

## Buy or Lease Project Rubric

<i>Levels:</i>					
<i>Criteria:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Score</b>
<b>Ability to Follow Directions/ Produce Product</b>	Has trouble following directions to produce required outcome	Follows some directions, but dismisses others to produce required outcome	Follows directions carefully to produce required outcome, but has some difficulty if directions are not completely explicit	Follows precise directions when working on a project; is able to solve problems, make choices, and is not afraid to experiment	
<b>Planning</b>	Has no plan, notion of the magnitude of the work. Is always late or scrambling to complete. Often a "no show" for group work session.	Plan dominated by an early postponement and deadline related push. May be "no show" at start of task. Rarely meets intermediate deadlines.	Makes plan, but does not always follow it. May need help allotting time. May miss intermediate deadlines; work may pile up toward end of allotted time.	Conceptualizes task and plans execution as a rational, sequenced process. Almost always meets the set intermediate deadlines, overcomes problems	
<b>Ability to Stay on Task</b>	Inability to focus on the task at hand; disruptive and unproductive	Some ability to focus and stay on task; sometimes disruptive and not always productive	Generally focused and stays on task	Excellent ability to remain focused on task at hand; extremely productive	

<b>Initiative</b>	Shows little to no initiative to take on new tasks	Shows some initiative to take on new tasks	Shows good initiative to take on new tasks and sometimes makes suggestions for individual and/or class projects	Displays enthusiasm for taking on new tasks and is quick to make creative suggestions for individual and/or class projects	
<b>Explanation / Description of Process</b>	Provides little to no description of how they solved the problem.	Provides a basic description of how they solved the problem.	Provides a good description of how they solved the problem and alludes to why they used a particular strategy.	Provides an excellent description of how they solved the problem and includes details about why they used a particular strategy	
<b>Problem Solving Strategy</b>	Does not implement an effective problem-solving strategy and is unable to identify the key elements of the problem.	Implements some effective problem-solving strategies and is able to identify some of the key elements of the problem.	Implements a fairly effective problem-solving strategy and is able to identify most of the key elements of the problem.	Implements an effective problem-solving strategy and identifies all of the key elements of the problem.	
<b>Analysis / Mathematical Reasoning</b>	Shows little to no understanding of either the pattern or relationship. Not able to explain the response they have given.	Shows some understanding of the pattern or relationship. Some irrelevant details in	Short but complete answer that shows an understanding of pattern or relationship.	Can demonstrate a full understanding of the pattern or relationships among the	

	they have given	details in explanation		among the numbers	
<b>Computation</b>	Makes major computational errors.	Makes some computational errors and it is unclear if they are aware of proper problem-solving procedures.	Makes minor computational errors.	Makes no computational errors.	
<b>Mathematical Understanding</b>	Shows little to no understanding of the problem's underlying concepts.	Shows some understanding of the problem's underlying concepts.	Shows sound understanding of the problem's underlying concepts but is either unable to fully describe the concept or makes some minor errors.	Shows a full understanding of a problem's underlying concepts and is able to describe the concept with no errors.	
<b>Clarity</b>	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part; more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples, transitions are clear and create a succinct and even flow	

<b>Argument</b>	Lack of confidence with subject matter which leads to unconvincing argument	Some confidence with material; does not present a convincing argument	Confidence with most material, thus presenting fragmented argument	Confidence with all material which leads to strong, convincing, consistent argument	
<b>Content</b>	Unorganized and meets less than half the requirements	Project meets half of the requirements; well-organized	Project is well-organized and meets most requirements	Project is well-organized and meets all requirements	
<b>Grammar</b>	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that does not interfere with clarity	Few grammatical and/or stylistic errors	Nearly error-free which reflects clear understanding and thorough proofreading	
<b>Pre-writing (Outline, Notes, Graphic Organizer)</b>	Does not utilize pre-writing process or makes only a cursory attempt to brainstorm, plan, or organize thoughts.	Uses only one pre-writing strategy. Pre-writing is usually only minimally connected to later written work.	Uses multiple pre-writing strategies to form a strong foundation for later written work.	Makes exceptional use of multiple pre-writing strategies. Pre-writing forms a strong and clear foundation for later written work.	
<b>Mechanics</b>	Frequent errors in spelling, grammar, and punctuation.	Errors in grammar and punctuation, but spelling has been proofread.	Occasional grammatical errors. Spelling has been proofread.	Nearly error-free. Reflects thorough proofreading for grammar and spelling.	

<p><b>Sentence Fluency (Flow)</b></p>	<p>Repetitive sentence patterns. There are no connecting words between sentences. Many sentences run into each other.</p>	<p>Sentence patterns are generally repetitive, with occasional variance. There are usually connecting words between sentences, where appropriate. Some sentences should be merged; others should be made into two or more sentences.</p>	<p>Sentence patterns are generally varied, but sometimes variations seem forced and inappropriate. There are connecting words between sentences, where appropriate. Each sentence contains a complete thought; there are no run-on sentences.</p>	<p>Varied and interesting sentence patterns. There are connecting words between sentences, where appropriate. Sentences are complete thoughts, with no run-ons.</p>	
<p><b>Written Skills</b></p>	<p>Has difficulty with paragraph structure and simple sentences; limited vocabulary; difficulty with grammatical skills</p>	<p>Able to write simple sentences; understands basic grammatical concepts, vocabulary is developing; has difficulty with paragraph structure</p>	<p>Able to write complex sentences, understands intermediate grammatical concepts, enhanced vocabulary, ability to compose paragraphs, difficulty with standard essay form</p>	<p>Advanced vocabulary and grammatical skills enhance the composition of clear, focused, creative compositions</p>	

<b>Final Draft/Publication</b>	Final draft shows little evidence of editing and revision. Writer takes little pride in published work.	Final draft shows some evidence of editing and revision. Writer takes some pride in published work.	Final draft shows clear evidence of editing and revision. Writer takes pride in published work.	Final draft shows clear evidence of thoughtful editing and revision. Writer takes exceptional pride in published work.	
<b>Creativity</b>	Project includes little variety in presentation techniques	Material presented with little originality or creative thought	Some apparent originality displayed through creative use of materials	Exceptional originality of presented material	
<b>Cooperative Learning</b>	Displays little to no ability to work in a group productively, efficiently, and amicably	Displays some ability to work in a group productively and efficiently	Displays ability to work productively and efficiently in a group; occasionally assists others	outstanding ability to work productively and efficiently in a group; makes that extra effort to assist others	
<b>Intellectual contribution</b>	Has little or no grasp of context. Sees task as isolated with no connection to past or future ideas.	Aware of overall context, but makes no connections on own. Can recite connections of others but rarely can support them.	Usually understands overall context of task and asks questions about context. Makes connections on own and "gets" those others make.	Understands overall context of the task. Contributes ideas and proposals. Extends connections to ideas past and future.	

<b>Preparation</b>	Unprepared; did not do necessary research	Attempted to research in preparation for debate, but was misdirected	Evidence of purposeful research in preparation for debate	Thorough and purposeful research in preparation for debate	
<b>Speaking Skills</b>	Monotone; speaker seemed uninterested in material	Little eye contact; fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lacks confidence with material	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	
<b>Presentation</b>	Careless, hurried, and illegible presentation	Project appears rushed of somewhat careless, but the content is legible	Clear, uncluttered, and attractive	Evidence that pride and care was taken and the message of the product is clearly defined	
<b>Presentation Length</b>	Greatly exceeding or falling short of allotted time	Exceeding or falling short of allotted time	Remained close to the allotted time	Presented within the allotted time	
				<b>Total</b>	

**Comments:**