeps inconsistent log of time spent, lacking analysis of process and learning	Keeps minimal documentation
RESEARCH	<ul style="list-style-type: none"> • Uses & cites wide variety of resources, including effective use of live expert and firsthand experiences • Keeps detailed & organized notes • Demonstrates critical analysis of sources 	<ul style="list-style-type: none"> • Uses & cites multiple resources, including live expert • Keeps & organizes notes 	<ul style="list-style-type: none"> • Uses limited resources with inconsistent citation • Keeps notes 	<ul style="list-style-type: none"> • Uses minimal resources • Keeps few or no notes
THINKING	Project demonstrates analysis, synthesis, and evaluation	Project demonstrates application	Project demonstrates knowledge & comprehension	Project demonstrates minimal thought
COMMUNITY MEMBERSHIP	<ul style="list-style-type: none"> • Participates successfully & enthusiastically in VNS program • Models & encourages successful behaviors 	<ul style="list-style-type: none"> • Participates successfully in VNS program 	<ul style="list-style-type: none"> • Developing skills for successful participation in VNS program 	<ul style="list-style-type: none"> • Negatively impacts self & VNS program

SENIOR PROJECT: Oral Presentation

<p>SPEECH DESIGN</p>	<ul style="list-style-type: none"> • Professionally planned & organized • Created with all members of audience in mind • Flows naturally from topic to topic • Uses visual aid to increase audience's understanding of message 	<ul style="list-style-type: none"> • Well planned & organized • Created with most members of audience in mind • Flows reasonably from topic to topic • Uses visual aid to increase audience's understanding of portions of message 	<ul style="list-style-type: none"> • Fairly planned; somewhat disorganized • Speech content not appropriate for many audience members • Elementary transitions from topic to topic • Uses visual aid as a backdrop 	<ul style="list-style-type: none"> • Poorly planned; disorganized • Speech information inaccessible to most audience members • Abrupt changes from topic to topic • Uses no visual aid
<p>CONTENT</p>	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of project topic • Extensively describes project process • Insightfully explains the project's purpose, goals, and role in speaker's VNS career 	<ul style="list-style-type: none"> • Demonstrates knowledge of project topic • Describes project process • Explains the project's basic purpose, goals, and role in speaker's VNS career 	<ul style="list-style-type: none"> • Demonstrates selective knowledge of project topic • Partially describes project process • Glosses over project's purpose, goals, and role in speaker's VNS career 	<ul style="list-style-type: none"> • Demonstrates limited knowledge of project topic • Neglects project process • Project's purpose, goals, and role in speaker's VNS career is unclear or not evident
<p>SPEAKING SKILLS</p>	<ul style="list-style-type: none"> • Impeccable diction • Speech/answers can be heard by all audience members • Confident posture; excellent stage presence • Eye contact is kept throughout presentation 	<ul style="list-style-type: none"> • Clear diction • Speech/answers can be heard by most audience members • Confident posture; good stage presence • Eye contact is kept throughout majority of presentation 	<ul style="list-style-type: none"> • Fair diction • Speech/answers can be heard by some audience members • Some nervous body language; appears unrehearsed • Eye contact is kept throughout portions of presentation 	<ul style="list-style-type: none"> • Poor diction • Speech/answers can be heard by few or no audience members • Nervous posture; no stage presence • Eye contact is minimal or nonexistent
<p>QUESTION & ANSWER SESSION</p>	<ul style="list-style-type: none"> • Communicates all answers with inquirer's knowledge level and intention in mind • Listens actively • Answers clearly and candidly, using full knowledge base • Repeats or incorporates questions in all answers 	<ul style="list-style-type: none"> • Communicates most answers with inquirer's knowledge level and intention in mind • Listens with some care • Answers coherently • Repeats or incorporates questions in all answers 	<ul style="list-style-type: none"> • Communicates answers with inquirer's knowledge level and intention in mind • Listens partially • Answers somewhat unclearly • Repeats or incorporates questions in most answers 	<ul style="list-style-type: none"> • Communicates answers with inquirer's knowledge level and intention in mind • Does not listen to questions • Answers incorrectly or incoherently • Infrequently repeats or incorporates questions in answers

SENIOR PROJECT: Production Rubric

<p>PRODUCT QUALITY</p>	<p>Products:</p> <ul style="list-style-type: none"> • Display professional craftsmanship • Reveal examination/analysis of research and higher level thinking • Show creativity • Show intention 	<p>Products:</p> <ul style="list-style-type: none"> • Display quality craftsmanship • Satisfactorily express research and ideas 	<p>Products:</p> <ul style="list-style-type: none"> • Displays developing craftsmanship • Adequately express ideas 	<p>Products:</p> <ul style="list-style-type: none"> • Displays poor craftsmanship • Expresses few or no ideas
<p>WRITING: Message <i>(Idea/Voice)</i></p>	<ul style="list-style-type: none"> • Purposeful, insightful message • Evident that writer is passionate about topic 	<ul style="list-style-type: none"> • Clear, interesting message • Evident that writer is thoughtful about topic 	<ul style="list-style-type: none"> • Functional yet general message • Evident that writer has superficial interest in topic 	<ul style="list-style-type: none"> • Unclear message • Evident that writer is indifferent about topic
<p>WRITING: Structure <i>(Fluency/Word Choice)</i></p>	<ul style="list-style-type: none"> • Dynamic language • Crafted, flowing sentences 	<ul style="list-style-type: none"> • Appealing language • Well constructed sentences 	<ul style="list-style-type: none"> • Routine language • Mechanical sentences 	<ul style="list-style-type: none"> • Passive, vague language • Rambling or disjointed sentences
<p>WRITING: Organization <i>(Conventions/Organization)</i></p>	<ul style="list-style-type: none"> • Purposeful, creative internal organization • Edited with professional quality 	<ul style="list-style-type: none"> • Clear, formatted internal organization • Grammar & usage is consistent and shows control 	<ul style="list-style-type: none"> • Internal organization has inconsistent continuity • Bothersome grammar & usage mistakes prohibit publishing 	<ul style="list-style-type: none"> • Internal organization makes no sense • Grammar & usage mistakes dominate paper