

RUBRICS AND PROJECT BASED LEARNING

Rubrics are a versatile assessment tool that work well with project based learning and any form of continuous assessment.

Aligning the assessment criteria to outcomes and standards ensures the work being done stays on track and informs everyone of learning goals at each stage in the process. By making the evaluation criteria transparent, there is little room for bias and questions about grades and scores can be directly addressed using the criteria laid out in the rubric. Additionally, students know in advance what work they need to do to get what grades.

Students can also be more involved by helping to create rubrics themselves and also by using them to self-assess. When they are used in this way, add a space for student and teacher comments. In this way, students can appraise their performance and note what their weaknesses and strengths were on the specific project area, and teachers can respond and give direction.

Rubrics also work as a good tool for tracking student performance and can be used in parent-teacher conferences to outline students' strengths and weaknesses.

Involving students in assessment motivates them to become stronger self-directed learners. They are able to predict their capabilities and take control of their learning outcomes. Student involvement in determining assessment criteria leads to higher levels of engagement in the learning process, as well as improved consistency in learning outcomes.

We have provided several samples of rubrics that can be used in the project based learning setting that assess key stages in the process: research, teamwork and presentation skills. There is also a blank rubric to use as you wish.

PRESENTATION RUBRIC

Name: _____

Date: _____

Total: /12

Engagement

1	Information is presented in a very one-dimensional way. Not within time limit (too short or too long).
2	Information is presented in a slightly engaging way, but lacking cohesion. Difficult to understand the point. Audience is not involved.
3	Innovative presentation of information, audience involvement, and easy to follow presentation.

Knowledge

1	No new knowledge is presented. The group hasn't developed their own knowledge of the content.
2	Knowledge of content is good and some new knowledge is presented. The group has developed their knowledge well.
3	The group has strengthened and expanded their knowledge of the content. The audience is presented with engaging knowledge.

Body Language

1	Body language is not open and little or no eye contact is made with the audience.
2	Some appropriate body language (open stance, appropriate hand gestures) was used. Some eye contact.
3	Body language is open and relaxed. Appropriate hand gestures and eye contact are used throughout.

Clarity

1	Presentation content is difficult to follow. Lack of clear organization of key points. Difficult to hear/understand.
2	Some organization is evident, but the topic is not well-presented. Some problems with voice clarity.
3	Excellent organization of ideas. The flow is easy to follow. Presenters speak clearly and coherently.

RESEARCH SKILLS RUBRIC

Name: _____

Date: _____

Total: /12

Source Selection

1	Accesses a good variety of key sources, but not always appropriate ones.
2	Displays critical selection of key resources. Uses a good variety of different sources.
3	Demonstrates strategic planning in key source research and selection. Uses a broad and appropriate variety.

Incorporation of Different Perspectives

1	Has a one-dimensional approach to research. Doesn't look for many, or any, different perspectives and/or opinions.
2	Makes use of different approaches and perspectives.
3	Looks for a large variety of perspectives and points of view and incorporates them well into the process.

Organization

1	Ideas are poorly organized. Ideas are not labeled, or summarized. Data is not organized.
2	Some organization of ideas, but requiring better structure and clarity.
3	Ideas are organized, labeled, and notes are categorized. Data is effectively presented, and information is well summarized.

Self-Management

1	Poor time-management means tasks are not completed. Lack of organization of research. Does not seek help at the right time.
2	Some time-management skills. Research is somewhat organized. Seeks clarification when necessary.
3	Excellent time-management. Each stage of research is conducted with a planned time-frame. Asks for help and clarification when necessary. Well organized.

TEAMWORK RUBRIC

Name: _____

Date: _____

Total: /12

Task Allocation

1	Tasks are not fairly distributed. Only a few team members are active. Task completion is not monitored. Final work is not cohesive.
2	Tasks are allocated fairly, but not monitored. There is not strong collaboration among the team.
3	Tasks are fairly distributed and monitored. Adjustments are made throughout the process and there is a high level of collaboration.

Group Focus

1	There is no cohesion among the team and no collaboration. Distractions easily derail efforts.
2	There is some effort to maintain a strong, singular focus. Some effort is made to reassess the group direction and adjust the focus.
3	There is a strong and united focus among team members. Group direction is assessed regularly and adjusted as needed.

Process

1	Group does not work well together, conflicts happen often and are not addressed. No evidence of self-assessment.
2	Some conflict occurs, but is managed effectively. Activity is not regularly assessed.
3	Group works well together. Conflicts are managed effectively. Good structure and appropriate self-assessment takes place.

Self-Management

1	Poor time-management means tasks are not completed. Lack of organization of research. Do not seek help at the right time.
2	Some time-management skills. Research is somewhat organized. Seek clarification when necessary.
3	Excellent time-management. Each stage of research is conducted with a planned time-frame. Ask for help and clarification when necessary. Well organized.

BLANK RUBRIC

Name: _____

Date: _____

Total: /12

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