

Past, Present, Future: Examining Life Through the Use of Symbols

Project Rubric

	Advanced	Proficient	Partially Proficient	Novice
Overall appearance	Final project includes four-dimensional objects that were made from scratch by the student. Projects are eye-catching and make people take notice. Because of his/her attention to detail, it appears that the student has taken much time and effort to complete the project.	Final project includes four-dimensional objects that are mostly ready-made (not original and handmade by student). Some of it was created by the student. The overall look is appealing to the eye. It appears as though the student put effort into the final product.	Final project is a drawing using markers, colored pencils, or other art materials (such as charcoal). Product is one dimensional.	Final project is a pencil drawing or pictures cut out from magazines or elsewhere. Final product is one dimensional.
Neatness	Overall, the project looks well put together. There are no signs of glue or adhesive markings or pencil markings. All pieces are affixed in an order that makes sense.	The majority of the pieces in the project are affixed to the board, box, etc., and placement of the objects makes sense. There are a few stray markings (glue, pencil, etc.)	Final project is are put together in an order that makes sense, but there are obvious traces of glue marks, pencil marks, etc.	Final project looks thrown together. Pieces are incomplete or coming apart.

Comments:

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Preparation & Practice	Student's presentation was well-rehearsed. Student did not use fillers ("umm", "like"). Student memorized his/her speech. The flow of his/her speech was smooth and seamless.	Student's presentation was rehearsed, but student needed to refer to his/her note cards 2 – 3 times. Student did hesitate 2 -3 times, and he/she used fillers ("umm", "like") 2 -3 times. The flow of his/her speech was generally smooth.	Student spent much of the presentation looking at his/her note cards. He/She hesitated several times, and repeatedly used fillers ("umm", "like"). His/Her speech was filled with many pauses.	Student read most or all of his/her speech from a paper or note cards. He/She paused often and used fillers ("umm", "like") almost every sentence. Most of his/her presentation time was spent trying to figure out what to say.
Pronunciation	Student was clear in his/her speech and did not use any pidgin or slang.	Student enunciated his/her words clearly and only used slang or pidgin 2 to 3 times in his/her speech.	Student pronounced his/her words clearly 75% of the time. He/She used pidgin or slang 4 – 5 times during his/her presentation. He/She mumbled on occasion.	Student pronounced his/her words clearly 60% of the time. He/She used pidgin or slang 6 or more times during his/her presentation and mumbled his/her words most of the time.
Projection	Student could be heard loud and clear in all parts of the room throughout his/her entire speech.	Student could be heard clearly in all parts of the room for the majority of his/her speech.	Student could be heard clearly by the students seated at the front set of tables.	Student appeared to be speaking to a few students in the front.
Poise	Student appeared relaxed and confident. He/She wore a genuine smile throughout his/her presentation. His/Her movements were purposeful. He/She made eye contact with everyone in the room.	Student appeared generally relaxed. He/She smiled from time to time during his/her presentation. Most of his/her movements were purposeful. He/She made eye contact with a few people around the room.	Student appeared a little nervous. He/She rarely smiled during his/her presentation. His/Her movements were somewhat distracting. He/She made eye contact with 1 or 2 people only.	Student appeared very nervous. He/She did not smile at anyone in his/her audience. He/She stood stock still or was very distracting with his/her movements. He/She did not make eye contact with anyone.