Project-based Learning Rubric

| Score Levels | Content | Follow-Up Paper | Organization | Presentation |
| --- | --- | --- | --- | --- |
| 4 | * Is well thought out and gives a detailed description of their person
* Reflects application of critical thinking
* Is pulled from a variety of sources
* Is accurate
 | * No spelling, grammatical, or punctuation errors
* Clear Idea of the important historical inventions and discoveries
* Shows that the student understands the material at a high level
 | * Information is clearly focused in an organized and thoughtful manner
* Information is constructed in a logical pattern
 | * Multimedia is used to clarify and illustrate the main points
* Format enhances the content
* Presentation captures audience attention
* Presentation is organized and well laid out
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| 3 | * Is well thought out and gives description of their person
* Has application of critical thinking that is apparent
* Is pulled from several sources
* Is accurate
 | * Few (1 to 3) spelling, grammatical, or punctuation errors
* Has a basic understanding of historical inventions and discoveries but no higher level of thought
 | * Information is constructed in an easy to follow pattern
 | * Multimedia is used to illustrate the main points
* Format is appropriate for the content
* Presentation captures audience attention
* Presentation is well organized
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| 2 | * Has basic information on the scientist and their invention
* Has application of critical thinking that is apparent
* Doesn’t connect all the dots with the invention and its importance
* Is pulled from a limited number of sources
* Has some factual errors or inconsistencies
 | * Minimal (3 to 5) spelling, grammatical, or punctuation errors
* Doesn’t clearly understand the information
* Shows signs that student didn’t pay full attention and take notes in class
 | * Project has a focus but might stray from it at times
* Information appears to have a pattern, but the pattern is not consistently carried out in the project
 | * Multimedia loosely illustrates the main points
* Format does not suit the content
* Presentation does not capture audience attention
* Presentation is loosely organized
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| 1 | * Provides inconsistent information for the scientist
* Has no apparent application of critical thinking
* Is pulled from few sources
* Has significant factual errors, misconceptions, or misinterpretations
 | * More than 5 spelling, grammatical, or punctuation errors
* The student has no understanding of the information
* The student didn’t pay attention in class
 | * Content is unfocused and haphazard
* Information has no apparent pattern
 | * Presentation appears sloppy and/or unfinished
* Multimedia is overused or underused
* Format does not enhance content
* Presentation has no clear organization
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