

Name: \_\_\_\_\_ Name: \_\_\_\_\_ Engagement: \_\_\_\_\_ Total \_\_\_\_/100  
 Period \_\_\_\_ Team number \_\_\_\_

Organization	20-16 Exceeds	15-11 Meets	10-6 Approaching	5-1 Emerging
<p><b>Organization</b>                      3.B.8.2: Use digital tools to organize information with main ideas and supporting documentation.</p>	<ul style="list-style-type: none"> <li>Bulleted lists (7x7rule)- all</li> <li>All intro and summary slides included and complete</li> <li>Organized in a logical sequence</li> <li>Animations, transitions, and graphics enhance presentation</li> <li>All Spelling and Grammar are correct</li> </ul>	<ul style="list-style-type: none"> <li>Bulleted lists (7x7rule) - most</li> <li>All intro and summary slides included, and most are complete</li> <li>Organized in a somewhat logical sequence</li> <li>Most animations, transitions, and graphics enhance presentation</li> <li>Most spelling and grammar are correct</li> </ul>	<ul style="list-style-type: none"> <li>Some Bulleted lists</li> <li>Some intro and summary slides included</li> <li>Minimal Organization not in a logical sequence</li> <li>animations, transitions, and graphics detract from presentation</li> <li>Some spelling and grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>written in sentences not bulleted list</li> <li>missing most intro and summary slides</li> <li>Minimal Organization not in a logical sequence</li> <li>animations, transitions, and graphics detract from presentation</li> <li>Many spelling and grammar errors</li> </ul>
Content/Information	70-60 Exceeds	59-40- Meets	39-25 Approaching	14-1 Emerging
<p><b>Content / Information</b>                      1.A.8.1: Apply existing knowledge to independently generate new ideas, products, or processes with digital tools.                      CCSS.ELA-Literacy.SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples</p>	<p>Subject knowledge</p> <ul style="list-style-type: none"> <li>Show what you created</li> <li>Describe <b>in detail</b> the step by step instructions on how you <b>created</b> what you did</li> <li>including screen shots and call outs or student created video tutorials</li> <li>information is accurate and focused</li> <li>emphasizing salient points</li> <li><b>Demonstrates that</b> Subject knowledge is excellent</li> </ul>	<p>Subject knowledge</p> <ul style="list-style-type: none"> <li>Show what you created</li> <li>Describe the step by step instructions on how you did what you did</li> <li>Includes <b>some</b> screen shots and call outs</li> <li>information is <b>mostly</b> accurate and <b>somewhat</b> focused</li> <li><b>points out</b> salient points</li> <li>subject knowledge is good</li> </ul>	<p>Subject knowledge</p> <ul style="list-style-type: none"> <li>Shows <b>some</b> of what you created</li> <li><b>Shows some step by step instructions on how you did what you did with minimal explanation</b></li> <li>Includes <b>some</b> screen shots and call outs</li> <li>information is <b>unclear and/or not</b> accurate and <b>not</b> focused</li> <li><b>does not points out</b> salient points</li> <li>subject knowledge is missing information</li> </ul>	<p>Subject knowledge</p> <ul style="list-style-type: none"> <li>do not show what you created</li> <li><b>Shows but does not explain the step by step instructions on how you did what you did</b></li> <li>Includes <b>minimal</b> screen shots and call outs</li> <li>information is <b>unclear and/or not</b> accurate and <b>not</b> focused</li> <li><b>does not points out</b> salient points</li> <li>subject knowledge is inadequate or inaccurate</li> </ul>
Presentation Skills	20-16 Exceeds	15-11 Meets	10-6 Approaching	5-1 Emerging
<p><b>Presentation Skills</b>                      CCSS.ELA-Literacy.SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; <b>use appropriate eye contact, adequate volume, and clear pronunciation.</b></p>	<ul style="list-style-type: none"> <li>Holds attention of entire audience – engages audience</li> <li>Direct eye contact, seldom looking at notes.</li> <li>Adequate volume</li> <li>Correct, precise pronunciation of terms</li> <li>Is active presenter – not getting drinks, not chewing gum, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Holds attention of most of the audience</li> <li>appropriate eye contact,</li> <li>Student uses clear pronunciation</li> <li>Adequate volume</li> <li>Is somewhat active presenter</li> </ul>	<ul style="list-style-type: none"> <li>Does not hold the attention of most of the audience</li> <li>Minimal eye contact,</li> <li>Student does not use clear pronunciation</li> <li>Difficult to hear</li> <li>Is somewhat active presenter</li> </ul>	<ul style="list-style-type: none"> <li>Does not hold the attention of most of the audience</li> <li>No eye contact, and student is reading not presenting</li> <li>Student has difficulty with pronunciation</li> <li>Difficult to hear</li> </ul>

Description of requirements
Introduction including: <ul style="list-style-type: none"> <li>Title Slide with names of all partners</li> <li>What are your goals for this station? (in bulleted form)</li> <li><b>Did you achieve your goals?</b> (in bulleted form)</li> <li>Describe your station in detail (in bulleted form)</li> </ul>
<b>You should have step by step instructions on how you did what you did.</b> <ul style="list-style-type: none"> <li>Pictures, or Screen shots or video tutorials– showing the step by step process of how you did what you did</li> <li>text boxes explaining what that screen shot or picture is about</li> <li>Videos of project if applicable</li> <li>Show us the final product or goal you achieved</li> </ul>
A summary of what you learned at that engagement including <ul style="list-style-type: none"> <li>Summarize what you learned. (in bulleted form)</li> <li>Did you have any problems and what did you do to solve them? (in bulleted form)</li> <li>What can you pass on to the next group? (in bulleted form)</li> </ul>
Bibliography - where you got your information including pictures – learning launchers, websites, etc. use <a href="http://www.bibme.org/">http://www.bibme.org/</a> apa format

Student Score----\_\_\_\_\_/30

### Rubric for Project Plan

In your website on your engagement page set up your plan. It should include the following: What you already know, Objectives, and a Timeline for completing your project – what you will accomplish each day.

Description	10-8	7-5	4-3	2-1
10pts- What do you already know about topic?	Thoughtful response of what you already know about the subject.	This element describes what you know but is not specific	This element is vague or not clearly described	This element is poorly described
10 pts-SMART Objectives - Our project objective specifically states what we intend to achieve. They should be Specific, Measurable, and Attainable.	clearly describes the <u>Specific, Measurable, Attainable</u> tasks to be accomplished	This element describes the tasks to be accomplished but is not specific	This element is vague or not clearly described	This element is poorly described
10pts-Timeline list dates class meets and what you plan to do each day. This can be a calendar inserted in your website	A realistic timeline was established and met. All dates were filled in.	A realistic timeline was established. No more than one date was not filled in.	A timeline was established and is missing many details.	The project timeline was not realistic or was missing important elements.

**Explain 3 interesting things you learned from the “What You should know” tab on the Learning Launcher OR from online research**

**STEAM: How does your project relate to Science, Technology, Engineering, Arts and Math**

**Teach us what you learned and how you did what you did at your station.**

### SEE SAW Daily Post

SeeSaw Post	10-8	7-5	4-3	2-1
A picture or video related to your engagement showing what you accomplished each day should be posted along with a short description describing the picture or video	A picture or video related to your engagement showing what you accomplished that day along with a short description describing the picture or video	A picture or video semi related to your engagement showing what you accomplished on different day along with a short or no description	A picture related to your engagement from a previous day	No picture or unrelated picture no description

		describing the picture or video	no description	
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