

Recovery Attempt Rubric

OPTION 3: Ceiling Tile

| Category | Expectations | Exemplary----5 | Very Good----4 | Satisfactory----3 | Needs Work----2 | Missing--0 |
|--|--|---|--|--|--|------------|
| Ceiling Tile Expectations /10 | Ceiling Tile | Standard Size 90% of tile is painted | Standard Size 80% of tile is painted | Standard Size 75% of tile is painted | May/may not be standard size 50% or less of tile is painted | |
| | Tag Line | “Catchy” Caption or Tag Line that clearly identifies content <i>Ex. The War that Changed the World</i> Painted on tile | Tag Line that clearly identifies content <i>Ex. World War I Changed the World</i> Painted on tile | Tag Line that clearly identifies content <i>Ex. World War I Changed the World</i> Written (Sharpie) on tile | No Caption or Tag Line Does have a Word/Phrase Title <i>Ex. World War I</i> Written (Sharpie) on tile | |
| Category | Expectations | Exemplary----5 | Very Good----4 | Satisfactory----3 | Needs Work----2 | Missing--0 |
| Content: Delivered in Oral Presentation /30 | Who? | Research addresses all major participants/contributors | Research addresses at least 3 major participants/contributors | Research addresses only 2 people who played a major role | Research centers around only 1 participant/contributor | |
| | What? | Research explains all components of the event/incident of the story. Research includes the causes, course and effects | Research focuses on the causes and course of the event/incident of the story | Research focuses only on the course of the event/incident of the story | Research only mentions the event/incident of the story | |
| | When? | Research includes the time frame Sequences all major events connected to incident (story) | Research includes time frame Research includes the sequence of some events | Research references multiples events Events are not sequenced | Research only includes the date of incident | |
| | Where? | Research includes all major areas involved and impacted by incident <i>See Examples</i> | Research includes some areas involved and impacted by incident <i>See Examples</i> | Research only references the area directly involved or impacted by incident <i>See Examples</i> | Research only mentions area(s) involved <i>See Examples</i> | |
| | Why/How Significant? | Research clearly points out the significance by explaining how it impacted the nation socially, politically and economically Provides at least 5 examples | Research points out the significance by explaining how impacted the nation socially, politically and/or economically Provides 3 examples | Research points out the significance by explaining how impacted the nation socially, politically and/or economically Provides 2 examples | Research explains significance by focusing only on one aspect: social, economic or political Provides 1 example | |
| | Relevance to Today or Future Decisions | Connects incident to a particular theme in history Identifies a specific example from the 21 st Century Provides details of the connection (<i>remember rule of 3</i>) | Connects incident to a particular theme in history Identifies a specific example from the 21 st Century | Connects incident to a particular theme in history Identifies a specific example from the 20 th Century | Connects incident to a particular theme in history OR Identifies a specific example from the 21 st or 20 th Century | |

| Category | Expectations | Exemplary----10 | Very Good---8 | Satisfactory-----7 | Needs Work-----5 | Missing---0 |
|--------------------------|-----------------------------|--|---|--|---|-------------|
| Visual Appeal /30 | Graphics - Relevance | The illustration(s) used represent information appropriately. | Most graphics represent the information appropriately. | All graphics relate to the topic but do not represent appropriately. | Graphics do not relate to the topic. | |
| | Graphics - Visual | Color, shape, size, and arrangement of illustration(s) contribute meaning to the overall message. | Color, shape, size, and arrangement are eye catching and contribute some meaning. | Color, shape, size, and arrangement are present but do not add to the information. | Color, shape, size, and arrangement are distracting or misleading. | |
| | Design/layout | The design/layout is neat, clear, and visually appealing. | Is attractive in terms of design, layout and neatness. | Is acceptably attractive though it may be a bit messy. | Is distractingly messy or very poorly designed. | |
| Category | Expectations | Exemplary----6 | Very Good----4 | Satisfactory----3 | Needs Work-----2 | Missing---0 |
| Oral Presentation /30 | Eye Contact | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. | Consistent use of direct eye contact with audience, but still returns to notes. | Displayed minimal eye contact with audience, while reading mostly from the notes. | No eye contact with audience, as entire report is read from notes. | |
| | Body Language | Movements seem fluid and help the audience visualize. | Made movements or gestures that enhance articulation. | Very little movement or descriptive gestures. | No movement or descriptive gestures. | |
| | Enthusiasm | Demonstrates a strong, positive feeling about topic during entire presentation. | Occasionally shows positive feelings about topic. | Shows some negativity toward topic presented. | Shows absolutely no interest in topic presented. | |
| | Elocution | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear. | |
| | Organization | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand presentation because there is no sequence of information | |
| | Expectations | Exemplary | Very Good | Satisfactory | Needs Work | |
| | Where | Although fought primarily in Europe, the war directly impacted the United States, Great Britain, Russia, Germany | Although fought primarily in Europe, the war directly impacted the United States and Great Britain. | World War I was primarily fought in Europe, the war directly impacted the United States. | World War I was primarily fought in Europe. | |