

Sample Rubric for the Written Component

	4 Exceeds Standard	3 Meets Standard	2 Approaches Standard	1 Below Standard
Format	Follows assigned format.	Follows most of assigned format.	Has some components of assigned format.	Does not follow assigned format.
Organization	Carefully organized.	Good overall structure.	Satisfactorily organized.	Poorly organized.
Personal Understanding	Clearly displays student's personal understanding of historical impact. Supports opinions.	Shows some personal understanding of historical impact. Partially supports opinions.	Shows little understanding of historical impact. Supports few opinions.	Shows no understanding of historical impact. No evidence of support for opinions.
Source Materials	Uses multiple sources of information in developing an accurate written project. Annotated bibliography explains how sources were used.	Uses several sources of information in developing an accurate written project. Contains bibliography.	Uses few sources of information, ineffective use of research materials. No evidence of using sources listed.	Shows evidence of little or no research. No bibliography.
Depth of Understanding	Displays evidence of mastering major issues.	Displays evidence of understanding major issues.	Displays little evidence of understanding major issues.	Displays no evidence of understanding major issues.

Rubric adapted from the NYC Department of Education. (2009). Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning. NYC Department of Education: Division of Teaching and Learning Office of Curriculum, Standards, and Academic Engagement. Retrieved March 15, 2018, from http://schools.nyc.gov/documents/teachandlearn/project_basedFinal.pdf

Sample Rubric for the Oral Component

	4 Exceeds Standard	3 Meets Standard	2 Approaches Standard	1 Below Standard
Format	Follows assigned format.	Follows most of assigned format.	Has some components of assigned format.	Does not follow assigned format.
Use of Graphic/ Visual Component	Effective use of graphic component.	Uses graphic component.	Has graphic but makes little or no reference to it.	No graphic.
Language Usage	Displays mastery of English language (or native language) through clear communication of ideas. Very few grammatical errors.	Good understanding of English language (or native language) demonstrated through clear communication of ideas, some grammatical errors.	Ideas somewhat unclear, many grammatical errors.	Ideas are vague and unclear, impossible to comprehend because of poor grammar and communication.
Logic and Sequence	Uses multiple sources of information in developing an accurate written project. Annotated bibliography explains how sources were used.	Uses several sources of information in developing an accurate written project. Contains bibliography.	Uses few sources of information, ineffective use of research materials. No evidence of using sources listed.	Shows evidence of little or no research. No bibliography.
Audience	Displays evidence of mastering major issues.	Displays evidence of understanding major issues.	Displays little evidence of understanding major issues.	Displays no evidence of understanding major issues.
Thoroughness	Fully addresses major issues.	Somewhat addresses major issues.	Does not address some major issues.	Fails to address any major issues.
Closure	Well-developed sense of closure.	Develops sense of closure.	Little sense of closure.	No sense of closure.

Sample Rubric for the Graphic/Visual Component

	4 Exceeds Standard	3 Meets Standard	2 Approaches Standard	1 Below Standard
Format	Follows assigned format.	Follows most of assigned format.	Has some components of assigned format.	Does not follow assigned format.
Graphic Supports Main Ideas	Graphic representations are included that strongly support ideas/opinions.	Graphic representations are included that generally support ideas/opinions.	Some inaccuracies and irrelevant graphics used.	Extraneous and inaccurate graphics with little relevance; no graphics.
Evidence of Research	Shows much evidence of research and conclusions drawn.	Shows evidence of research and conclusions drawn.	Shows little or some evidence of research.	Shows little or no evidence of research.
Depth of Understanding	Reflects a deep understanding of the topic; questions/ideas are clearly addressed.	Reflects an understanding of the topic; questions/ideas are slightly vague.	Reflects a beginning understanding of the topic; questions are unclear.	Shows no understanding of the topic; no attempt to answer questions.
Logic of Design	Graphics are organized and shown in a logical, sequential manner.	Display is mostly organized in a logical way.	Display is somewhat organized.	Graphics poorly organized and difficult to understand.
Use in Oral Presentation	Graphics are effectively used in oral presentation	Graphics are used in the oral presentation.	Little use of graphics in oral presentation.	Graphics are not used in oral presentation.

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