

### Bulletin Board Project Rubric

<p>Task Description: Visit the Texas Essential Knowledge and Skills webpage at: <a href="http://www.tea.state.tx.us/index2.aspx?id=6148">http://www.tea.state.tx.us/index2.aspx?id=6148</a></p> <p>You will developing one bulletin board at each level: elementary, middle school and high school level. For the three bulletin boards, select a TEK and student expectations of your choice for each level.</p>					
Criteria	weight	4 - Professional	3 - Proficient	2 - Developing	1 - Incomplete
<b>Choice of Project</b>	50%	<input type="checkbox"/> Appropriate <input type="checkbox"/> Focused <input type="checkbox"/> Innovative <input type="checkbox"/> Relevant <input type="checkbox"/> Purposeful	<input type="checkbox"/> Generally appropriate <input type="checkbox"/> Evidence of some focus <input type="checkbox"/> Moderate creativity <input type="checkbox"/> Expresses some relevance <input type="checkbox"/> Adequate purpose shown	<input type="checkbox"/> Somewhat appropriate <input type="checkbox"/> Evidence of minimal focus <input type="checkbox"/> Limited creativity <input type="checkbox"/> Difficulty in identifying relevance <input type="checkbox"/> Includes evidence of some purpose	<input type="checkbox"/> Inappropriate <input type="checkbox"/> Lacks focus <input type="checkbox"/> Lacks innovation <input type="checkbox"/> Lacks relevance <input type="checkbox"/> Purpose unclear
<b>Use of Planning Process</b>	10%	<input type="checkbox"/> Well planned <input type="checkbox"/> Willingness to take risks	<input type="checkbox"/> Attempts well developed ideas that lead to a general understanding <input type="checkbox"/> Willingness to take slight risks	<input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project <input type="checkbox"/> Minimal evidence of risk taking	<input type="checkbox"/> Lacks thoroughness <input type="checkbox"/> Little evidence of willingness to take risk <input type="checkbox"/> No evidence of risk taking
<b>Written Summary</b>	30%	<input type="checkbox"/> Concise <input type="checkbox"/> Depth of thought; thorough and specific development of ideas <input type="checkbox"/> Writer exhibits mastery of grammar	<input type="checkbox"/> Generally concise <input type="checkbox"/> Ideas are thoughtful with moderate evidence of topic development <input type="checkbox"/> Writer exhibits moderate command of grammar	<input type="checkbox"/> Some segments ramble <input type="checkbox"/> Omits information that creates gaps in the information <input type="checkbox"/> Errors in grammar	<input type="checkbox"/> Rambles to the extent that main point is lost <input type="checkbox"/> Omits information that creates lack of understanding <input type="checkbox"/> Limited evidence of correct use of grammar
<b>Oral Presentation</b>	10%	<input type="checkbox"/> Polished <input type="checkbox"/> Engaging	<input type="checkbox"/> Well designed <input type="checkbox"/> Informative	<input type="checkbox"/> Reasonably neat <input type="checkbox"/> Somewhat maintains audience attention	<input type="checkbox"/> Sloppy <input type="checkbox"/> Poorly presented

Assignment Score \_\_\_\_\_ + Beyond/Bonus \_\_\_\_\_ = Final Score \_\_\_\_\_