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 |
| 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 |
| 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 |
| 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 |